SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHREE GURU GOBIND SINGH JI GOVERNMENT COLLEGE PAONTA SAHIB

SHREE GURU GOBIND SINGH JI GOVERNMENT COLLEGE PAONTA SAHIB,
DISTRICT SIRMAUR, HIMACHAL PRADESH
173025
https://gcp.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Guru Gobind Singh Ji Government College Paonta Sahib, District Sirmaur in Himachal Pradesh, India was established in the year 1994, has been given the name after 10th Sikh Guru Shree Guru Gobind Singh Ji to commemorate the tercentenary of *Khalsa Panth* which he founded here itself during his sojourn between 1685-1689. The Gurudwara Paonta Sahib holds high religious and historical importance to Sikhs all around the world. The majestic Yamuna flows by the town. Paonta Sahib is also one of the important growing industrial towns in Himachal Pradesh.

The College is affiliated to Himachal Pradesh University, Shimla and registered under 2f and 12b of UGC Act. Our college has been accredited with Grade B++ by NAAC (National Assessment and Accreditation Council) in the first cycle in the year 2017 with the Institutional CGPC score of 2.79. With another feather in its cap, our institution has also been awarded the prestigious DBT Star College Scheme by the Department of Biotechnology, Government of India, New Delhi.

Vision

The institution aspires to provide affordable quality education to the diverse strata of population including the poorest and weakest sections of the area; and create an environment conducive to the achievement of the highest standards of academic excellence along with multi-faceted development of personality of the students, transforming them into socially aware and responsible citizens of the country.

The vision statement determines the course of the Institution, its soulful essence.

Mission

The motto of our college fully enshrines the mission statement:

??????? ??? ?? ?????? (shilvritphala hi vidya)

"The Fruit of Learning is Good Character and Righteous Conduct"

The mission statement of the College signifies the existence and its road map to the achievement of the vision. The mission statement vividly encapsulates the actions of the Institution and spells out its overall goal by providing the path and guide to decision-making.

i.Addressing the Needs of the Society

- We aim to sensitize the students towards diversity issues and increase social responsibility among students toward deprived communities.
- Train the students to adapt to the changing needs of the society and try to contribute positively to the welfare of the society and inculcate the value of discipline in work and conduct among the students.

- Sensitise and engage students in issues of gender equality, human rights and ecology in order to make them, socially responsible citizens.

ii.Needs of the Students it seeks to Serve

- The college desires to give equal opportunity of excellent education to students coming from diverse sections of society, by adopting innovative teaching-learning methods, and promoting innovative research.
- Promote the ethical understanding of the world and motivate the student community and the teaching fraternity to evolve into conscious responsible and thinking individuals.
- Develop human resources, infuse quality of leadership and create a competitive pool of scholars.

iii.Institutions Traditions

- Maintain and promote quality, transparency, compliance and sustainability in governance and service delivery.
- Ensure outstanding environment-friendly infrastructure and facilities to its users.

iv.Value Orientations

- Our vision and mission inspires us to provide holistic growth and development opportunities. Moral, ethical, social and aesthetic values like forbearance, compassion, charity, forgiveness, team spirit, honesty, love, patience etc. are inculcated to strengthen students' EQ (Emotional quotient) and SQ (Spiritual quotient).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Teaching Lesson plans prepared in every programme and course.
2. Curriculum feedback from various stakeholders including students, teachers, parents, alumni and industry taken and action taken accordingly.
3. Result analysis of students for identification of learning levels and implementation of separate programmes for slow and advanced learners.
4. Transparency and fairness in admission process and reservation to weaker sections provided in admission.
5. Well-managed and effective NSS units.
6. Rotation policy is a good initiative providing opportunities to different faculties and staff members.
7. Outcome based education (OBE) model followed in the college with defined programme and course outcomes and their attainment measurement.
8. The college has a well-established mentor-mentee system.
9. The college gymnasium has been upgraded.

Institutional Weakness

1. No faculty development programmes organised by the college.
2. Low footfalls in library.
3. Low expenditure on purchase of library books.
4. Research papers and books by faculty are lacking.
5. Research fund mobilisation is lacking.
6. Lack of sanctioned post of permanent placement officer for managing Career Counselling and Placement Cell.
7. Weak management of Alumni Association activities and low connect with the alumni.
8. Lack of hostel facilities for girls and boys.
9. No NCC unit for boys in the college.

Institutional Opportunity

1. Industrial visits and educational tours organised for the students.
2. Library may be opened 24x7 to encourage student's self-study and preparation for competitive examinations.
3. The college has a sufficient playground which can be further developed.
4. The college can further strengthen academia-industry collaborations keeping in view the adjoining industrial area of Dehradun-Selaqui in neighbouring state of Uttarakhand.
5. The quality audits like green audit, energy audit, environment audit and gender audit may be conducted annually instead of once in five years.
6. Institution may make efforts for adding more Value-added add-on certificate courses imparting life skills and other employable skills in the forthcoming years.
7. Efforts may be made by the faculty to design e-content such as: e-PGPathshala, SWAYAM, other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System LMS) etc.
8. The college should have an indoor stadium.
9. More Post Graduate classes may be started in the college.

Institutional Challenge

1. Research aptitude needs to infused in the faculty.
2. Programmes on research methodology to be organised and resources for the purpose to be generated.
3. Faculty Development Programmes to be conducted in the institution.
4. Placement drives not successful due to lack of compatibility of curriculum with industrial needs.
5. Tracking of student progression is time consuming and cumbersome. It required dedicated manpower.
6. Keeping students away from petty political influence.
7. With increasing student strength every year, more posts need to be sanctioned by the government.
8. None of the college faculty is registered as a research guide due to the policies of the affiliating Himachal Pradesh University Shimla.
9. The college needs to put in efforts to improve the passing percentage.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. The curriculum delivery was hampered by the COVID-19 pandemic.
2. The affiliating Himachal Pradesh University does not involve the college faculty appropriately in deciding the course curriculum of even undergraduate programmes.
3. New post graduate courses have been started in the college. Four more PG courses have been announced by the Hon'ble Chief Minister of Himachal Pradesh which are likely to begin from the next session.
4. The college may utilise the collaboration with Himachal Pradesh Kaushal Vikas Nigam for running skill-based add-on courses for the students.
5. The industrial academia collaboration provides the opportunities to the students for experiential learning.

Teaching-learning and Evaluation

1. Being a government institution, a large number of students come from rural backward areas and due to less exposure, they face difficulties in adjusting to the pace of higher education.
2. The launch of National Education Policy 2020 will further strengthen the Outcome Based Education (OBE) system.
3. Participative learning methodologies are encouraged with stakeholders views given greater priorities.
4. The mentor-mentee may be further strengthened by incorporating the services of professional counsellors and psychologists.
5. The annual student satisfaction survey provides insight into the impact of the delivery of education.

Research, Innovations and Extension

1. The NCC unit with 53 cadets has been started for girls.
2. The extension activities by NSS, Rovers & Rangers, Eco Club, Red Ribbon Club and NCC have increased with the waning of the impact of Corona.
3. Academia-industry collaborations have been established. The collaborations with other academic institution in the Sirmaur district have also been set up. But there is a huge scope for further strengthening these collaborations.
4. The faculty is low in motivation to conduct research.
5. The student research is being encouraged.

Infrastructure and Learning Resources

1. The college infrastructure is provided by the state government and a new block with a budgetary allocation of ? 11.47 crore shall strengthen the infrastructure.
2. Indoor stadium is proposed to be constructed from RUSA Grant .
3. Gym trainer and coach for some games is proposed to be appointed on permanent basis.
4. Science Labs have been upgraded under DBT Star College Scheme.
5. ICT infrastructure has recently been strengthened and updated through Utkrisht Mahavidyalaya Yojana.
6. Library needs to be provided with more books, journals and e-resources.

Student Support and Progression

1. Provision for coaching for competitive examination should be provided regularly.
2. The girl students belonging to Himachal Pradesh are provided tuition freeship.
3. The college has been doing well in football and hockey tournaments at the state level.

Governance, Leadership and Management

1. The governance is through committee system with proper delegation of powers.
2. The rotation policy is being strictly implemented.
3. Being a government institution major source of funding is through budgetary allocations by the state government.

Institutional Values and Best Practices

1. Best Practices I - Sustainable Development Imbibing Vedic Pantheistic Principles
2. Best Practices II - Toolkit of Good Governance
3. Institutional Distinctiveness: Gram Mahila Aparajita: Empowering Rural Populace with Focus on Women Empowerment and Skill Enhancement

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREE GURU GOBIND SINGH JI GOVERNMENT COLLEGE PAONTA SAHIB
Address	Shree Guru Gobind Singh Ji Government College Paonta Sahib, District Sirmaur, Himachal Pradesh
City	Paonta Sahib
State	Himachal pradesh
Pin	173025
Website	https://gcp.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pramod Patial	01704-223357	6230160622	-	gcp.ac.in@gmail.com
IQAC / CIQA coordinator	Nalin Kumar Ramaul	01704-357211	9805212655	-	nalinramaul76@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	07-06-1994

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Himachal pradesh	Himachal Pradesh University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	12-04-2005	View Document
12B of UGC	12-04-2005	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

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Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shree Guru Gobind Singh Ji Government College Paonta Sahib, District Sirmaur, Himachal Pradesh	Semi-urban	5.4	7923

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	Plus Two	English,Hindi	67	67
UG	BA,English	36	Plus Two	English,Hindi	118	118
UG	BA,Geography	36	Plus Two	English,Hindi	213	213
UG	BA,Hindi	36	Plus Two	English,Hindi	220	220
UG	BA,History	36	Plus Two	English,Hindi	203	203
UG	BA,Mathematics	36	Plus Two	English,Hindi	8	8
UG	BSc,Mathematics	36	Plus Two	English,Hindi	72	72
UG	BA,Music	36	Plus Two	English,Hindi	20	20
UG	BA,Physical Education	36	Plus Two	English,Hindi	67	67
UG	BA,Political Science	36	Plus Two	English,Hindi	365	365
UG	BA,Public Administration	36	Plus Two	English,Hindi	213	213
UG	BA,Sanskrit	36	Plus Two	English,Hindi	16	16

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UG	BA,Sociology	36	Plus Two	English,Hindi	59	59
UG	BCom,Commerce	36	Plus Two	English,Hindi	557	557
UG	BSc,Botany	36	Plus Two	English,Hindi	71	71
UG	BSc,Computer Sciences	36	Plus Two	English,Hindi	23	23
UG	BSc,Chemistry	36	Plus Two	English,Hindi	162	162
UG	BSc,Physics	36	Plus Two	English,Hindi	57	57
UG	BSc,Zoology	36	Plus Two	English,Hindi	26	26
UG	BCA,Computer Applications	36	Plus Two	English,Hindi	150	93
PG	MA,Economics	24	UG	English,Hindi	40	14
PG	MA,English	24	UG	English,Hindi	40	17
PG	MA,Hindi	24	UG	English,Hindi	40	35
PG	MA,Political Science	24	UG	English,Hindi	50	46
PG	MCom,Commerce	24	UG	English,Hindi	40	32
PG Diploma recognised by statutory authority including university	PGDCA,Computer Applications	12	UG	English,Hindi	50	17

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				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				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

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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.	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

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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	1199	65	0	0	1264
	Female	1255	111	0	0	1366
	Others	0	0	0	0	0
PG	Male	34	0	0	0	34
	Female	110	0	0	0	110
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	16	0	0	0	16
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Shree Guru Gobind Singh Ji Government College Paonta Sahib is a constituent college of Himachal Pradesh University Shimla and strictly adheres to the curriculum framed by the affiliating university. The college endeavours to provide the best education for the holistic development of the human resource of the college. It provides an effective learning platform for students by broadening the horizon of education beyond their subject knowledge while offering Choice Based Credit System (CBCS) courses in UG and Elective Courses in PG. The students are a brilliant human resource to implement original research ideas to investigate social, environmental, and scientific issues. They are encouraged to take up

Generic Elective (GE) and Skill Enhancement Courses (SEC) across departments thus exercising academic freedom and multidisciplinary approach. In Undergraduate programmes the SEC and AECC (Ability Enhancement Courses) in various subjects like English, Economics, Geography, Computer Applications, Lifesciences, etc. as well as in Post Graduate programme in M.Com. the students are engaged in minor research projects which are mostly related with community services in the adopted villages where students visit and disseminate knowledge about women education and empowerment, hygiene, water conservation, energy conservation, Swachhta Abhiyan, etc. which provides equal opportunities for students to develop skills, confidence and creates positive impact on their life. This research outreach, their outcomes, and experience gained are helping tremendously the institution to build a sustainable research oriented and innovative ecosystem. The college offers a compulsory course to its first-year students on environmental studies to build a basic understanding of environmental issues and climate change so that the students become socially responsible global citizens. Certain seminars, workshops, activities on environment ethics and spirituality along with gender-related issues are being organised from time to time. The students are encouraged to establish teams from diverse fields within the college to compete in activities such as National Social Service, National Cadet Corps, Rovers & Rangers, etc. The college is already running the NSQF (National Skill Qualification Framework) level courses in Pharmaceuticals with multiple exits leading to award of certificate, diploma and advanced diploma as is recommended in NEP. The college has also offered its students two add-on courses with multiple exits viz. IT & ITES (Information Technology & Information Technology Enabled Services) and BFSI (Banking, Financial Service and Insurance) in collaboration with IISD (Indian Institute of Skill Development) under the National Skill Qualification Framework. The college is fully committed to implement the National Education Policy 2020 as and when notified by the Government of Himachal Pradesh and the affiliating university. According to the proposed structure of the programmes to be run under NEP the college plans to encourage research

	culture among the students as well as the faculty in interdisciplinary/ multidisciplinary research projects in collaboration with academic partners, funding agencies, and industries. This holistic structure of student development adopted by the college is a precursor to the perspectives highlighted in National Education Policy 2020.
2. Academic bank of credits (ABC):	Shree Guru Gobind Singh Ji Government College Paonta Sahib's institutional readiness to implement the Academic Bank of Credits (ABC) shall largely be determined by the guidelines issued by the affiliating Himachal Pradesh University whenever National Education Policy 2020 is implemented since we are a constituent college of Himachal Pradesh University. As the university is preparing for it, we look forward to implementing NEP, following its approval by the academic bodies. The College follows Choice Based Credit System as per guidelines of the affiliating university and offers wide pool of courses from different disciplines which forms the basis for creation of academic credits. This flexibility in academic programmes enables students to seek employment at any level of courses and upgrade their qualifications when feasible. This will also curtail dropout rate and improve gross enrolment ratio in higher education. A centralized database, as well as the college's database, will be required in order to digitally store the academic credits earned by the student from several courses so that the credit secured by the student formerly could be passed on when the student enters into the programme again. Hence, a proper technical support system will be required to monitor ABC, for which the Institution currently has the necessary prerequisites. Further, in line with the recommendations of the National Education Policy 2020, credit transfer shall be allowed between national and international institutions as per policy prescribed by the University. As recommended by the National Education Policy 2020, Certificate will be awarded to students who exit at the end of the first year after successfully fulfilling the academic requirements. Diploma shall be awarded if the student exits at the end of the second year. Students shall be permitted to re-join the program to pursue a higher qualification, as per policy adopted by the University. Himachal Pradesh University is a member of the National Academic Depository (NAD)

	which is a government endeavour to offer an online repository for all academic awards under the Digital India programme. Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). To implement Academic Bank of Credits (ABC), a centralized database along with the database of the university has to be established to digitally store the academic credits earned by the student in various courses. Moreover, students will be facilitated with the option of earning required number of credits from other institutions as well as from online platforms (Swayam, e-PG Pathshala etc). Students will also be facilitated with the already earned credits to carry forward if he/she has discontinued the course for any of the reason earlier in the light of NEP-2020.
3. Skill development:	Shree Guru Gobind Singh Ji Government College Paonta Sahib offers several contemporary add-on courses of practical significance for the students to keep up with the requirements of the industry. The following add-on certificate courses were offered: 1. Certificate Course in MS office 2. Certificate in Statistical Analysis using MS Excel and SPSS 3. Certificate Course in Music: Basic Knowledge of Music in theoretical and Practice 4. Certificate Course in Soft Skill 5. Certificate Course in English Language Basic Skills- Listening Speaking Reading Writing 6. Certificate Course in Financial Accounting Using Tally 7. Certificate Course in Office Automation 8. Certificate Course in Income Tax E-return Filing 9. Certificate in Pharmaceuticals under the NSQF 10. IT & ITES (Information Technology & Information Technology Enabled Services) in collaboration with IISD (Indian Institute of Skill Development) under the NSQF 11. BFSI (Banking, Financial Service and Insurance) in collaboration with IISD (Indian Institute of Skill Development) under the NSQF. To further broaden the horizons of learning the college held 'Stimulus 2021' – a series of six active interface sessions of students with renowned personalities in diverse fields of expertise including academia, industry, alumni, civil society, etc. Various skill enhancement courses (SECs) are introduced in Undergraduate course curriculum by

the affiliating Himachal Pradesh University keeping in mind the 'Skill India Mission' launched by the Hon'ble Prime Minister Shri Narender Modi on 15th July 2015. Besides this, the college offers skill-based generic courses under Department of Physical Education titled 'Yoga' and 'Health Education and Nutrition' to increase their physical skills. A step further the college provides free ground training for physical tests for recruitments in various agencies like armed forces, police, forest, private security agencies, etc. This not only keeps them vigilant, alert but also enhances their employability. The college as a distinct feature in the state of Himachal Pradesh has taken the initiative to provide free coaching for Civil Services (HPAS and IAS etc.) under Utkrisht Mahavidyalaya Yojana to selected students based on a selection test conducted by the outsourced coaching institution hired through bidding process on Government e-Marketplace (GeM) portal. This 312 hours' intensive coaching develops the mental and psychological skills of students to crack the competitive examinations. The college was also supported by the UGC under its Community College Scheme for skill-oriented courses under National Skill Qualification Framework. The college is also financed under DBT Star College Scheme for sharpening the scientific skills of students. The Higher Education Institute Society Government College Paonta Sahib governs self-financing courses in BCA and PGDCA to develop the IT and ITES skills to make them employable in this sector. Experiential learning is imparted through various field visits, projects, and internship. In addition to this, students are involved in various leadership and team-work related exercises so as to develop leadership skills and promote teamwork. All these activities and exercises help to develop the personality, competencies, and employability skills among the students.

| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Shree Guru Gobind Singh Ji Government College Paonta Sahib focuses on moral and ethical training of the students. The cultural value system is ingrained in cocurricular and extracurricular activities also. The institution is mindful of the inherent linguistic, cultural, and regional diversity and its implications. The themes of cultural society like dance, music, drama creative writings are focused on providing |

students a glimpse of plurality Indian cultural aesthetics. In Humanities, the institution has departments in the subjects of Hindi, English and Sanskrit, which caters to courses specialising in these languages and literature with the goal of inculcating an appreciation of these languages and their relevance for the cultural development of students. These languages emphasise skills in communication besides cultural ideologies. In the other departments of humanities, social sciences, and commerce the medium of instruction is bilingual i.e., Hindi and English; the question papers set are in both the mediums; and the student has individual choice to attempt the course examination in either Hindi or English. The college magazine "Bhanuja" also features write-ups of students in English, Hindi as well Sanskrit. The magazine also provides platform for vernacular languages like Pahari and Punjabi as different sections. The Indian cultural knowledge is further enriched by the literary society by organising various competitions as story writing, debates, skits on Indian values etc. The curriculum in the department of Music abounds in imparting knowledge on Hindustani music besides folk music especially of Himachal Pradesh. On the behest of students belonging to diverse culture and tradition, the college promotes the exhibition and display of folk lifestyle consisting of their cuisines, attires, agricultural tools and implements. The college celebrates traditional festival of "Buddhi Diwali" – unique festival of Hatti (folk community) regions of district Sirmaur Himachal Pradesh after the passage of one month of Deepawali. The college also participates in the Gurbani Path in the college campus followed by a langar (communal-free kitchen) organized collectively by the students belonging to Sikh Community and the rest which highlights the aura of communal harmony in the college campus and is one of the institutional distinctiveness of the college. The college at regular intervals organises 'Art of Living' sessions giving insight into management of stress and spiritual upliftment by reviving firm faith in the values of Indian culture and tradition. The college library owns books related to Vedic literature like Vedas and commentaries thereon. The curriculum of department of Sanskrit covers courses on Vedas and its discourses. The curriculum of Department of

	Physical Education has courses on 'Yoga' and 'Health and Nutrition'. The college being situated in the lap of Himalayas showcases the traditional knowledge of Ayurveda through ethnomedicinal plants in its herbal garden in the campus. These ongoing projects and courses provide a firm foundation for implementation of the NEP recommendations regarding Indian culture and knowledge.
5. Focus on Outcome based education (OBE):	The Outcome Based Education (OBE) refers to the process of improving the quality of education along with employability of students. The college plans to provide training and personalised consultations to academicians so that they can realign their courses accordingly. In Choice Based Curriculum System (CBCS) every programme and its courses have been designed to focus on their learning outcomes to prepare the students according to the world economic scenario. Outcome based education focuses on life skills, basic skills, professional and vocational skills, intellectual skills, inter-personal and personal skills, with the potential benefits to create and structure the lessons according to the needs of the students. The credits to be awarded to the students determine the performance and satisfaction and employability index. The curriculum taught by the college is as per the Himachal Pradesh University guidelines. The programme and course outcomes have been categorically devised and delineated by our college teaching faculty and uploaded on the college website. The college administration ensures proper resource allocation and personnel to confirm the smooth running of OBE system within the institution. Hence the students are equipped with evaluation, analysis, application, and understanding of the courses that they study. The college assesses the programme and course outcome attainment through a system which includes analysis of students' performance and learning levels via his continuous and comprehensive evaluation consisting of attendance, performance in assignments, seminars, project works, group discussions, presentations, internships, field visits, internal examination, and external examination. This outcome attainment data pertaining to students of different programmes and courses can also be used as a parameter of annual performance appraisal of faculty documented in Annual Confidential Reports

	(ACRs) of Teachers submitted to the Director of Higher Education, Government of Himachal Pradesh through the Principal.
6. Distance education/online education:	COVID 19 pandemic which caught the whole world unaware made online teaching a new normal as a transformation from the conventional classroom interface. With no geographical limitations in imparting of education, a whole generation has been saved from lagging behind in earning knowledge despite lockdowns and quarantines that was never experienced before. It is the knack of acclimatising by both the students and teachers according to the adversities and opportunities that vital education continues to be spread strengthening the community will. A plethora of online platforms was floated from the technological world to provide online education and the students fully utilised these online teaching platforms, such as google meet, teach me, etc. A tremendous experience was earned by all the stakeholders in the college through video conferencing, online meetings, mentoring and creating e-content. The college faculty used resources like internet services, power point presentations, projectors, interactive flat panel displays, smart boards etc. at both the personal level and the college infrastructure to develop their skills for teaching with observing appropriate behaviour guidelines as issued by the government from time to time. Access to online education still remains a challenge, District Sirmaur being a rural and a far-flung area with issues like power supply, internet connectivity, and above all affordability of necessary devices. A robust and comprehensive strategy is the need of the hour. Our institution is geared up to address these concerns. As NEP lays a lot of emphasis on technology-based education, the college is developing infrastructure by renovating the rooms and labs, purchasing new computer system and projectors. Ensuring continuous supply of electricity through DG set, updating networking and bandwidth and purchasing other devices for the students. The college in collaboration with agency such as IGNOU has a memorandum of understanding to conduct a series of studies, practicals, add-on courses. The college is focusing on blending education with experimental and activity-based studies online. To ensure a smooth transition towards digital platforms and embracing virtual

online interactions and content-sharing, IQAC has shouldered the responsibility to conduct hands-on training sessions on the available devices to the faculty from time to time. The e-content material prepared by the faculty has been made available on the college website for the students. The college organised webinars on emotional wellness in COVID times with all the stakeholders addressing their concerns and issues. The college has successfully launched 30 hours duration add-on courses using online services wherever necessary through Utkrisht Mahavidyalaya Yojana, Ministry of Education, Government of Himachal Pradesh. The institution provided e-lectures in various departments as English, Sanskrit, Chemistry, Music, etc. The teachers sharpened their teaching skills by attending online Faculty Development Programmes, Refresher Courses, and participating/presenting papers in various online seminars. The college has a e-resource centre besides the IT labs to provide access to computer terminals with internet facility to the students who do not possess the personal devices so that they do not lag behind the others due to digital divide.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
388	371	371	354	354

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	25	25	24

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2443	2633	2287	2265	1934

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
776	911	791	784	669

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
579	738	642	635	510
File Description		Document		
Institutional data in prescribed format		View Document		

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
40	39	38	32	30
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
41	41	39	36	32
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 19

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
39.17	55.478	41.938	30.694	40.553

4.3

Number of Computers

Response: 132

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The institution as an affiliated college follows all the rules and directives of Himachal Pradesh University Shimla for curriculum delivery and strictly adheres to the curriculum developed by the University.

1. Brainstorming for Academic Calendar

For effective curriculum delivery, the College identifies resources, develops plans & processes under the aegis of IQAC, Staff Council and College Advisory Committee. Before the commencement of the session, the College Academic Calendar is prepared indicating a tentative schedule of curricular & extra-curricular activities in sync with University Academic Calendar.

2. Curriculum Access

An Annual Academic Plan (Academic Calendar of the College) is prepared by the College Advisory Committee every year on the basis of academic calendar of the university and departmental academic plans. It is published in the college handbook/ prospectus and displayed in website.

3. Workload Allocation and Timetable Formulation

At the departmental level, decisions are taken with respect to workload and optional papers to be offered, keeping in mind specialisations and expertise. Timetables indicating lectures, tutorials, and mentoring sessions are prepared and shared by the timetable committee with the teachers as well as students well in advance.

4. Resources for Effective Curriculum Access

The study material for every subject, both offline and online, is made available by the Library, which enables an enriching curriculum delivery. The science labs, computer labs and a language lab are used in an optimum way for the effective curriculum delivery.

5. Effective and Efficient Curriculum Delivery

Conventional chalk and board method is integrated with ICT-based methods of flipped classroom and blended learning. All the faculty members devote extra time to schedule tutorial and remedial sessions.

Furthermore, a system of allocation of mentor-mentee and identification of Advanced and Slow learners

has been designed by the College for promoting peer learning and developing a more personalised teacher - student collaboration. Remedial coaching is given to needy students in which under-achievers are given personal attention.

For capacity and competence building, induction programmes are conducted by SCERT (State Council for Education Research and Training) for the new faculty members for making the curriculum delivery effective and outcome based.

6. Teaching Lesson Plans as a Toolkit

The seamless execution of curriculum delivery is ensured through teaching lesson plans. Week wise lesson plans along with pedagogy for the entire semester are prepared and communicated to the students in classrooms also.

7. Evaluation System as a Toolkit

The institution keeps a track of the academic progress of the students through Continuous Comprehensive Assessment (CCA). CCA accounts for 30% of the final grade. It is determined on the basis of classroom attendance (5 marks), Mid Term Test (15 marks), Assignments/Seminars/class tests (10 marks).

8. Stakeholders' Feedback as a Toolkit

The feedback mechanism is put in place for all the stakeholders to review issues related to curriculum and to identify the ensuing improvement areas. Students' feedback is collected through open houses, mentoring and tutorial sessions. The feedback from students is discussed in Department staff meetings and corrective steps are taken.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The college adheres to the academic calendar provided by the affiliating Himachal Pradesh University for the conduct of Continuous Internal Evaluation system.

1. Preparation of Academic Calendar

A committee is constituted for the preparation of the academic calendar at the levels of the college and the Department in accordance with that of the affiliating university in consultation with IQAC.

The classes for odd and even semesters commence in the month of July and December respectively in every academic year, whereas under the Annual system the classes commence from July. The tentative schedule and date of the commencement of classes for freshers, commencement of induction programme and Bridge Course for them and the dates of main events like annual athletic meet, intra-mural sports events, cultural events, annual function, etc. are included in the calendar.

2. Academic Timeline

Each department develops its academic timeline in alignment with the college academic calendar. It includes dates for other components of Continuous Internal Evaluation (CIE) viz. assignments, seminars, and projects. All the components of CIE, namely, assignments, seminars, test papers, projects and internships are conducted on time as per the academic calendar.

3. Dissemination of Academic Calendar

To effectively integrate the continuous curriculum delivery with co-curricular activities, the college issues and uploads its own detailed academic calendar including schedule of internal exams, assignment submission & evaluation, and other co-curricular activities on the website. This helps the students and teachers to plan the activities in an undisrupted manner.

4. CIE System

The college strictly complies with the university guidelines for the conduct of CIE. As per the guidelines, CIE has a weightage of 30% of maximum marks in each subject. It includes 5% marks based on attendance record and 25% based on performance in the internal assessment

Believing in continuous assessment, the internal assessment at the College comprises performance in the Internal Exams and in-Class Assessment.

Students are given the opportunity to reappear and improve their performance in class tests / assignments to make learning a continuous process.

5. Impact of COVID-19 on Academic Calendar and CIE

Due to the Covid-19 Pandemic, the Academic Calendar for the 2019-20 and 2020-21 sessions were revised and extended and the first- and second-year students were promoted to the next year, based on their internal assessment and previous year performance. However, for the final year students the written examinations were conducted following COVID SOPs keeping in view the student progression to different institutions of higher education spread over the country.

6. Internal Examination as a component of CIE

As per the dates mentioned in the academic calendar internal examinations are organised by the Internal Examination Committee.

7. Timely Uploading of CIE Awards on the University Portal

The Comprehensive Internal Evaluation awards of each course are uploaded by the concerned teacher with utmost care and verified by the internal examination committee on behalf of the principal. Only then the university verifies and issues the admit cards.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 88.46

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 23

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 21

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
16	2	1	1	1

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 6.78

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
698	109	6	9	10

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The college takes concerted efforts to provide possible additional inputs in order to sensitise the students on the issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. These include invited lectures, seminars, workshops, and conferences; interaction with the alumni, practitioners, and field experts; and other components like value education and all club activities aimed at ensuring biodiversity, better environment management, and women's welfare. **The NAAC assessment criterion seven documents of our college uploaded in SSR amply reflect this.**

The curriculum is offered by the affiliating University to which the college adheres, and it touches upon issues like Gender, Human Values, Environment and Sustainability in various subject curricula. Along with the programmes offered by the university, the college also offers certain Add on Courses, Short term Courses and organizes Workshops, Conferences, Seminars and other co-curricular activities that endeavour to integrate the crosscutting issues relevant to the above-mentioned aspects.

The curriculum of each of our programmes covers quite a few topics relevant to professional ethics, gender, human values, environment, and sustainability. Such topics are captured in the Outcome Based Education (OBE) framework. The Programme Outcomes of the College and Programme Specific Outcomes (PSOs) of the respective programmes also reflect this. The assignments, seminars, and field training further ensure the coverage of these topics. In addition, the students take up themes for their project works relating to the areas mentioned above.

As a part of the curriculum, many Core Courses, AECC, SEC, DSE Courses in various programmes instil these values. Further, the College also undertakes many initiatives through the activities of its Students' Societies, Clubs, Cells and Committees.

1. Professional Ethics

Appreciating the fact that ethical standards & professional values are an integral part of professional life, the teachers use Projects and Case Studies to help the students understand how they should act towards other people and institutions in a business environment. The Training & Placement Cell of the College specifically organizes various workshops on professional ethics.

2. Gender

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There are many platforms for hands-on experiences related to gender sensitivity which enable the students to interface situations such as-field work, community outreach, and gender sensitization activities.

Gender concerns form an integral component of the curriculum of Humanities and Sociology. Participatory activities like poetry recitation, poster making, street plays, role plays organized by the subject societies focus on relevant gender issues.

3. Human Values

Importance of Human Values are inculcated through the curriculum which is delivered keeping truth, nonviolence and justice to all, at the centre of teaching and learning. Institution offers courses on Life Skills, Constitutional Values and Training on Yoga and Meditation.

4. Environment and Sustainability

As per the new UGC regulation, Environment Studies has been incorporated into the first year syllabus as Ability Enhancement Compulsory Course (AECC). There is cross reference of environmental issues in curriculums of Languages, Political Science, Economics, Zoology and Botany. Various seminars, conferences, workshops are organized to address the issues of global sustainability.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<u>View Document</u>

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 12.42

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
46	46	46	45	45

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

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

Response: 6.75

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

Response: 165

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website
2.Feedback collected, analysed and action has been taken
3.Feedback collected and analysed
4.Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	**Document**
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.88

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2443	2633	2287	2265	1934

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

2020-21	2019-20	2018-19	2017-18	2016-17
2623	2808	2479	2447	2087

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 95.65

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
674	895	769	766	657

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]()
Any additional information	[View Document]()

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

1. Developing Plans for different Learning Levels of Students

The college organizes an orientation programme for UG and PG students at the beginning of every year. The assessment of learning levels of students is primarily done through post-admission MCQ test covering the basic concepts of the different subjects.

2. Programmes for Metamorphizing Slow Learners

The programmes for metamorphizing slow learners.

i. Bridge Courses

Bridge courses are conducted by various departments before the commencement of programmes.

ii. Remedial Classes

Remedial classes on fundamentals of the subject are conducted in addition to the regular classes, mostly during off hours for the slow learners.

iii. Self-Learning Materials

The teacher provides hand-written notes, xerox lecture scripts to the students besides links on YouTube, PowerPoints, audio-records, etc.

iv. Peer Teaching

Through the practice of peer teaching, students are taught by students themselves.

v. Question Banks

Comprehensive Question banks are kept in the library for all the subjects.

vi. Free Physical Training for posts in the Army, Police and Forest Department

The college provided physical training to both boys and girls separately by hiring an ex-serviceman.

vii. Financial Assistance to Slow Learners

Grant of ? 1,000/- each was given to 132 candidates who cleared the ground test for Police recruitment examination.

viii. Free Coaching for Class III posts in the Government Departments

The college provided coaching for written examinations for jobs in various government departments by hiring professionals locally.

ix. Add-on Courses for Slow Learners

Slow learners are motivated to participate in basic add-on courses like Certificate Course in Microsoft Office and Certificate Course in Basic English Skills.

3. Programmes for Advanced learners

i. Library Resources

Students are encouraged to make maximum utilization of facilities available at the library, especially reference amenities and e-resources.

ii. Free Coaching for IAS & HPAS Examinations

The college engaged Nimbus Coaching Academy Chandigarh through bidding process on Government e-Marketplace (GeM) portal for providing coaching free of cost to 120 advanced learners.

iii. Advanced Add-on Courses

Advanced learners are encouraged to participate in advanced courses like Certificate Course in Data Analysis using Excel and SPSS and the Certificate Course in Soft Skills.

iv. Scholarships and other Financial Assistance to Advanced Learners

A total amount of ? 3,32,500/- was disbursed to 203 advanced learners by Zeon Lifesciences Ltd. under academia-industry collaboration.

v. Cash Awards, Merit Certificates, Prizes and Other Recognitions

The college felicitates brilliant students in academics, sports, cultural events, and community service in annual prize distribution function.

vi. Class Seminars and Presentations

Class seminars and presentations are conducted at regular intervals to provide an academic platform to the students for their professional and intellectual growth.

vii. Student Projects

Financial aid was granted under Utkrisht Mahavidyalaya Yojana of the Government of HP and the DBT Star College Scheme of GoI to meet the expenses incurred during the project work.

viii. Toppers Awarded Laptops by Government of Himachal Pradesh

The college distributes laptops funded under Srinivas Ramanujan Student Digital Yojana of Government of HP to meritorious students figuring in the state merit list.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 61:1

File Description	Document
Any additional information	[View Document](#)

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

Response:

The Choice Based Credit System (CBCS) with Outcome Based Education (OBE) model facilitate student-centric learning.

A. Experiential Learning Methodologies

The college organised

1. ICSSR Sponsored National Seminar on Make in India: Challenges and Prospects;
2. DBT Sponsored National Seminar on Biodiversity and Sustainable Development;
3. DBT Sponsored National Seminar on Recent Advances and Future Trends in Chemical Sciences;
4. Workshop on Phytochemical Screening under DBT Star College Scheme; and
5. National Workshop on Food Adulteration

to facilitate experiential learning.

Experiential learning is further facilitated by guest lectures based on the latest trends in the industry. The college invited guest speakers under the DBT Star College Schemes. For promoting recreational

experiential learning in music renowned musicians are invited under *Sangeet Madhuri* programme and cultural events like *Pahal* are also organised for the students.

The practical learning exposure facilitated by hands-on laboratory experiments, and internships facilitate comprehension and assimilation of concepts, besides entrepreneurial trainings which help students to become 'job creators' rather than 'job seekers.' The skill enhancement courses (SEC) in different subjects provide hands-on experience to fortify their skills.

The audio-visual training conducted through language lab classes strengthens the communication skills and the soft skill courses in the curriculum develop various organizational skills.

Students are introduced to scientific agricultural practices through experiential learning which include vermi-composting and organic farming, nurturing and promoting herbal and other plantations with their taxonomy.

B. Participative learning Methodologies

Every faculty splits up the session by conducting Pre-quiz before the starting of the class, mid-assessment quiz to the understanding of the students and problem solving at the end. The group discussions and student presentations are regularly held. The students are guided and motivated to utilise e-learning centre at library to enrich their knowledge.

Role and Street Play stimulate students' learning skills using real world scenarios. The students practically have a feel of the functioning of the parliamentary democracy through Mock Parliaments sessions organised in the college.

The students learn from essay writing, debate and declamation, college making, and poster making.

The disaster management plan drafted by the college is participatory in nature and the mock drills are conducted with the help of agencies like NDRF and DDMA. The work as Corona Warriors and HIV Awareness Volunteers also enhanced participatory learning.

C. Problem Solving Methodologies

Flipped Classrooms cultivate blended learning in which conventional teaching has been integrated with technologically stimulating methodologies. This enables the students to steer class discussions.

Field trips, industrial visits and project-based learning complement classroom learning with real-life, first-hand experiences. The college magazine provide learning opportunities as authors and student editors.

Aptitude Skill training helps students to acquire problem-centric learning experience. Aptitude classes during the free coaching for IAS/HPAS examinations were provided by the college.

Practical Skills in Phonetics are provided to the students with the aim to make them active listeners and make them effective communicators.

'Model making' activity provides an opportunity for the candidates to create a model relevant to the

concept of study thereby enhancing their critical thinking and creative knowledge.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

1. Need of ICT Enabled Tools

The college keeps abreast with the changing pulses of the teaching- learning process and modifies itself with the radically evolving technology. ICT has become the *sine qua non* in the field of education. ICT integrated into the teaching-learning process has enhanced the motivational levels of students by stimulating their curiosity to understand the subject, promote higher order thinking skills, encourage collaborative learning, and enable knowledge retention in a positive manner. Apart from developing digital literacy in both the teacher and the taught, ICT has become a catalyst in taking education to a higher level thereby transforming society itself.

2. ICT Infrastructure

Cent percent classroom and halls in the college have been ICT enabled with ICT facilities like smart interactive panels, projectors, digital podium. The internet connectivity is provided through campus wide LAN networking and internet lease line of 50 Mbps. The teachers use the computers/laptops available in their departments, staff room, library and labs for preparation of their lectures and teaching materials.

3. Use of ICT Tools by Teachers

Most of the teachers use ICT enabled tools for effective teaching-learning process. Senior members of the faculty seek the help of junior members in improving their technological acumen. The institute gives boundless importance to the mitigation of digital divide and enhancement of digital literacy. During COVID-19 the teaching process continued only through ICT tools, google meet, zoom, WhatsApp groups though there were limitations on account of digital divide in the students from rural background.

4. ICT Capacity Building of Faculty

In view of this the college faculty is encouraged to attend various faculty development programmes on ICT organised by UGC HRDC (Human Resource Development Centres), HPSCERT (Himachal Pradesh State Council for Educational Research and Training), HIPA (Himachal Institute of Public Administration) and various universities and colleges. The teachers also attend online courses in ICT also.

5. Use of E-Resources

The e-resources from different online platforms and Inflibnet N-List, e-books, e-pathshala, swayam and NPTEL are optimally utilised. In preparing their lectures, teachers gather information from reliable websites of international organizations such as the United Nations, World Bank, and the World Health Organization. Frequent use is also made of websites belonging to Government bodies (e.g., The Ministry of Health and Family Welfare, Ministry of Finance, NITI Aayog), their initiatives and their schemes.

6. WhatsApp Groups

Departments maintain class wise 'WhatsApp groups'. These groups act as interactive platforms round the clock. Teachers and students share notes and other study material, notices, internal assessment awards, etc.

7. E-resources prepared by Faculty

The faculty has sharpened its communication and curriculum delivery skills with the use of ICT which is reflected in the e-resources prepared by the faculty themselves.

8. Use of ICT Tools in Student Presentations

Instead of one-way flow of information, the students are actively encouraged to make use of ICT facilities like preparing Power Point Presentations for seminar presentations and peer teaching, use of e-resources for writing of seminar papers and project reports and other assignments.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 63:1

2.3.3.1 Number of mentors

Response: 39

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 94.55

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 47.38

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
28	16	16	14	12

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 19.6

2.4.3.1 **Total experience of full-time teachers**

Response: 784

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

I. Transparency in the Mechanism of Internal Assessment

1. Internal Examination Committee

The internal examination committee conducts the internal examinations in the college.

2. Internal Examinations

The question papers are prepared by teachers in charge by giving careful consideration of syllabus prescribed and at least 75% syllabus completed in the classroom.

3. Timely Evaluation

The evaluated answer sheets are shared with the students for peer discussion and classroom analysis. Thus, a proper analysis of each internal exam helps them to become better learners.

4. Transparency in Internal Assessment

The college observes complete transparency in the award of internal assessment based on the performance of the students by displaying it on the notice board.

5. Attendance

The marks are allotted as per rules depending on the attendance in the course lectures according to the affiliating university guidelines.

6. COVID-19

Complete sincerity and transparency were observed in awarding internal assessment during the COVID 19 pandemic. The predominant mode of assessment was online connectivity through WhatsApp groups.

7. Open Evaluation System

The marks obtained by the students are displayed on the notice board and College website along with their attendance. Each student is required to validate its acceptance by signing the award list within the notified time after which his acceptance is deemed understood.

8. Uploading Internal Marks to University Portal

The teachers upload the internal assessment marks on the university portal which are then verified by the authorised nominee of the principal.

II. Robustness of the Mechanism of Internal Assessment

1. Frequency

The college conducts one internal examination per course in all the programmes in a centralised manner on the University examination pattern.

2. Conduct of Internal Examinations

The internal examination committee assigns the invigilation duty in strict adherence to norms of seating plans and attendance similar to those prescribed for the university external examinations.

3. Variety in Modes of Assessment

The college gives freedom to the faculty to select appropriate methods of Continuous Internal Evaluation which may include assignments in the form of hand scripts/ seminar/ quizzes/ class tests/ presentations/ viva/ group discussions/ project.

4. Special Provisions for Sports and Cultural Events Participants

Students who represent the college in sports, N.C.C., N.S.S. and other extra-curricular activities are allowed additional time for submission of assignments and get the benefit of attendance for Internal Assessment for the classes missed.

5. Option of Retest

Since the college is student centric, the college keeps an open approach in allowing retest of the students who fail to appear in the internal exam for some genuine reason as per special provisions mentioned above.

6. Resubmission of Assignments

The students who fail to earn the minimum passing awards in internal assessment are given a chance to resubmit their assignments.

7. Pariksha Pe Charcha

The students learnt from the Hon'ble Prime Minister Sh. Narender Modi by collectively watching in the college the live streaming telecast of the *Pariksha Pe Charcha*, a unique interactive programme of Hon'ble Prime Minister of India with the students.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

1. Mechanism for Grievances related to Internal Examination

A three-level grievance redressal mechanism is implemented in the institution to address the grievances of students, at faculty, department, and college level. The college takes effective measures in identifying and resolving the difficulties and grievances faced by the students related to examination.

i. First Level: Faculty

Answer sheets of the internal examination are shared after evaluation with the students who scrutinize their answer scripts and the discrepancy, if any is resolved on the spot. Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members.

In case of any grievances related to overall Internal Assessment, the student directly approaches the concerned teacher, who addresses the grievances as she/he may deem fit.

ii. Second Level: Department

If the issue is not resolved at the faculty level, the student has the liberty to take the matter to the HOD who can intervene and seek opinion of another course teacher of the department. It ensures the transparency and reliability of the internal evaluation process. If there is any discrepancy in the marks, corrections are made by the faculty on the spot.

iii. Third Level: College

The grievances which are not resolved at the department level, are redressed by a college level committee headed by Internal Assessment Coordinator and the HOD of the concerned department and the course faculty as its members.

iv. SOPs for Grievances Related to Internal Assessment

- If a student is unable to appear for an internal examination due to medical or any other genuine reason, on submission of proper documents, s/he is given an opportunity to appear in retest. The student is given a second chance with a different set of question paper.
- The students who fail to earn the minimum passing awards in internal assessment are given a chance to resubmit their assignments.
- If due to human/ clerical error in uploading of internal assessment awards the awards of the candidate are missing, then the concerned faculty member is asked to update her/his assessment on the university portal which is then verified by the principal.
- If due to inadvertent mistake the marks uploaded vary from the actual marks awarded, it is brought to the notice of the controller of examination, Himachal Pradesh University with the request to open the portal in respect of the concerned student(s) for editing and necessary correction.

2. Mechanism for Grievances related to External Examination

A Grievance Redressal system is functioning in the affiliating university. Grievance regarding university examinations conducted by university is handled as per university procedures. The university examination related grievances are also addressed by a written application from the student that is forwarded by the principal to the controller of examination, Himachal Pradesh University Shimla. The common problems include non-receipt of admit cards, withholding of results, wrong entry of marks, providing scribe for blind and physically disabled students, misspelt names, out of syllabus questions in the question paper and other discrepancies.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

1. Outcome Based Education

Since the embarkation of outcome-based education (OBE) model, the institute has utilized the basic array of concepts set consisting of Programme Outcomes (POs), Programmes Specific Outcomes (PSOs) and Course Outcomes (COs) for assessing the knowledge and skills acquired by the students on successful completion of a specific course/ programme. The outcomes may be broadly classified as identification, understanding, analysing, evaluating and problem-solving skills.

i. Course Outcomes (COs)

Course Outcomes (COs) are defined as direct statements that describe those essential and specific disciplinary knowledge, abilities, and aptitude that students should possess after qualifying a particular course.

ii. Programme Specific Outcomes (PSOs)

Programme Specific Outcomes (PSOs) are the specific skill requirements and accomplishments to be attained by the students at micro level throughout and by the end of the particular programme.

iii. Programme Outcomes (POs)

Programme Outcomes (POs) are defined as the broad statements that describe the practical and professional accomplishments which the programme aims at, and these accomplishments are to be attained by the students by the time they complete the particular programme of study.

iv. Preparation of COs, PSOs and POs

In the strict compliance with the objectives of Outcome Based Education (OBE) and the course curriculum notified by the affiliating Himachal Pradesh University, POs, PSOs and COs are framed and finalised by the concerned departments who offer the respective programmes.

2. Mechanism to Communicate

i. Communication to Teachers

It is the duty of the HoDs to discuss and share the COs, PSOs and POs with faculty members, then faculty members make the students and other stakeholders aware of it.

ii. Incorporation in Lesson Plans

Lesson plan will be created for each course along with course outcome from the beginning of the session.

iii. Dissemination of COs, PSOs and POs

a. Published on College Website

The courses of all programs have well defined COs, PSOs and POs which are displayed on college website.

b. Hard Copies in Library

The hard copies of course curriculum along with COs, PSOs and POs are available in the college library for reference of faculty and students.

c. Departmental Notice Boards:

Department specific PSOs and POs are displayed on departmental notice boards.

d. Hard Copies with HODs

The hard copies of course curriculum along with COs, PSOs and POs are available with the HoDs for easy access to students and faculty.

iv. Communication to Students

a. Induction Programme

Head of the Department and the concerned faculty explain various POs and PSOs to the students in the induction programme.

b. Bridge Courses

The faculties during the bridge course introduce each student to the clear idea about syllabus and its outcomes along with other basics of the concerned course.

c. WhatsApp Groups

Each department has published a booklet for POs, PSOs and COs and the soft copy of the same are made available to the students through WhatsApp groups.

d. Linking COs with Question Paper

Teachers also explain the pattern of questions in the question papers and its connection with the course outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

1. Evaluation of Attainment of Programme Outcomes and Course Outcomes

Attainment of program outcomes and course outcomes are the mirror image of the graduate attributes being attained by the learners. Acquiring the properties as enunciated in graduate attributes is a constant evolving process, which requires continuous monitoring and corrective remedial measures.

We have adopted a "learner-centric approach" and evaluate students' knowledge acquisition, skill development and employment readiness. The IQAC of the college has designed a specific and systematic methodology for the assessment of outcome attainment levels. The Outcome attainment levels are categorized into five sub-levels as defined in the annexures 1, 2 and 3.

The attainment levels of the course outcomes are measured by the concerned course handling faculty member through various assessment methods. Being an affiliated college of Himachal Pradesh University, student's academic performance is evaluated through 70% of total marks in term end University Examinations and 30% marks at college level comprehensive continuous internal evaluation.

The assessment of the attainment of course outcomes is supplemented by the comprehensive continuous internal evaluation system which includes assignments given to students, ICT enabled seminars and presentations, individual/ group projects followed by viva voce on the project completed. Apart from this the course outcomes are also evaluated in the term end theory and practical examinations.

The IQAC reviews POs and COs on a regular basis through documents of assessment of attainment of programme & course outcomes and lesson plans submitted by each faculty member. The focus of the POs and COs have been maintained even when the classes have transited to the online mode in the pandemic time.

2. Measurement of Course Outcome Attainment

Attainment of COs of the Course is determined from the performances of students through assessment tools. The level of attainment of each CO is compared with the predefined targets, if unachieved then the course teacher takes necessary steps for the improvement to reach the target.

Course/Programme Outcome Attainment Level Criteria

Attainment of Course/Programme Outcomes (Students scoring greater or equal to 60 Marks or CGPA greater than or equal to 'A')	Attainment Level	Attainment Level
Less than 40% of students	0	Poor
40% of students	1	Low
50% of students	2	Moderate
60% of students	3	High
70% or greater than 70% of students	4	Very High

3. Measurement of Programme Specific Outcome Attainment

Programme Specific Attainment is measured as an average of Course Outcome Attainment of all the courses (Percentage of Students scoring ? 60 Marks) in that specific programme which include all the students who are enrolled in a particular course irrespective of their main core subject. The detailed methodology and format are given in annexure 2.

4. Measurement of Programme Outcome Attainment

The Programme outcome attainment is measured in respect of all the students of a programme on the basis of their final CGPA (Cumulative Grade Point Average) score at the time of passing the programme. The

programme outcome attainment is determined by the percentage of student scoring CGPA

(i.e., CGPA A).

Grade

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 83.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
434	415	554	521	491

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

2020-21	2019-20	2018-19	2017-18	2016-17
517	683	630	607	501

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document]()
Upload any additional information	[View Document]()
Paste link for the annual report	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.13

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 1.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.13	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 **Number of teachers recognized as research guides**

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 8.6

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	18	18

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Innovative ecosystem of the college consists of the following initiatives:

1. DBT Star College Upgradation of Science Labs

The efforts of achieving highest standards of academic excellence are met with the financial support of ? 63 lakhs under DBT Star College Scheme, Department of Science and Technology, GoI. Under this several major equipment were purchased for upgradation of science labs. These new instruments have provided the students the facility of hands-on training with advanced techniques in the field of lifesciences and to perform several new experiments.

2. Community College Scheme of UGC

The Government of India along with MHRD and UGC, have given the concept of "Community College" in India which has been aligned with the National Occupational Standards (NOS) and National Skill Qualification Framework (NSQF) to make the skills acquired by the learners acceptable nationally.

The Community College in the college has been started with the aim of empowering students through appropriate skill development leading to employment in local industry. This scheme has given thrust to vibrant Academia-Industry Interface and provided curricular flexibility in skill-based courses on Food Processing and Pharmaceuticals. For ensuring this Academia-Industry collaboration, the board of studies includes the representatives of industries as active members. Memorandum of Understanding (MOUs) with several industries have been signed by the college.

3. Active Incubation Ecosystem

The departments of biosciences (Botany and Zoology) have established an Active Incubation Ecosystem in the college for Mushroom Cultivation, Apiculture, and Vermicomposting. These are also part of the specified course curriculum and also covered through special workshops and trainings.

4. Student skill enrichment lectures

Guest lectures/special lectures of experts from industries and other institutions are arranged frequently.

5. Entrepreneurship

Through participation in various talks, seminars, workshops in the college and outside, the students are trained to:

- Assess the market conditions and entrepreneurs requirements
- Identify team and service providers
- Arrange for resources
- Establish industry linkages
- Attract, select, retain and manage startups

Students are provided with the opportunities to directly interact with outstanding entrepreneurs excelling in their field.

6. Academia-Industry Partnership

Industry Connect through participation of industry in Board of Management for Community College, Membership of Governing Body of Higher Educational Institution Society managing Self-Financing Courses, Membership of IQAC, Industry-academic linkages: The college has initiated linkages with institutions and companies, for industry-academia research activities and internships.

7. Transfer of Knowledge to Community through Awareness

Outreach activities, Pakhwara, Swachh Bharath and Health camps through the community service centre – NSS have helped the beneficiaries receive knowledge for their upliftment.

The Eco club is rigorous in promoting green practices both within and outside the institution. Tree Plantation Drives, Waste Segregation, Conservation of Energy are some of the initiatives propagated.

8. Lab to Layman

The College initiates programmes in the locality and in adopted villages like measuring the PH level of water and soil, effective waste management, vermin compost, eco sensitization programmes, organic and pesticide free vegetable and grain production, health and hygiene practices. The knowledge transfer of new scientific thoughts and innovations are made available at our locality.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	1	1

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.39

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five**

years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	5	2

File Description	Document
List of research papers by title, author, department, name and year of publication	<u>View Document</u>
Any additional information	<u>View Document</u>

3.3.3 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: 0.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	3	0	0

File Description	Document
List books and chapters edited volumes/ books published	<u>View Document</u>
Any additional information	<u>View Document</u>

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

1. The Inspiration

Swami Vivekananda says that true education goes beyond intellectual development, it is a tool that transforms human beings, equips the youth to contribute to the material well-being and progress of humanity. The institution believes in imparting in the minds of the students a strong sense of humanism

and social responsibility and nurture the spirit of 'service above self' in them. The focus and thrust given to community outreach programmes through the various committees and clubs like NCC, NSS, R&R and Eco Club have ingrained in the minds of the students a commitment to strive towards the betterment of society which has become their second nature. The extension activities form an integral part of the curriculum.

A number of extension activities conducted in the college-campus, nearby localities, slum areas and villages adopted by the college have earned appreciation for the volunteers; brought a positive change in the work areas and sensitized the students deeply about social issues.

While these programmes help the students become more socially conscious by imbibing the values of responsible citizenship, inclusiveness, and social sensitivity, they also enhance the community's wellbeing.

The major initiatives are:

2. College-Local Community Partnership

As part of the commitment to the local community, the college has conducted several medical camps and awareness programs to make sure that the lower strata of the society get the proper care. Most of the activities are focused on community and extension work including awareness of environment, health, cleanliness and other social issues like girl's education, hygiene, women empowerment, adult education, and tree plantation etc. Students of the college keep themselves attached with the villagers through NSS special camps.

The extension activities organized by college like hazards of plastics, women empowerment, child rights, helmet awareness rally, blood donation, free medical check-up, tree plantation, fundamental rights, and conservation of nature serve as an eye opener to the society as well as to the students.

3. Environment Preservation

With an objective of sensitising students about the need to preserve the environment, several programs were conducted. The college firmly believes and puts into practice the theme of one of the best practices of the college "Sustainable Development Imbibing Vedic Pantheistic Principles" in environment preservation evoking sense of respect and devotion towards mother nature.

4. Participation in various Abhiyans

The college makes its best efforts to implement specific abhiyans initiated by the government through special talks, guest lectures, group discussions, street plays, rallies, poster making, quiz, debates, speeches, seminars, slogan making, awareness drives, educational tours, survey programmes, workshops and adult education program. Our students have participated actively in the voter awareness campaign, *swachch bharat abhiyan*, *beti bachao – beti padhao*, digital India, *vittiya saksharata abhiyan*, health and hygiene, rallies of awareness regarding population day, aids day, run for unity, blood donation camps, tree plantation, anti-drug campaign etc.

These extension activities conducted by the college instil in the youth vigour, vitality, and virility and stimulates them to be in service of the humanity.

File Description	Document
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 19

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
12	7	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 94

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	21	12	10	11

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 51.27

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1553	1211	1482	791	910

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 33

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	5	3	3

20-09-2022 07:40:19

File Description	Document
e-copies of related Document	
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 38

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
21	8	4	2	3

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	

20-09-2022 07:40:19

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

1. Infrastructure Policy

The Infrastructure Policy of the institution is to ensure adequate facilities to provide conducive academic environment for effective teaching-learning and holistic development of students, strengthening its infrastructural facilities according to the functional and growing needs of the institution.

Being a government college, the government is constantly infusing adequate capital to support teaching learning process.

2. Classroom Facilities

1. 12 number of classrooms and one MPH hall, which are 100% ICT enabled.
2. In addition, 6 laboratories also serve the dual purpose of lab as well as classroom for small student strengths, all of which are ICT enabled.
3. All classrooms have LAN facilities for high-speed internet connectivity to make effective teaching-learning process ICT-enabled.
4. The learning spaces are well-ventilated and adequately furnished.

3. Laboratory Facilities

The labs with sophisticated equipment facilities are available. Three science departments of chemistry, botany and zoology are funded partially by DBT Star College Scheme of the Ministry of Science and Technology, Government of India.

1. Two chemistry labs
2. Two physics labs
3. One botany lab
4. One zoology lab
5. One community college lab
6. One Geography lab

4. Computing Equipment

a. ICT Labs

1. One computer lab for computer sciences
2. Two computer labs for BCA & PGDCA
3. The language lab has been set up in the BCA & PGDCA lab with appropriate language software

and headsets.

b. E-resource centre

1. The e-resource centre is established in the college library.

c. Other Computers

1. Computers have been provided to the offices as well as different departments.

d. Internet Lease Line

1. The college has subscribed to internet lease line with 50 Mbps bandwidth.

5. Other Facilities

a. Library

1. Fully airconditioned automated library with attached e-resource centre, and photocopying facility.

b. Separate Rooms

1. Rooms for the principal, office, and fee clerk.
2. Separate rooms are provided for IQAC, NSS, Rovers & Rangers, NCC.
3. Separate girls' common room.
4. Staff room

c. Canteen

1. Appropriate canteen facility for students and staff

d. Drinking Water

1. Water cooler with water filters installed for providing safe drinking water.

e. Green Oasis botanical garden, Ayurvatika herbal garden, Arboretum, NSS Vatika

f. DG Set

g. Public Address System

1. Public address system covering entire building with control in the principal's office

h. IGNOU Study centre equipped with adequate amenities.

i. CCTV Cameras

1. For security and safety, college has fixed up CCTV cameras at various places.

j. Parking Space

1. Separate parking spaces provided for the staff and students.

6. Disabled-friendly campus

1. All the buildings are equipped with ramps for wheelchair access.

7. Expansion of Infrastructure

a. New Arts & Commerce Block

The state government has approved a budgetary expenditure of ? 11.47 crore for construction of new arts and commerce block.

b. Indoor Badminton Stadium

The construction of indoor badminton stadium is being taken up from RUSA grant civil construction component with allocation of ? 1 crore.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

1. Infrastructure Policy

The Infrastructure Policy of the institution is to ensure adequate facilities to provide conducive academic environment for effective teaching-learning and holistic development of students, strengthening its infrastructural facilities according to the functional and growing needs of the institution.

Being a government college, the government is constantly infusing adequate capital to support teaching learning process.

2. Sports & Cultural Infrastructure

With its rich hallmark of Sports achievement and maximum participation is an ample platform for any

sports enthusiast to perform to his fullest potential. With the impending support and enthusiasm of the college administration and sports loving people of Paonta Sahib, the college has raised itself to high standards in the field of sports and games.

3. Playfield

The college has a very lush green playfield which is being used alternatively as 200 m athletic track, football field, hockey field, cricket ground, volleyball court, and cemented basketball court. The playground has hosted several state level Himachal Pradesh University Intra-College Football and Hockey tournaments. To maintain the playfield Honda hand bush cutter powered by petrol is with the department of physical education. The maintenance of playfield is done by hiring labour or through HPPWD.

4. Indoor Gymnasium

The college has as indoor gymnasium named after Dr. A.P.J. Abdul Kalam, with multiple stations. The major gym equipment include 12-station Multiple Gym, Kabaddi Mats, Bench (Multi Adjustable), Dubble Twister, High Jump Mats, Dumbells, Tread Mills Cosco, Chest Press, Functional Trainer, Leg Extension Machine, Bikes, Abdominal Bench, Viva Tread Mill, Leg Press or Hack Squat, etc.

5. Open Gymnasium

One of its kind and the first among the aided institutions to have an open gymnasium in the campus. This facility is widely popular among the students of the college. They use this facility in the free hours as well as in the morning and evening time. The equipment installed in open gymnasium include Tripple Twister, Paraller Bar, Double Surface Board, and Air Walker, etc.

6. Yoga

Following the saying 'Healthy mind rules in a healthy body' the college firmly believes and focuses on the benefits of yoga for its students. Though there is no dedicated infrastructure for yoga, the multipurpose hall and the tiled portion of the college campus serve as venues for yoga teaching and practice. The kabaddi mats besides yoga mats are used for mass yoga sessions.

7. Auditorium

The airconditioned and ICT enabled multi-purpose hall with stage named 'Sarvrang Manch' serves as an auditorium for various cultural activities. The auditorium has CCTV surveillance cameras and is Wi Fi enabled too.

8. Amphitheatre

An amphitheatre-cum-pavilion has been constructed and named after Suman Rawat, a renowned international athlete from Himachal Pradesh. This amphitheatre is used for practice and organising cultural activities.

9. Expansion of Infrastructure (Indoor Badminton Stadium)

The construction of indoor badminton stadium is being taken up from RUSA grant civil construction component with allocation of ? 1 crore.

File Description	Document
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 50.46

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
39.683	34.362	26.969	4.188	4.509

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)

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4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library is fully automated using SOUL (Software for Universities Libraries) version 3.0, SOUL 3.0 is a state of art integrated library management software designed and developed by the INFLIBNET centre based on the requirements of college. It's a user-friendly software developed to work under client-server environment. SOUL is Unicode based multilingual support, SOUL also supports cataloguing of e resources like e journals and e books etc. Library is Wi-Fi enabled, barcoding is complete and access to e-resources is provided through NLIST Inflibnet subscription.

Library has the facilities for issue return of books and maintaining record of books and OPAC (Online Public Access Catalogue). This facility is used by students & faculties for search of books by title/author name etc.

LMS automation involves different steps for information feeding, searching (OPAC), generation reports and book issue/return/exchange with the help of bar coding software. Integrated library management system encompasses various functions usually including circulation, acquisitions and cataloguing.

There is an Open Access Catalogue for students and staff, Web OPAC facility is made available through SOUL 3.0. Web OPAC can be accessed through the secure premises of Library only, Webopac is installed on Library server, can be accessed through all PC in LAN with the host server and provides information about the bibliographic details of collections available in the library. Users can export their search results in to PDF, MS Excel, and MARCXML format.

There is a separate e library section of central library where students and staff can access e resources available through remote access NLIST, NDL, NPTEL SWAYAM, e PG paathshala and inhouse repository of content related to syllabus, Faculty Research Papers and books Newspapers and journals.

SOUL 3.0 has following modules, further subdivided into submodules

1. Acquisition: for order processing, cancellation, reminders, receipts, payments, budgetary control, vendors, publishers, reports etc.
2. Catalogue: Creation of templates for data entry of different library resources, different templates for leaders and fixed fields of MARC21, facilitates authority database, supports copy cataloguing in MARC21 support by using ISO-2709 standard, creation of master database of publishers, Full Bibliographic support
3. Circulation mode: Membership, Transaction, Inter-library loan, Overdue Charges, Reminders, Search status.
4. OPAC: Simple Search, Boolean Search. Displaying and downloading of records in MS Excel, PDF or MARCXML, search support for in house items
5. Serial Control Administration: Module imparts functionalities like grouping of users, transactional rights over the system, Transaction level security to users, configurational settings like emails, labels and other parameters used.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.01

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.225	0.387	3.745	1.861	1.855

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.56

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 14

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

1. Mechanism for Updating IT Facilities

The college has well established mechanism for upgrading and deploying Information technology infrastructure. The IQAC of the college takes feedback every year from the IT faculty of the college on the existing IT facilities, quality of services and future requirements. After reviewing this report, necessary actions are recommended to the college administration. The college has been making consistent efforts to improve upon IT infrastructure and facilities as per the requirements and makes budgetary provisions accordingly.

As per the requirement of the maintenance of the above IT equipment, college has faculty and technical staff in Computer Science and Computer Applications departments which use their skills to update and repair the equipment. However, for major disorder and damage, computer technicians and service providers are hired for the upkeeping and replacement. The steps like installation of anti-virus periodically, formatting of computers on the basis of corrupt operating system and replacing of hardware of old computers to new computers are taken for maintaining and utilizing computers.

2. Cent Percent ICT Enabled Classrooms

There has been a paradigm shift in technologies and teaching aids (Blackboard to Green/White board to internet enabled smart interactive board, Print material to electronic (E-books and other resources) material. The college has updated its IT infrastructure by making all the classrooms ICT-enabled with smart-interactive panels or projectors to cater to the needs of the students ensuring effective and outcome based teaching-learning.

3. Upgradation of Internet Connectivity

All the ICT-enabled facilities have been connected with Internet via LAN/ Wi-Fi so that faculty while teaching can access Internet for deeper and wider knowledge. Internet speed improved with the movement from broadband internet connections to internet lease line with 50 Mbps bandwidth.

LAN connectivity improved with campus wide LAN networking. The entire campus is connected with Local Area Network and a dedicated server system has been installed in the campus for network management. All the departments are networked through broadband internet connection with internet nodes and switches in all departments. Wi-Fi facility in some parts of the campus makes accessing online materials easier.

4. Website Updation

College has dynamic website with various interactive links. College website is regularly updated by website manager.

5. Upgradation of ICT Infrastructure

- The number of computers were increased from 50. in 2016-17 to 132 as on date.
- The College also has a Language Lab with audio- visual facilities and software for English language teaching and learning.
- The college library has been automated and e-resource centre upgraded with more computers.
- CCTV cameras are installed in college campus at various locations for monitoring and surveillance purpose.

- Latest printers and heavy-duty scanner are available for speedy printing of the documents maintaining quality.
- Digital display boards and central announcement systems are installed in the campus.
- The Administrative offices have been provided improved hardware and software supports so that the connectivity is seamless.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 19:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 75.99

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
34.314	39.327	34.403	23.215	25.863

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

1. Government Procedures

Being a government college, the institution is governed and regulated by the rules and regulations of the state government for utilisation and maintenance of academic, physical and support facilities.

The construction and maintenance of buildings and other support facilities are implemented through state government agencies viz. HPPWD, I&PH, and HPSEBL. The institutional requirements are periodically submitted to the government through Directorate of Higher Education Government of Himachal Pradesh for grant of approval and budgetary allocation.

In addition, minor maintenance works and student amenities are provided by the funds generated by the college through student fees and funds along with minor repair and maintenance done by Parent Teacher Association (PTA).

2. Systems and Procedures for Utilizing Facilities

i. Regular Utilisation of Classrooms and Labs

In all departments, all the classrooms have been upgraded to smart classrooms with infrastructural facilities which are used for ICT enabled teaching learning process. The science laboratories recently upgraded under DBT Star College Scheme, and the recently modernised IT labs are used on the basis of group-wise timetable for practical and it is used as per Standard Operating Procedures (SOPs) by the students under the guidance of course teachers and lab staff. The other computers in the college office, departments, NSS room, sports room, staff room are used efficiently by the in charge as well as college staff as per need with cooperation.

ii. Regular Utilisation of Sports and Cultural Infrastructure

- The physical education department has been strengthened by sports amenities, recently upgraded Kalam Gymnasium under Utkrisht Mahavidyalaya Yojana and is being utilized by students and faculty, free of cost.
- The playground is at the disposal of the students from early morning till dusk with outdoor gym stations installed.
- The Sarvrangmanch and Suman Rawat Pavilion host all cultural functions, organised and participated in by the students.

iii. Regular Utilisation of Library

- There is set procedure as per rules for the use of library resources.
- Daily in-out register for footfall is maintained at library.
- The Librarian maintains all the records.
- 'No dues' clearance from the library is made mandatory for the students before the exam.
- Students use the Self-Issue-Return Kiosk for Books.
- E-resources are accessible to the students in the e-resource centre in the library.
- Reading section in the college library accommodates day scholars.

iv. Utilization of Infrastructure by Non-Collegiate

a. IGNOU Study Centre

The college infrastructure is utilised by the IGNOU Study Centre free of cost. However, for examinations the payment as seating charges is made to the college.

b. Examinations

The college provides venue for conducting examinations such as recruitment drives of banks, HPPSC and HPSSC examinations.

c. Playground

Common facilities like playground and sports equipment are provided to the public, sports bodies, and to the neighbouring institutions on prior request. The Indian Institute of Management Sirmaur and Mankind Pharma Ltd. have used this venue for hosting their tournaments.

d. MPH

The multipurpose hall of the institution is provided to the reputed agencies for conducting their events.

3. Systems and Procedures for Maintaining Facilities

i. Funds for Maintenance

For the maintenance and appropriate utilization of the physical, academic and support facilities, the college can utilize funds from different heads like amalgamated fund, science fund, campus development fund. The funds are allocated and utilized under the supervision of various committees which monitor the complete work after it is initially sanctioned and permitted by the principal. The activities of maintenance and repair are undertaken at the college level as well as for some major works of repair outsourcing is also done.

ii. Some of the Committees for Maintenance

1. The repair and maintenance of furniture is done under the supervision of furniture repair committee.
2. The up gradation and maintenance of websites is done regularly by the Website Committee.
3. Regarding maintenance and enhancement of existing infrastructure, the Building Committee of the college prepares the required proposal. The College Principal can spend up to 2 lakhs out of the Building Fund. For additional expenses, permission is sought from the Government and is sanctioned from the common pool subject to the availability of funds.
4. The Campus cleanliness and beautification Committee regularly inspects the college campus and appropriate steps for the maintenance of ground, removal of weeds, plantation of seasonal flowers etc. are undertaken by the committee members.
5. The maintenance of the sports items and their proper utilization is done under the supervision of Head of the Physical Education Department and a separate Sports Committee.
6. The purchases and up-gradation of library facilities are decided by library advisory committee.
7. College bursar keeps a check on overall process of purchase for maintenance.

iii. Annual Verification of Stock

Department wise annual stock verification is done by the committees constituted for each department. Each item is physically verified and checked by the committees and reported in respective stock registers.

iv. Sanitation and Hygiene

The services are managed by personnel appointed by Parent Teacher Association (PTA). The concerned committee regularly checks and verifies the sanitation and hygiene in the campus. As per requirements pest

control is done through outsourcing.

v. Outsourcing of Maintenance Works

Outsourcing is done for the maintenance of work related to electricity, plumbing, safe drinking water and repair of IT infrastructure. This work is also done under the supervision of committee members.

vi. Students Active Role in Maintenance of College Facilities

The student volunteers of NSS, R&R, Sports, Eco club also play a major role in the maintenance of college campus including weed removal and cleanliness campaign.

vii. Repair of Equipment and Instruments

The Laboratories are maintained out of funds collected from students as a part of practical fee. The lab assistants along with the lab attendants regularly maintain the equipment of the laboratories and if required the maintenance of some instruments is done through outsourcing.

viii. Write-off Procedure

Obsolete and condemned articles and equipment are identified and removed from stock after write-off in accordance with Himachal Pradesh Financial Rules (HPFR), 2009 and instructions issued by the government from time to time.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 52.92

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
1317	1299	1097	1181	1185

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 8.53

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
384	149	226	160	84

File Description	Document
Upload any additional information	
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

    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
Details of capability building and skills enhancement initiatives (Data Template)	
Any additional information	
Link to Institutional website	

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 36.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
2102	900	780	367	200

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	
Any additional information	

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5.1.5 The Institution has a transparent mechanism for timely 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: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 1.03

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	33	0	0

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 43.87

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 254

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 60

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	0	1	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	0	1	0

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 86

5.3.1.1 **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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
12	13	18	23	20

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institute functions according to the toolkit of good governance which is based on democratic and inclusive model of governance. Hence, student welfare and the student councils are the important building blocks of the institute. It ensures the students participation in the decision-making process. The college has instituted an effective Student council, which provides a representative structure for the students to voice out their ideas and concerns.

1. Process of CSCA Formation

CSCA (College Students Central Association) is constituted annually as per the norms of the affiliating Himachal Pradesh University. The office bearers of the College Student Central Association are nominated every year as per merit of the students in the previous year giving due representation to all the classes.

This Student Council consists of President, Vice-president, General Secretary, Joint Secretary and Class

Representatives. The student representatives are selected from each stream respectively. Two students each from NCC, NSS, Rover Rangers, Sports, Cultural Club and societies are also nominated in this body.

The Student Council is officially recognized and felicitated during CSCA Oath Taking ceremony.

2. Mode of CSCA Inclusion in Governance

CSCA Advisory Committee facilitates the role of CSCA in governance of the institution. Regular meetings of CSCA and CSCA Advisory Committee are organized and recorded for the redressal of grievances of the students.

3. Student's representation in Committees

Executive Committees of NSS, NCC, Internal Committee, 5. Student Grievance Redressal Committee, and Women Development Cell have student members to coordinate activities. The HoDs and the conveners of committees have the freedom to nominate the students in various committees on the basis of potential, seniority and skills required to do the task efficiently.

4. Internal Quality Assurance Cell (IQAC):

The IQAC also has a student representative as its member who participates in decision making and policy formation activities of the IQAC.

5. Editorial Board, College Magazine:

Students as editors and budding writers in college magazine "Bhanuja" contribute enthusiastically and learn the nuances of writing, editing and publication.

6. 'Pahal' Cultural Festival of CSCA

The CSCA organises a cultural programme under the guidance of the CSCA Advisory Committee and the Cultural Committee.

7. Students' engagement in co-curricular and extracurricular activities

- Students help in improvising the teaching learning process of the Institution by providing feedback through class committee meeting and IQAC meetings.
- Coordination in arranging Industrial Visits for the students.
- Most societies have student co-ordinators who play key roles in organizing events.

- Coordinating all the cultural activities of the Institution and making an effective representation in related clubs and committees.
- Coordinating in organizing Sports & Games for the students.
- Coordinating in maintaining discipline during the conduct of events and special celebrations.
- Coordinating in maintaining the college campus clean and tidy.
- Coordinating and monitoring the college property without any damages.

- The student's representatives encourage and motivate other students to participate in various activities. The students' representative assist teachers in making any such event successful.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 35.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
51	41	24	33	30

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[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 Alumni association of the college was established with an aim to promote interaction and networking among the alumni of the institution. It has been successfully carrying out its goals and objectives since its inception and has steadily risen. It has been consistently taking efforts to implement its activities. Every year an alumni day is being celebrated with much pomp and glory thereby, instilling an intimate fellowship among the former students.

The Alumni Association formally got registered on 5th November 2016 with Registration No. 36/2016 in the office of Registrar of Societies, SDM Paonta Sahib under Himachal Pradesh Societies Registration Act, 2006.

Alumni, who are presently employed in the College, form the core of the Alumni Association, being represented as General Secretary and Join Secretary of the Association. They liaison with the alumni for updating information and status of the alumni.

The institute ropes in alumni through various strategic initiatives such as developmental projects, placements, expert talks, mentoring, guidance, start-up initiatives to name a few. Alumni of the institute have indomitable faith in their alma mater which is our success factor.

1. Career Guidance and Placement Services

Alumni members who are holding good positions conduct career guidance programmes and offers placement services for the students to achieve their career goals. They also help in the placement of the students.

Alumni also counsel the students about future prospects in various fields of employment and further growth. They provide career-related advice to the students. Alumni remain an integral part of the Institution.

Know Your State Test is conducted every year by the association.

2. Guest Lectures

The alumni are invited to various departmental functions as the chief speaker or a judge in various activities. This initiative and practice has developed special bonding between alumni and our students.

Distinguished alumni act as key resource persons for college seminars, conferences and other important events. They constantly support our students and guide them, be it for further studies or career counselling.

Alumni who have cleared Competitive examinations (NET, SET, and HPPSC/ UPSC) are invited to give motivational lectures to inspire and instil confidence among the students.

3. Curriculum Feedback

The Alumni members register their feedback on curriculum through online feedback form. Feedback from alumni is a valuable source of suggestions for making improvements to the institution's infrastructure and services.

4. Representation in IQAC & BoM

The institution gives high regard to the suggestions of alumni and utilizes their services for the development of the institution in all the possible ways. The institution has included alumni in academic and administrative bodies such as Internal Quality Assurance Cell, Board of Management of Self-Financing Courses.

5. Annual Alumni Meeting

To nurture and sustain old bonding, Alumni association organizes alumni meets to reunite with their classmates, faculty members, and management, revitalize their memories and share professional experiences with the prospective graduates. The association office bearers are invited for all the functions of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

1. Vision of the Institution

The institution aspires to provide affordable quality education to the diverse strata of population including the poorest and weakest sections of the area; and create an environment conducive to the achievement of the highest standards of academic excellence along with multi-faceted development of personality of the students, transforming them into socially aware and responsible citizens of the country.

2. Mission of the Institution

The motto of our college fully enshrines the mission statement:

??????? ??? ?? ?????? (shilvritphala hi vidya)

"The Fruit of Learning is Good Character and Righteous Conduct"

3. Governance Mechanism

The toolkit of good governance of the college is in tune with the institutional vision and mission. The teamwork and the innovative methodologies, making optimum use of the opportunities around, materialize our vision and mission.

4. Governance through Committees

The principal, the College Staff Council, IQAC and various statutory and non-statutory committees of the college work together in tandem and closely monitor the various academic and non-academic activities in the college to make the students internally enlightened, emotionally sound, and practically efficient.

5. Cells and Clubs for Personality Development

The vision and mission are fulfilled through various bodies like NCC, NSS, Students' Union, Eco Club and other forums which organize several extension programmes that provide service to all sections of the society and mould the students into responsible citizens of tomorrow. The Equal Opportunity Cell, the Women Development Cell, the Internal Complaints Committee, and the Grievances Redressal Cell of the College are committed towards equity and empowerment. College Students Central Association (CSCA) is also a part of the governance of the institution.

6. Focus on Weaker Sections

The college encourages the culture of diversity in the college by giving admissions to students from different backgrounds irrespective of their caste, gender, religion, or country.

Carefully curated initiatives for tuition fee exemption for girl students and persons with disabilities, remedial classes, extra classes by the faculty of the College, and personality development are carried out to nurture socio-economic inclusivity.

7. Affordable Higher Education as a Social Welfare Component

The valuable human capital of the institution is paid salary, pensions, allowances, and other perks through budgetary allocation by the state government which is disbursed through Himkosh treasury portal. Therefore, the students do not have to bear the major burden of the cost of higher education as fees. Hence the vision of affordable quality education is fulfilled.

Similarly, the burden of development of college infrastructure also does not fall on the students as government supports infrastructure through various grants. The college received a grant of ? 2 crore under Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Infrastructure Grant scheme.

The vision of achieving highest standards of academic excellence is met with the financial support of ? 63 lakhs under DBT Star College Scheme, Department of Science and Technology, GoI.

The attainment of the vision of highest standards of academic excellence was boosted by the Government of Himachal Pradesh by granting ? 1 crore under Utkrisht Mahavidyalaya Yojana.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institution observes the principles of Total Quality Management (TQM) which is a management approach of an organization based on quality, decentralisation, and the participation of all its members, aiming at long term success and continuous learning.

1. Effective Leadership

The progressive administration of a college is the result of smart leadership and the complete reflection of vision and mission. The dynamic Principal of the College, as the topmost administrative officer, has successfully created an environment of mutual trust and confidence, whereby he has effectively decentralised the governance.

2. Decentralization

The decentralized process gives responsibility to different teachers in specific capacities to take crucial decisions, independent of the principal, displaying effective leadership. The Internal Quality Assurance Cell (IQAC) is the apex decision making body which is instrumental in building a transparent decentralised and participatory model of governance.

Staff council is a formal platform where principal interacts with all faculty members and non-teaching staff over various issues of governance.

The college has the practice of constituting committees for carrying out its various functions, thereby delegating responsibilities to the teachers and non-teaching staff, taking along the students.

Under decentralisation, the coordinator of Higher Education Institute Society running self-financing courses, the coordinator of IGNOU Study Centre in the college, NSS Programme Officer, and NCC Officer have been vested with leadership responsibilities to govern the different wings of the institution.

3. Participative Management

Under participative management, the principal collectively with the advisory committee, staff council, various conveners of committees, coordinators, head of the departments, non-teaching staff, and student representatives work as single governing unit in the benefit of the institution. The faculty is efficient enough to provide leadership and management at various levels.

Adhering to the spirit of participative management, all the staff members are included in the management of every major assignment. The practice of transparency and easy access to information are key to building trust and collaborative work culture.

The college administration maintains regular and active interaction with all stakeholders viz., students, parents, alumni, and industry. Students, being the main stakeholders, are treated as the centre of all activities and their active participation is encouraged.

4. An Illustration: Admission Process

The Admission Process effectuated by the College is a pertinent case study of effective leadership, decentralization and participation from teachers, non-teaching staff and students.

1. The admission process for every academic session begins with the dates notified by the affiliating university.
2. The principal decentralises and notifies the admissions duty chart showing various responsibilities allotted to various teaching and non-teaching staff of the college. The coordinators, appointed faculty-wise, are delegated the powers to approve the admissions and supervise the whole admission process. The admission committees each headed by a convener are constituted class-wise.
3. The student volunteers assist in the admission process by counselling the prospective candidates and their parents.
4. The online admission committee coordinates with other administrative units of the College for

online admission-related issues, fee payment, record keeping and issue of ID and Library Cards.

File Description	Document
Upload any additional information	**View Document**
Paste link for additional information	**View Document**

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The College undertakes multidimensional strategic planning that is reflected in its teaching, learning, infrastructure development plans, students and administrative development. An elaborate strategic plan providing the roadmap to holistic development of the students has been articulated. The plans and their execution are carried out keeping in mind the vision and the mission of the college.

1. Objectives of Strategic Plan and its Deployment

1. To perform need assessment based on wide consultations with all the stakeholders which includes students, parents, staff, CSCA, alumni, industry and civil society to identify goals, priorities, and commitments by the college that are aligned with the vision and mission of the institution.
2. To list the activities that would help in achieving the goals.
3. To develop a resource-based view, identifying resource gaps and action plans to bridge these gaps.
4. To develop annual activity plans that would help achieving the institution's goals.

2. Procedure for formulation of Strategic Plan

The coordinator of IQAC along with his team are assigned the responsibility of formulating the Strategic Plan. Analysis is carried out to identify the focus areas and goals and priorities are determined. The initial version is circulated and deliberated within the IQAC as well as other stakeholders. The activities required to achieve the goals stated in the strategic plan are identified and incorporated in the annual activity plans.

3. Strategic Plan 2018-23

The strategic plan for five years (2018-2023) has been prepared by the IQAC and approved by the then principal after following a participatory process ensuring the involvement of all the stakeholders for meeting future challenges in the field of higher education. The Plan is uploaded on the college website for perusal of all the stakeholders. The plan included NAAC criteria-wise planning and proposed activities. This is a living document and will evolve as the strategic plans are implemented and reviewed.

4. Deployment of Strategic Plan 2018-23

The institutional strategic plan is effectively deployed with the integration of the missions aimed at academic excellence and sustainable growth in all spheres of knowledge, socio-environment consciousness, and responsibility for nation building. The deployment of the strategic plan has been in progress since its finalisation though hardships of COVID-19 pandemic has hampered its deployment. The latest updated Strategic Plan 2018-23 Deployment document has been made available on the college website.

Selection of college for grant of DBT Star College status along with funding of ? 63 lakhs for it, granting of Utkrisht Mahavidyalaya Yojana status with a funding of ? 1 crore and another academic block of ? 11.47 crore authenticate the effectiveness of strategic plan and its successful deployment. The Outcome Based Education model, ICT-enabled education with hi-tech labs and smart classrooms, the mentor-mentee system, and the programmes for slow and advanced learners have been effectively implemented as per strategic plan. The holistic spirit of the strategic plan has culminated into the best practices of the college in the form of Sustainable Development Imbibing Vedic Pantheistic Principles and Toolkit of Good Governance.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

1. Policies

Being a government owned institution, the college is governed by the policies of the state government and the regulations of UGC. The state government has declared its intention to implement the National Education Policy 2020 from the forthcoming academic year i.e., 2023-24.

2. Administrative Set-up

Higher education in Himachal Pradesh is functioning administratively under the Department of Higher Education, Ministry of Education, Government of Himachal Pradesh. The administration of the department is managed through the Directorate of Higher Education, Government of Himachal Pradesh, Shimla.

The Principal is the head of the higher education institution (HEI) and is responsible for the internal management and administration subject to the control of the Director of Higher Education. In the absence of the principal, the senior-most faculty of the college undertakes the duties of the principal after due delegation of powers.

The organogram of the institution clarifies the hierarchical structure of governance and is available on the college website.

The college administration is governed according to the toolkit of good governance developed by the institution itself, subject to government's orders and notifications.

3. Appointments

The permanent appointments of the faculty are made by the government of Himachal Pradesh on the recommendations of HPPSC Shimla after competitive selection process.

The non-teaching staff are appointed through HPSSC Hamirpur.

The faculty for self-financed programmes, community college programmes and temporary faculty arranged by PTA are appointed by the principal on the recommendation of a duly constituted selection panel after duly advertising the vacancies in newspapers of repute and conducting the selection process.

4. Service Rules and Procedures

Applicable Acts, Rules, and Regulations

Central Civil Services Rules Applicable to Himachal Pradesh Government Employees:

(Government of Himachal Pradesh, Finance (Regulations) Department Notification No. Fin(C)B(15)6/2013 dated 28th March 2016)

1. Fundamental Rules and Supplementary Rules
2. Central Civil Services (Pension) Rules, 192 (as applicable to the Government employees appointed prior to 15th May 2003)
3. General Provident Fund (Central Services) Rules, 1960
4. Central Civil Services (Leave) Rules, 1972
5. Central Civil Services (Commutation of Pension) Rules, 1981
6. Central Civil Services (Temporary Service) Rules, 1965
7. Central Civil Services (Conduct) Rules, 1964

Government of India Acts

1. Right to Information Act, 2005
2. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Himachal Pradesh Government Rules

1. Himachal Pradesh Financial Rules, 2009
2. Himachal Pradesh Treasury Rules, 2017
3. Right to Information Rules, 2006
4. Office Manual, 2011

   5. The Himachal Pradesh Public Services Guarantee Act, 2011
   6. The Himachal Pradesh Public Services Guarantee Rules, 2011

Rules for Educational Institutions

1. Himachal Pradesh University Ordinances (Volume I & II)
2. The Himachal Pradesh Educational Institutions (Prohibition of Ragging) Act, 2009

UGC Regulations

1. UGC (Affiliation of Colleges by Universities) Regulations, 2009
2. Recognition of Institution/College Regulations, 1974 (F. 3334/65 (CD)(CP) Pt. IV) dt. 12.07.1974
3. UGC (Curbing the Menace of Ragging in Higher Education Institutions) Regulations, 2009. No.F.1-16/2007(CPP-II) dt.17.6.2009
4. University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021.
5. Other UGC notifications issued from time to time.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

As per the Government of Himachal Pradesh, the following welfare facilities are available to all permanent teaching and non- teaching staff members of the college.

1. Medical Reimbursement

There is full medical reimbursement of medical expenses including indoor medical treatment as approved by Government of Himachal Pradesh.

2. Leave

1. Medical leave is given to employees as per the norms.
2. There is also a provision of maternity/paternity leave as per the government norms.
3. The department of education also provides opportunities to improve qualifications by providing study leave as per the guidelines of the Govt. of Himachal Pradesh.
4. Duty leave for 14 days per year is given to the faculty members for attending seminars/ conferences /OP/RC.

3. Pension

Faculty appointments prior to 2004 are eligible for pension benefits on retirement. Faculty after 2004 is covered under New Pension Scheme.

4. GPF

GPF loans are sanctioned as per rules of Govt. of Himachal Pradesh.

5. Gratuity & Leave Encashment

Gratuity and leave encashment are availed by retiring faculty as per Himachal Pradesh government norms. Encashment of maximum three hundred days Earned Leave is allowed at the time of retirement.

6. LTC

Subject to rules and regulations, the travelling expenditure of the employees to any place in India is refunded as per LTC rules of the Government of Himachal Pradesh.

7. HRA

House Rent Allowance is given to all teaching and non-teaching staff.

8. University Guest House

University Guest House facility for Teaching Staff.

9. PWD Rest House

The PWD Rest House facility for employees during tours as per availability.

10. GIS

All the employees are covered under GIS and the premiums are deducted from their salary.

11. TA/DA

TA/DA is given to the employees whenever they go out for some official duty.

12. Official Accommodation

Residential Quarters are provided for teaching and non-teaching staff from common pool in Housing Board Colony

13. Capacity Building

Faculties are also inspired for Professional Development Programmes organized by the agencies such as HIPA Shimla/IIPA New Delhi, SCERT Shimla, HRDC and UGC Academic Staff Colleges etc.

14. College Canteen

Provides the staff and students with hygienic, homely and nutritious food at affordable prices.

15. Sports and Games

The College provides opportunities for recreation, Yoga training, sports and games. The Department of Physical Education maintains a well-equipped fitness centre accessible for the staff for their sound mental and physical health.

16. Day Care Centre

For kids of staff members

17. Collective Issues

In addition to this, the staff members can discuss their problems, demands and new proposals in the staff meeting which is convened by staff secretary in consultation with the principal. The outcome of the meeting are recorded as the minutes of meeting and are then put forward for execution. The ministerial and non-teaching staff also discuss their problems, demands and suggestion amongst themselves. These are then forwarded to the Head of the institution who discusses it further with the advisory committee and

gives needful recommendations.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 26.45

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**

2020-21	2019-20	2018-19	2017-18	2016-17
23	13	6	5	3

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<u>View Document</u>

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 17.42

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	13	5	5	3

File Description	Document
Details of teachers attending professional development programmes during the last five years	<u>View Document</u>

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The performance appraisal system is a structured system which helps the staff in their professional development and career planning.

1. Performance Appraisal System for Teaching Staff

The process of appraisal for teachers is scheduled in September for an academic year which completes in the month of May. The performance of each faculty member is assessed according to the annual self-assessment for the Performance Based Appraisal System (PBAS). The self-appraisal format along with Annual Confidential Report (ACR) is made available for every faculty member. It covers all the aspects of their duty including workload, class results, extra assignments, co-curricular and extracurricular activities. There is also a separate component of research which comprises paper published in journals, books authored or edited, presentations in seminars and conferences, professional growth programs. The PBAS proforma ensures appropriate weightage for these contributions for overall assessment.

This format along with the supporting documents is appraised and reported by the principal and finally submitted to the Directorate of Higher Education for review.

Promotions are based on the PBAS proforma for UGC carrier advancement scheme (CAS) which is based on the API score. On the basis of evaluation of APIs/ ACRs by Departmental Promotional Committee (DPC), the higher scales and promotions are awarded to the faculty members under Career Advancement Scheme.

For teachers under self-financing courses scheme managed by the Higher Education Institute Society of the college registered under Societies Registration Act, the ACRs are appraised and reported by the Coordinator and reviewed by the Director-cum-Principal.

2. Performance Appraisal System for Non-Teaching Staff

The non-teaching staff constitutes an important section of the College which supports the entire teaching learning process. The scheme of performance appraisal is slightly different in this context.

The HODs report on the ACRs of technical lab staff which are reviewed by the Principal and forwarded to the higher authorities.

The Superintendent reports on the ACRs of other non-teaching staff except librarian and lab staff. These are reviewed and forwarded by the principal to higher authorities.

The librarian, though falls under non-teaching staff, yet he is governed under UGC norms and his ACR is appraised and reported on by the principal and reviewed by the Director of Higher Education.

These ACRs are forwarded to the administrative department which in turn convenes DPCs-Departmental Promotion Committees periodically.

3. Performance Appraisal System for Temporary Staff

The employees working on "local funds & need base" are also monitored. Their wages or honorariums are fixed as per the government guidelines and their skill base. The college Advisory Committee or the concerned committee dealing with accorded funds recommends the employees for wage-enhancement based on their performance.

4. Adverse Remarks in ACRs

In case of adverse remarks, as per rules the ACR is communicated to the employee back for clarifications.

5. Record of ACRs & DPC

All the ACRs are kept with the concerned branch in the Directorate of Higher Education Government of Himachal Pradesh, Shimla which are submitted to the competent authority at the time of Departmental Promotion Committees (DPCs) for promotion.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution is fully owned and administered by the Department of Higher Education, Government of Himachal Pradesh.

For all the expenditures and purchases, an established procedure is followed as per Himachal Pradesh Financial Rules (HPFR), 2009. All these funds are subject to strict auditing.

1. Statutory Audits

Being a government institution, funds such as staff salary, medical reimbursement, travelling expenses, office expenses etc. disbursed through government treasury (Himkosh) are audited by the Indian Audit and accounts Department, Principal Accountant General (Audit) Himachal Pradesh Shimla.

A team constituted by AGHP Shimla works on behalf of AGHP and generate audit reports. The audit is conducted as per audit mandate laid down in the constitution of India. The service records are also audited by both AG office.

The statutory audit by Accountant General of Himachal Pradesh has been done upto December 2015.

2. Local Audit Department Himachal Pradesh

The audit of various college funds is conducted through Local Audit Department (LAD), Department of Finance, Government of Himachal Pradesh.

The audit by Local Audit Department (LAD), Department of Finance, Government of Himachal Pradesh of college funds has been done upto March 2011.

3. External Professional (CA) Audit

External Professional (CA) Audit is conducted once in every year after the completion of financial year by the independent Chartered accountant appointed by the principal. External audits are conducted separately for grants like , UGC, DBT Star College, NSS, Self-Financing Courses etc.

The work audit of the allocated funds under RUSA scheme are done by State Project Director ashtriya Uchchatar Shiksha Abhiyan (SPD-RUSA) team from Directorate of Higher Education, Government of Himachal Pradesh Shimla.

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4. Audit of PTA and Alumni

The Parent Teacher Association (PTA) and the Alumni Association accounts are audited by an internal committee of two/three internal auditors elected by the General Body.

5. Internal Audit

a. Internal Financial Audit

There are different cashbooks for nearly 21 different funds. Cash books and account books are also thoroughly checked by the bursar or the respective coordinator(s). Principal of the college himself verifies all the entries while putting his signatures on the financial books.

b. Internal Physical Audit

The stock verification of the assets of the institution is done every year, conveniently in March. Internal physical audit is performed by the committees consisting of the staff who do not belong to the same department.

6. Audit Findings

The audit report comprises of significant audit findings and other incidental findings related to regularity and propriety aspects

7. Settling of Audit Objections

If any excess amount is found to have been claimed, the party concerned is contacted and asked to refund the same. Right now, no audit objection is pending to be settled on behalf of College towards AGHP audit. No major audit objections have been raised and recorded. The audit objections have been removed or are in the process of removal.

8. Integration of suggestions from auditors

During audits, specific suggestions in procedures for maintenance of stock, rectification in procedural errors etc. may be given for incorporation.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 76.73

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
35.50	12.98	12.17	8.82	7.26

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

I. Mobilisation of Funds

1. Budgetary Allocation

The major funding for college activities is done by the Department of Higher Education, Government of Himachal Pradesh encompassing expenditure on employees' salary, pensions, TA, DA, Medical bill reimbursements, infrastructure, and office expenses. The entire budget management in Himachal Pradesh is done through online treasury portal – Himkosh.

Development plans of the college are submitted to the Department of Higher Education, Government of Himachal Pradesh for budgetary allocations.

2. Special Schemes of State Government

a. Utkrisht Mahavidyalaya Yojana

The college received and utilised a grant of ? 1 crore.

b. Building Fund Common Pool

The college receives funds for maintenance and renovation of the building out of Building Fund Common Pool from the Director of Higher Education, Himachal Pradesh.

c. MLA Local Area Development Funds (MLALAD)

MP and MLAs of the area are approached for specific requirements of the college and the funds granted by them are utilized for the stated purpose.

3. Fees & Fund collected from Students

The fees and funds collected from students is another resource for expenditure related to student-welfare projects.

4. RUSA Grants

RUSA Grant of ? 2 crores.

5. DBT Star College Scheme

The college received ? 63 lakhs.

6. UGC and ICSSR

The UGC grant under Community College was received by the college and the ICSSR funding for research was also received.

7. PTA and Alumni

The fund for PTA is collected from each student in the form of contributions at the time of their admission.

8. Scholarships through Government Schemes

The students directly received in their bank accounts the scholarship amounts under various schemes of the government of India as well as the state government.

9. Funding by Industries & Philanthropists

Various industries and individual philanthropists have come forward and contributed in cash as well as in kind resources for the college.

II. Optimal Utilisation of Resources

The funds are utilized as per HPFR 2009 of the State. Either the principal is the Drawing and Disbursing Officer (DDO) or one of the senior members is given the charge of DDO who looks after the financial matters including the salary of the college employees. There is an office supported by accounts staff who maintains proper ledger with details of the financial support received and utilized under different heads from various agencies. The government guidelines give utmost priority to the use of Government e-Marketplace (GeM) portal for government procurement.

The committees constituted for different college developmental purposes puts forth the demands and

requirements before the principal who disburses it as per funds availability and priorities.

Money from students' funds (different funds as per government rules) are used for various activities in the course of the academic year, e.g., sending teams for youth festivals, organizing college functions.

The Government fund, RUSA fund, and UGC fund are looked after by the principal in collaboration with respective Coordinators. College accesses PFMS for all plan and Centrally Sponsored Schemes, specially DBT Star college scheme and UGC Community College Scheme.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

Internal quality assurance cell (IQAC) has a pivotal role in institutionalizing the quality assurance strategies and process to achieve the Higher Education Institutions Vision and Mission.

1. Quality Assurance Policy

The IQAC works on the Quality Assurance Policy for:

- Providing a congenial work environment to human resources and learning environment to students.
- Enhancing competence of the faculty by encouraging them to adopt innovative methods of teaching and using latest technologies.
- Review and maintenance of facilities provided to the stakeholders.
- Evolving the institutional systems based on the feedback obtained from stakeholders and striving towards continual improvement of quality management.

2. Quality Assurance Strategies

a. Integrated Stakeholder Management

Our quality system offers holistic education for empowering students from all strata of society by encouraging academic progression and employability. This is done by imbibing leadership qualities with moral and ethical values aimed towards social commitment. We achieve this with the inclusion of all the stakeholders. The integrated stakeholder management involves the students, parent-teacher association, staff council, college students' central association, alumni association, board of management of Higher Education Institute Society managing self-financing courses BCA/PGDCA.

b. Toolkit of Good Governance

The college administration is carried effectively through a good governance mechanism leading to healthy competition and delivery in the benefit of the institution. The college has put into practice the toolkit of good governance which is based on the established principles of good governance formulated by the international agencies including the World Bank and the United Nations.

3. Quality Assurance Processes

a. Formulation of Strategic Plan

The coordinator of IQAC along with his team are assigned the responsibility of formulating the Strategic Plan. Analysis is carried out to identify the focus areas and goals and priorities are determined. The initial version is circulated and deliberated within the IQAC as well as other stakeholders. The activities required to achieve the goals stated in the strategic plan are identified and incorporated in the annual activity plans. This is a living document and will evolve as the strategic plans are implemented and reviewed.

b. Effective Deployment of Strategic Plan

The institutional strategic plan is effectively deployed with the integration of the missions aimed at academic excellence and sustainable growth in all spheres of knowledge, socio-environment consciousness, and responsibility for nation building. The deployment of the strategic plan has been in progress since its finalisation though hardships of COVID-19 pandemic has hampered its deployment. The latest updated Strategic Plan 2018-23 Deployment document has been made available on the college website.

4. Quality Initiatives of IQAC

Further, as a part of quality enrichment, the IQAC of the college has identified and implemented many initiatives to enhance the quality in the institution. The IQAC plays a pivotal role in the enhancement and sustainability of quality in the educational services provided by the institution. The IQAC has played a key role in initiating and institutionalising many good practices thereby institutionalising the quality assurance strategies and practices. The detailed quality initiatives of IQAC are uploaded on the college website.

File Description	Document
Upload any additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

IQAC has focused mainly on institutionalizing the processes for the holistic development of the most important stakeholders of education system i.e., students. Focus has been on bringing the paradigm shift in teaching learning pedagogy to make it robust and measurable. Concerted efforts of IQAC have made teaching learner centric and participative.

IQAC functions on the basic principles of plan, do, check, and action approach (PDCA). It continuously monitors and periodically reviews academic and administrative processes which guarantee smooth functioning and quality enhancement.

1. IQAC Set up as per Norms

As per revised guidelines and following the toolkit of good governance, the rotation policy has been implemented in IQAC as well.

The reconstituted IQAC which is responsible for the entire process of 2nd Cycle of NAAC Accreditation of the college is led by Dr. Nalin Kumar Ramaul, IQAC Coordinator, and Dr. Vivek Negi, Assistant Coordinator. The colleagues Smt. Dhanmanti Kandasi, Smt. Reena Chauhan, Dr. Pushpa Yadav, and Sh. Naresh Batra ornate this reconstituted constellation.

2. Review of Teaching Learning Process

a. Academic Audit

In order to keep a track of the institution's academic output and to gauge its level of conformity to the quality criteria prescribed by the NAAC, the college has for the first time conducted an academic audit. The process designed for conducting the academic audit involves external experts from reputed higher educational institutions.

b. Integrating ICT to Enhance Teaching-Learning Process.

All the classrooms and halls have been equipped with ICT facilities with either smart interactive panel with easy board software or projectors with motorised screen and computer system or digital podium.

Internet Connectivity is enabled in all the classrooms, laboratories, offices, halls through campus wide LAN connectivity and internet lease line with bandwidth of 50 Mbps.

c. Teaching Lesson Plans as a Toolkit

The seamless execution of curriculum delivery is ensured through departmental meetings regarding detailed lesson plan for each paper and appropriate pedagogy for each topic is identified. Week wise lesson plans along with pedagogy for the entire session are prepared and communicated to the students in classrooms also. The teaching lesson plans are available department-wise on the college website.

d. Academic Calendar

The academic calendar is prepared through participative methods and is kept in tune with the conduct of university examinations and sports calendar. The tentative schedule and date of the commencement of classes for freshers, commencement of induction programme and bridge course for them and the dates of main events like annual athletic meet, intra-mural sports events, cultural events, annual function, etc. are included in the calendar.

e. Introducing Transparency in CIE

The college observes complete transparency in the award of internal assessment based on the performance of the students in internal examinations, assignments, seminars, attendance etc. which is displayed on the notice board. Each student is required to validate its acceptance by signing the award list within the notified time after which his acceptance is deemed understood.

f. Curriculum Feedback

The curriculum feedback is obtained through online google forms from the different stakeholders which includes students, teachers, parents, alumni, and employer. These reports are analysed, recommendations made, and teaching learning process modified suitably.

g. Policy for Advanced and Slow Learners

Since the students are heterogeneous in terms of learning levels, the college has evolved a systematic mechanism to implement effective and efficient teaching-learning strategies on the basis of learning levels of students. The departments offer specific program for advanced learners and slow learners after the assessment of learning levels.

The assessment of learning levels of admitted students i.e., the identification of advanced learners and slow learners is primarily done through post-admission MCQ test covering the basic concepts of the different subjects.

h. Mentoring Policy

The mentor- mentee system has ensured individual attention to the students by the teachers. The Mentor-Mentee lists are prepared by the Mentor-Mentee Coordinator and the lists (one list sorted mentor-wise and the other list sorted mentee-wise) is displayed on the college website, notice board and the WhatsApp groups. The collective and individual one-to-one mentoring has resulted into a strong bond of trust between teacher and taught.

3. Outcome Based Education

a. Formulation of POs & COs

In the strict compliance with the objectives of Outcome Based Education (OBE) and the course curriculum notified by the affiliating Himachal Pradesh University, the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed and finalised by the concerned departments who offer the respective programmes. After consultation with faculty members, experts and educationists and rigorous exercise the College has developed its own COs, PSOs and POs.

b. Assessment of Attainment of POs & COs

The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, summative and formative approaches are followed to get intended learning outcomes. The progress and performance of each student throughout the program is monitored through this organized mechanism.

4. Incremental Improvement

a. NCC

On the basis of the recommendations of the Peer Team Report in the first cycle of NAAC accreditation regarding introducing NCC in the college, the college proudly places on record that a girls NCC unit of 53 cadets is functioning at present.

b. Language Lab

As a follow-up to the recommendations of the Peer Team Report in the first cycle of NAAC accreditation in the year 2017, the language lab has been established with language software licence for 30 computer systems.

c. Upgradation of IT Labs

The IT labs under Self Financing courses have been upgraded by addition of 30 computer systems and renovation of the basic lab infrastructure.

d. Upgradation of Science Labs

The science labs have been upgraded with financial support under DBT Star College Scheme amounting ? 30 lakhs for equipment out of a total grant of ? 63 lakhs to the college.

e. Library Automation

The library has been upgraded by making it automated and installing self-issue-return-book kiosks.

f. Library E-resources

The library e-resource centre has been upgraded with installation of more computer systems and LAN internet connectivity.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The college has a Gender Policy that subscribes to the third goal "Promote Gender Equality and Empower Women" of the United Nation's Millennium Development Goals (MDGs).

The college firmly endorses the principle of gender equity in all our systemic processes enveloping the curricular and extracurricular transactions. Our students come from diverse socio-cultural backgrounds, and we take conscious efforts to engage them on the issues of gender sensitivity and gender equity.

Being a co-educational institution, the Government College Paonta Sahib is always sensitive and empathetic towards social problems pertaining to girl students.

1. Safe and secure environment

- The campus has 24/7 Security services, monitored by CCTV installed at the gates and placed at strategic locations within the college.
- A security guard hired through a security agency is on duty at the college gate during working hours.
- Identity Cards are issued to all students and is mandatory for entry into the college.
- The college has discipline committee for continuous monitoring the security on the campus.
- First-Aid Box is maintained in the college.
- Separate washrooms for the male and female teaching staff, non-teaching staff and students are provided.

2. Counselling

The college provides support to the female students by providing them counselling in career, health & hygiene along with psychological and peer counselling. The mentor-mentee system enables the female students to interact with the faculty and find solutions. Personal problems are kept confidential leading to building up of trust between mentor and mentee.

3. Girls' Common Room

The College has separate girls' common room named after Kinkari Devi, an environmentalist from Sirmaur district of Himachal Pradesh. The room is facilitated with washroom, dressing mirror, provision of RO water and sanitary napkin vending machine.

4. Day Care Centre

The college in its attempt to help the faculty or students having toddlers, focus on their work, has

established day care centre free of cost.

5. Curricular Initiatives:

The curriculum is based on interactive teaching pedagogy which includes topics on gender sensitivity.

6. Age relaxation to girl students in admissions

Girl students are given age relaxation for admission at UG and PG level as per the government guidelines.

7. Tuition Fee Exemption

Tuition fees exemption is provided to bonafide Himachali girl students.

8. Annual gender sensitization action plan

Annul gender sensitization action plan is prepared and implemented by the Women Development Cell. The gender awareness programmes are organised according to the plan.

9. Internal Committee

An internal complaint committee is set up as per the Vishakha guideline whose details are displayed along with the names of members and their contact numbers on the college website. The members of the committee can be easily approached whenever required by any female student, faculty member or any non-teaching staff.

10. Suggestion Box

The institution has installed the suggestion/complaint box at the entrance of the college for all the students to share their ideas, problems, complaints etc. with the college.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

    1.Solar energy

2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The college manages the waste generated within the campus by implementing proper management systems with separate methodologies for handling biodegradable and non-degradable solid, liquid and e-waste materials.

Students are encouraged to inculcate positive values in terms of caring for the environment through proper waste disposal and management.

1. Solid waste management

Following the Government of India's resolution to ban all single-use plastics, the college administration has declared the college campus plastic free. To keep the campus neat and clean the small dustbin is placed in each classroom and big dustbin on each floor of the college building. Inspired by Swachh Bharat Mission, colour coded system is being used in the Institute to segregate recyclable and biodegradable waste. Sometimes, the NSS volunteers clean the college campus as part of their activity.

2. Liquid waste management

The liquid waste disposal is well managed by the college. The chemicals discharged from the chemistry laboratory are disposed of in a separate tank, outside the lab.

The liquid waste generated from the canteen and washrooms is channelled into scientifically built underground tanks. There are soak pits on campus that discharge treated water to the ground and help keep water levels high.

The college has operationalized rain harvesting for reuse of wastewater.

3. Biomedical waste management

The biologically contaminated waste materials such as media and microbial culture are sterilized, disinfected, and disposed in proper labelled disposable bags. They are then disposed in pits and incinerated. Incinerators are installed in girl's washroom also.

4. E-waste management

College follows all government guidelines for the disposal of E-waste. E-waste materials like out of function computers, non-functioning digital apparatus like Mother Board, Hard Drive, and other office e-waste are disposed-off through government approved agencies or buy back schemes.

5. Waste recycling system

The college follows the policy of Review, Reduce, Reuse, Recycle for waste management. The recycling process generally is considered an efficient way to manage solid waste but recycling itself is an energy intensive process and not so green as every product has a limited lifespan. Therefore, we focus on the 'reduce' principle wherever possible.

College has vermicomposting pits to convert organic waste into compost as an alternative to expensive synthetic fertilizers like NPK. Leaf litter is allowed to decompose systematically over a period of time to be used as manure for the gardens in the institute.

Awareness programmes are organized by the NSS/NCC/ ECO Club to raise awareness about plastic waste, food waste etc.

6. Hazardous chemicals and radioactive waste management

The chemicals used in the chemistry laboratory are disposed after dilution, collected in choke pits, and released. Acids are neutralized and released. There are no sources of radioactive elements on the campus.

7. Innovations in Waste Disposal

- Dry waste which includes plastic bottles is used to make poly-bricks, which may be used for constructing benches etc.
- Single side used papers are reused for writing and printing in all departments.

Reports/ papers/newspapers etc. are sold out to scrap vendor after completion of their preservation period.

File Description	Document
Any other relevant information	
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	
Link for Geotagged photographs of the facilities	

7.1.4 Water conservation facilities available in the Institution:

    1. **Rain water harvesting**
    2. **Borewell /Open well recharge**
    3. **Construction of tanks and bunds**
    4. **Waste water recycling**
    5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	

7.1.5 Green campus initiatives include:

    1. **Restricted entry of automobiles**
    2. **Use of Bicycles/ Battery powered vehicles**
    3. **Pedestrian Friendly pathways**
    4. **Ban on use of Plastic**
    5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	
Geotagged photos / videos of the facilities	

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

    1. **Green audit**
    2. **Energy audit**
    3. **Environment audit**
    4. **Clean and green campus recognitions / awards**

5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The college has been founded on the noble Vedantic principles which encompasses 'the spirit of tolerance, love and respect for other religions.' The vision of the college also reflects this inclusive spirit.

1. Celebrating Cultural Diversity

The college is a microcosm of India's harmonious existence of multicultural diversity as inclusivity is intrinsic to its core values.

- Amrit Vani paath is held almost every year with langar offered to one and all, where everyone eats together as children of God.
- Celebration of a host of multicultural events strengthens the solidarity among the staff and students from diverse backgrounds.

2. Socio-Economic Dualism: Bridging the Gaps

- To promote equity among the students belonging to different socio-economic strata, the financial assistance in the form of fee-concession and scholarships are provide to SC, ST and OBC students sponsored by the Govt. of Himachal Pradesh and Government of India.
- The college admissions are open to all irrespective of their cultural, social or economic backgrounds within the framework of the government reservation policy.
- The college promotes student visits to the areas where the marginalised and poor populations reside including the adjoining slums, to develop in them a feel of social inclusion.
- The college is working in the direction of Digital inclusion by bridging digital divide and providing ICT facilities within the campus for students.

3. Usage of Languages: A Pragmatic Approach

The college is an amalgamation of different cultures, ethnicities and dialects as the students hail from far flung regions of the state (Sirmaur and Shimla) as well as from the other states (Uttarakhand, Haryana, Uttar Pradesh, and Bihar) thus leading to linguistic diversity.

- To ensure respect and acceptance for each language the college provides various opportunities to the students which include the literary events and cultural programmes. The college magazine 'Bhanuja' provides ample opportunity to the students speaking different languages to put forth their ideas in various sections.
- Various literary competitions viz. declamation, debate, poetic recitation etc. in Hindi, Sanskrit, English are organized in the institution.
- The college offers National Language (spoken Hindi) classes for undergraduates through courses in various programmes.
- The plurality of Indian languages is celebrated beyond the classrooms, as students converse in Hindi, Punjabi, Pahari, English, etc. as per their regional identity.

4. Regional Identities

- Performances of regional dances like Naati Raasa, Bhangra, Gidda, etc. showcase the vibrancy of the multicultural fabric of India, during the annual cultural festival and other cultural events.
- Boodhi Diwali, a traditional way of celebrating Diwali after one month of actual Diwali celebrations in the hilly areas of Sirmaur district is celebrated within the college campus also to nourish the connectivity with the culture.

5. Communal Harmony

- The ethnic demographic profile is a proof of the institution's diversity as students from different

backgrounds enrich the harmonious milieu of the college. Paonta Sahib has significant population of minorities including Sikhs, Muslim, and Buddhists.

- The college through its various wings launches communal harmony campaigns.
- Various religious functions and festivals are celebrated in the college with great fervour.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The college sensitizes its students, staff and employees to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to conduct themselves as responsible citizens with social consciousness and responsibility towards national building.

Institute ensures equality, liberty, fraternity while dealing with stakeholder. Various activities are organized in the college to sensitize the students and employees on constitutional obligations. The prime vision of institution is to transform the future citizens of our nation with right values, duty conscience and spirit of patriotism.

1. Preamble to the Constitution of India

The Preamble to the Constitution has been displayed in a prominent place in the college to create awareness on fundamental political principles, procedures, duties, rights, responsibilities, feeling of brotherhood and a sense of belonging among selves.

2. Curriculum

The constitutional values are reflected in the academic, curricular co-curricular and extra-curricular activities of the college. The academic content and its delivery to the students are well grounded in constitutional principles.

Several courses that the students study, especially in Humanities and Literature, have portions pertaining to the Indian constitution and constitutional values.

Classroom discussions and debates focus on constitutional values like sovereignty, secularism, democracy, justice, liberty, equality, human dignity and fraternity.

3. Constitutional Rights

Students are admitted to the college by a strict adherence to reservation policies and rules, ensuring justice and equality to all categories of students.

4. Sensitization Campaigns

In-built within the academic and administrative practices of the College, is a sense of responsibility and duty, which is reflected in practices involving teaching, research, examination, evaluation, admission, and appointments.

The student community of the college is made conscious of their rights and social responsibilities. The activities of the NSS highlight social responsibility and commitment to the underprivileged sections of the society.

As a part of the moral, social, national, and global human responsibility, environmentally safe practices like plastic ban, water conservation, waste segregation, cleanliness and anti-pollution practices are inculcated in everybody's mind.

Apart from the in-house activities, students are also taken for field trips to places of national heritage status. Swachh Bharat Mission initiated by Hon'ble Prime Minister and Environment Day, is celebrated to inculcate the value and importance of waste management & sensitization towards the environment sustainability.

5. Student Charter

College has student charter and various policies in place and these are communicated to them on the very first day of their entry into the college.

6. Election Duties of Staff

The teaching and non-teaching staff function as officials for conducting Central, State, and Local Body elections.

7. Democratic Rights and Duties

The institution believes that it is important to impart knowledge to students and staff regarding their duties and responsibilities towards the country. The right to vote is one of our primary duty towards upholding the values of democracy and to be an active participant in the workings of a democracy. The college has conducted voter-registration drives to register first time voters and encourage them to vote and be counted as citizens of the country.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	
Link for any other relevant information	

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	
Code of ethics policy document	
Any other relevant information	

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institution firmly believes that celebrating national, international, and commemorative days, events and festivals help reinforce ideals and values for which these stand as testaments. Such commemorations bring out the best picture of our nation, national unity, civic sense, environmental concern, and contributions of predecessors in science, literature, and arts, among faculty, staff, and students.

1. Academic Calendar

The days of commemoration/ observation/ celebration are planned in advance and reflected in the academic calendar.

2. National Festivals

The college celebrates the national festivals – the Independence Day and the Republic Day with great zeal

with flag hoisting ceremony led by the principal in the presence of staff and students followed by various programmes in the campus.

3. Commemorating Anniversaries

The college commemorates the birth and death anniversaries of famous personalities like Dr. Sarvepalli Radhakrishnan (Teacher's Day), Father of Nation, Mahatma Gandhi (Gandhi Jayanti) & Sh. Lal Bahadur Shastri, Scientist Sir C. V. Raman (National Science Day) and others so as to familiarize the students with the contribution that these respective personalities have made in the process of nation-building and paving the way for its present and future developments.

4. National Days

a. Gandhi Jayanti and Swachhta Mission

The college organises cleanliness drives under Swachh Bharat Abhiyan in association with Gandhi Jayanthi celebrations, by cleaning the campus, roads, rivers, and the nearby villages.

b. National Science Day

The science department organizes National Science Day on 28th February each year to mark the discovery of the Raman Effect by Indian physicist Sir C. V. Raman on 28th February 1928. The purpose of celebrating this day is to enhance scientific temper, popularisation of science and encourage innovative activities by infusing scientific temperament.

c. Indian Armed Flag Day

Indian Armed Flag Day on 7th December is commemorated by the college.

d. National Voters Day

 In order to encourage the students to take part in the political process.

e. National Sports Day

National Sports Day is observed in the college on August 29 every year to honour hockey legend Major Dhyan Chand. The day marks the birth anniversary Major Dhyan Chand Singh who won gold medals in Olympics for India in the years 1928, 1932 and 1936.

5. National Events

a. Van Mahotsav

Eco Club with NSS, Rovers & Rangers and NCC celebrate Van Mahotsav Day every year by planting tree saplings in the college and vicinity.

b. National Hindi Diwas

National Hindi Diwas is celebrated annually in our institution led by the faculty members of the department of Hindi. The day holds special significance as it marks the adaptation of Hindi as an official language by the Constituent Assembly in the year 1949.

6. International Days

a. International Women's Day

Women cell along with the students of the college celebrate International Women's Day on 8th March every year on campus to mark the social, economic, cultural and political achievements of women.

b. International Yoga Day

This day is observed by performing yoga and meditation regularly under the Department of Physical Education.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

7.2 Best Practices

Best Practice 1: Sustainable Development Imbibing Vedic Pantheistic Principles

1. Title of the Practice: Sustainable Development Imbibing Vedic Pantheistic Principles

The college has an eco-friendly campus with the focus on inculcating in the students a feeling of prestige

and pantheism for nature around – the life sustaining placenta between them and Mother Earth.

2. Objectives of the Practice

1. To contribute positively to the environmental conservation and sustainable development by infusing environmental consciousness and responsibility among students and the community.
2. To rewire the modern generation's thinking and re-connect them with the nature and the ancient Indian Vedic culture and its Pantheistic principles.
3. To design, utilize and sustain such platforms where students learn and then involve citizens in various green environmental programmes and practices.
4. To create awareness about the enormity of the situation and make the students ambassadors of environmental protection in the world outside the college premises.
5. To align the institution with the national programme of Swachh Bharat Abhiyan and imbibe the value of cleanliness among students and the community.

3. The Context

The college extends the precept of Vedic universal equality in upholding the entire life on earth as one, which implies a harmonious co-existence of all the species. As India celebrates the Azadi ka Amrit Mahotsav to commemorate its 75 years of Independence, the college highlighted the message of *Vasudhaiva Kutumbakam* (Earth is one family), one of the core philosophies of Indian civilisation since ancient times. *Vasudhaiva Kutumbakam* is a lofty Vedantic thought from *Maha Upanishad*, an ancient Indian scripture. Sustainability is not just a catchword. It is imperative for our well-being.

Africa's philosophy of Ubuntu, which means 'I am because we are', also highlights inherent interdependence of our existence.

As Vivekanand quotes the tree Urdhavmula, the tree born out of its own seed giving rise to much stronger and bigger tree well rooted in traditions and nourishing itself from the values it received in its genome, so shall be our students, teachers and other stakeholders well-grounded in values of care for environment and sustainable development making the region a fit place to live in the coming times.

The gods of the Vedas, the ancient scriptures of India, represent for the most part the natural forces, thus Vedic principles are pantheistic. The term "pantheist" was introduced by the Irish freethinker John Toland in the book *Socinianism Truly Stated* (1705) and constructed from the Greek roots pan (all) and theos (God). Though the term "pantheist" is a modern one, but if not the term, the ideas themselves are very ancient. Pantheism stresses the identity between God and the world. It stresses the theme of immanence, i.e., of the indwelling presence of God. The doctrine that the universe conceived of as a whole is God.

One of the core values of the institution is "social commitment". Keeping in view the degrading environmental conditions, the institution realized its responsibility towards society by making the citizens aware of deteriorating environmental parameters and nudging them for adopting eco-friendly methods.

4. The Practice

i. Course Curriculum – Environmental Studies as AECC

Besides imparting theoretical understanding of environmental issues under Ability Enhancement Compulsory Course (AECC) on Environmental Studies the college stresses on activity-based learning.

ii. Oxygen Park

The college herbal garden 'Ayurvatika' botanical garden 'Green Oasis' NSS Vatika and an 'arboretum' serves as a man-made 'green lung'

iii. Green Protocol

There is effective waste management in the campus following the green protocol.

iv. Dignity of Labour

The mission of college "The Fruit of Learning is Good Character and Righteous Conduct" is clearly visible in students who are well acquainted with the dignity of labour which is reflected in their activities.

v. Green and Environment Audits

The college has initiated the tradition of assessing its performance by conducting Green and Environment Audits and implementing its recommendations.

vi. National Seminar on Biodiversity

The college organised a two-days' 'National Seminar on Biodiversity and Sustainable Development' on 28th and 29th December 2021 under the DBT Star College Scheme, Government of India.

vii. Environment Extension Activities

The college has various societies / fora for implementing various green initiatives viz, NSS, Eco Club etc. who through nukkad natak, rallies, cleanliness drives, plantations, etc. awaken masses.

viii. Swachh Bharat Abhiyan

The cleanliness drive is undertaken by the students under the guidance of faculty in-charge.

ix. Sacredness of River Yamuna

The college NSS unit has from time to time initiated and participated in cleanliness drives on the banks of river Yamuna, also called 'Jamuna' in vernacular. 'Nadi Mahotsav' a government initiative was one such event which promoted our reverence towards the river having Vedic importance. Lighting of earthen oil lamps and chanting of hymns along with making her banks plastic-free revived river Yamuna the stature of a mother "Maa Yamuna". The volunteers enthused with the spirit of understanding, pantheistic reflection in nature undertook a special drive to clean the adjoining 'Yamuna Path' and plant trees in collaboration with the forest department of the government of Himachal Pradesh.

x. Poly bricks from Plastic Waste: A Campaign under Swachh Bharat Abhiyan

The institution at its own level as well as in collaboration with administration, Rotary Club and Bharat Vikas Parishad, Paonta Sahib tries to create awareness regarding minimum use of single use plastic, maximum plantation and making of poly bricks.

On 2nd October 2019 the institution enthusiastically participated in Fit India Plogging Race and collected plastic waste. Under Azadi ka Amrit Mahotsav from 1 October 2021 to 31 October 2021 to clean and collect waste mainly single use plastic throughout the Country was enthusiastically observed and the plastic waste collected was used for making poly bricks.

xi. Taxonomy Project

The College Eco Club took the services of taxonomists from Botany department to identify the trees in the campus. The labels were prepared as per the names provided by the taxonomists. The labelling of trees was done by our students.

xii. Green Energy Initiatives

All conventional lights have been replaced by LED bulbs. Solar lights have also been installed in the college campus.

xiii. Replacing Bouquets with Plants

Introducing new practice of presenting plants instead of bouquets to the guests as a token of acknowledgement of their presence and memory.

5. Evidence of Success

i. Effective Waste Management

The college successfully managed scientific waste disposal practices in organic waste disposal, safe biomedical and chemical waste disposal, and e-waste disposal through authorised agencies.

ii. Tree Cover in the State of Himachal Pradesh

Out of total 55,673 sq. km. geographical area in the state, the recorded forest area is 37,948 sq. km., which is 68.16 % of the total area of the state and 4.94% of total forests in the country. Due to efforts of Forest Department with active participation of local communities and plantation drives by the students of various schools and college, Himachal Pradesh has recorded 333.52 sq. km. increase in the area under forest cover as per India State of Forest Report 2019 as compared to the previous assessment reported in ISFR 2017.

iii. News clippings and Photographs as Evidence of Devotion and Success of Best Practice

The evidence of success of Best Practice has been provided through 35 news clippings and 82 photographs of events and activities under it in the detailed supporting documents uploaded under this indicator.

6. Problems Encountered and Resources Required

i. Problems Encountered

1. Difficulty in sensitizing the students to the concept due to the consumerism culture diverting the students away from the Vedic pantheistic principles.
2. Lack of adequate logistic support from the local bodies.
3. The over-exploitation of river Yamuna basin for sand mining.
4. Lack of sewerage and industrial liquid waste treatment plants leading to increasing pollution in the river Yamuna.
5. Lack of specific financial support for this best practice.
6. Less student participation during the COVID 19 lockdown.
7. The present course structure does not allow students to actively engage in extensive activities thereby limiting the scope of this best practice.
8. Although there exists a pro-environmental attitude towards environmental conservation, disjuncture observed in *Concept-Practice (Knowing-Doing)* at the campus still needs to be mended.

ii. Resources Required

1. The technology available for the installation of equipment for water treatment, waste disposal, rainwater harvesting, and green energy is limited and cost intensive.
2. Student-initiated environmental projects require financial incentivizing.
3. Budget required for implementation of plans to become a model green campus.
4. For taking up meaningful environment-centric projects, a collaborative approach with government organisations, and corporates pursuing their CSR (Corporate Social Responsibility) norms, and the NGOs is required.

7. Notes (Optional)

1. Since the academic schedule is tightly packed, it is not easy to find enough working hours for the best practice.
2. Keeping abreast with the environmental issues, our students have well-adopted their curriculum-mandated transdisciplinary subject, Environmental Studies in letter and spirit. Being compliant towards striving for a Green Campus will motivate them to think globally but act locally.
3. *'Actions speak louder than words'*, is demonstrated by this practice.

Best Practice 2: Toolkit of Good Governance

1. Title of the Practice: Toolkit of Good Governance

The college administration is carried effectively through a good governance mechanism.

2. Objectives of the Practice

1. To develop a toolkit of good governance to achieve academic and administrative efficiency.
2. To make the administration of institution more transparent and accountable through greater involvement of stakeholders viz. students, teachers, parents, alumni, industry, etc. by creating a sense of responsibility into their DNA.
3. To ensure a wide range of deliberations and feedback mechanism to take the best decision.
4. To improve overall employee performance, empower team members with a sense of ownership through appropriate delegation of powers and responsibilities.
5. To prepare the toolkit of good governance defining appropriate procedures for effective functioning of the decentralised system of governance.
6. To promote an environment of excellence through development of human potential.
7. To give the students practical lessons in management, organization, group behaviour, planning, finance, fund-raising etc. through their direct involvement in good governance of the institution.
8. To develop a blend of modern managerial corporate culture with formal administrative system.

3. The Context

i. Good Governance:

The concept of good governance originated in the early 1990s and was adopted by the World Bank. By 2000, it had become one of the major aims of the United Nation's Millennium Development Goals (MDGs), addressing issues from corruption to accountability. Similarly, good governance has been embraced by the corporate sector and several national institutions.

A common good practice in several developed countries is to publish governance arrangements. Accordingly, the college has published its "Manual of Good Governance".

ii. Good Governance in Higher Education Institution

Good governance is a set of responsibilities and procedures exercise by an institution to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of people in decision-making. Good governance is a major factor in improving the quality of education.

iii. Inclusive System of Governance

Good governance mandates inclusive approach which appreciates the fact that every individual is rich with potential and resourcefulness. Inclusive system of organizational set up helps the institution in the effective functioning of various strata of hierarchy. The institution aims at effective utilization of manpower, infrastructure, and facilities of the institution and thus governance is carried effectively through inclusive approach where all stakeholders.

4. The Practice

The college has put into practice the toolkit of good governance which is based on the established principles of good governance formulated by the international agencies including the World Bank and the United Nations.

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i. Principle of Subsidiarity and Delegation of Power

The 'Principle of Subsidiarity' is applied at different domains for effective governance. It aims at proper delegation of power and authority. Through this principle, the college effectively grooms leadership at various levels, strengthens emotional intelligence and develops empathy. The college being a government institution, is governed with a set of rules and the finances are regulated under Himachal Pradesh Financial Rules (HPFR), 2009 which vide Rule 12 'Delegation of Financial Powers' explicitly provides for delegation of powers.

ii. Responsibilities Defined

One of the main aims of good governance is to avoid mismanagement within institutions. The arrangements emphasise the need for clear delineation of responsibilities within institutions. The responsibilities of the principal, teacher and librarian are broadly defined under the Section 17.0 Code of Professional Ethics of "UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Other Measures for the Maintenance of Standards in Higher Education, 2018" and is provided in the Code of Conduct Manual of the college.

iii. Stakeholders Participation

Stakeholders are groups within society with a particular interest in higher education institution's performance. These can range from conventional actors such as students, academics, or the government itself to newly recognised actors such as industry representatives, community authorities, alumni, unions, and cultural groups. Their influence can range from membership of supervisory or governing boards to simple funding functions.

iv. Responsibilities discharged through Committee System

As a part of inclusive system of governance, statutory and non-statutory committees are formed with representation from teaching, non-teaching, and student sections of the institution and each one of them is assigned a specific area of responsibility. These meet periodically, arrive at decisions, and make necessary recommendations. Functional autonomy is granted to all the committees and units in the college. Thus, an inclusive governance culture is evolved in the institution.

v. Accountability

Besides the financial accountability maintained in accordance with Himachal Pradesh Financial Rules (HPFR), 2009 and subsequent instructions of the Finance Department, the institution strives for accountability in education also.

vi. Rotation Policy

In line with international corporate governance practices, the IQAC recommended mandatory rotation of leadership positions and other assigned responsibilities to give opportunities to other faculty members after every 2-3 years. This rotation policy is in consonance with the instructions of the Directorate of Higher Education, Government of Himachal Pradesh from time to time and reiterated vide letter No. 6th December 2021.

5. Evidence of Success

i. Involvement of External Members in Governance

The representatives of industries, alumni association and civil society have been incorporated in Internal Quality Assurance Cell as well as the Governing Bodies of Higher Education Institute Society and the Community College from time to time and these include Sh. Satish Goel, President, Himachal Pradesh Chamber of Commerce and Industry; Capt. P C Bhandari, General Manager, Himalayan International Ltd. Paonta Sahib; Dr. Jitender Kumar, Sr. President, Mankind Pharma Group of Companies; Sh. Ashok Goyal, Director, Tirupati Medicare, Nahan Road, Paonta Sahib; Sh. Sanjay Aggarwal, Director, Rich Pro Food, Santosh Garh, Nahan Road, Paonta Sahib; Sh. Vinod Sharma, Director, Zeon Life Sciences, Rampur Ghat, Paonta Sahib; Sh. Akhil Saxena, General Manager (HR), Sun Pharmaceutical Industries ltd. Paonta Sahib; Sh. Narinder Pal Singh Sahota, Director, International Cylinders(P) Ltd. Paonta Sahib; Sh. Manmit Singh Malhotra, President Rotary Club, Paonta Sahib and member Yamuna Karuna Sansthaan, Paonta Sahib; Sh. Anshul Goel, Premier Overseas, Paonta Sahib; Sh. Brijesh Sharma, Sharma Furniture, Paonta Sahib; Sh. Chetan Gupta Alumni.

ii. Role of Parent Teacher Association (PTA) in Faculty Enrichment and Maintaining Sanitation & Hygiene in the college

The constitution of parent Teacher Association (PTA) in the college is one of the major examples of good governance. Inclusion of parents as one of the stakeholders in the form of association has provided the college an insight into the facilities the parents expect for their children while studying in the college. The PTA in case of vacancies makes short-gap arrangements by appointing temporary employees under PTA so that the smooth functioning and governance of the college is not derailed.

iii. Case Study – Utkrisht Mahavidyalaya Yojana

Our institution was selected on the basis of NAAC grade in first cycle under Utkrisht Mahavidyalaya Yojana by the Government of Himachal Pradesh, thereby becoming eligible for the grant of ? one crore allocated to the institution under the scheme.

A college level committee was formed under the leadership of the Principal with IQAC coordinator and assistant coordinator as members to coordinate the process under Utkrisht Mahavidyalaya Yojana. The IQAC identified the thrust areas and prepared the draft proposal with both physical and financial details which after approval of the principal was forwarded to the Director of Higher Education, Government of Himachal Pradesh. After sanction, the principal in consultation with IQAC constituted Component-wise committees for effective and efficient execution of the Yojana in accordance with government rules.

iv. Case Study - 2: Establishment of New IT Lab for BCA/PGDCA

The toolkit of good governance is visible in the functioning of the Higher Education Institute Society registered under the Himachal Pradesh Societies Registration Act, 2006, under which two programmes BCA and PGDCA are already operational in the college. The students, the primary stakeholders, raised the issue of updating and procuring new equipment to meet their needs. A formal written request duly signed by a large number of BCA/PGDCA students was submitted to the Director cum Principal through the Coordinator. In compliance to the directions by the principal, a detailed proposal was prepared and put up

in the governing body meeting of Higher Education Institute Society. Thereafter, it was submitted to the Director of Higher Education for approval which was granted.

6. Problems Encountered and Resources Required

i. Problems Encountered

1. It is not possible to keep all stakeholders satisfied with the governance decisions.
2. Delays in sanction and release of budgetary allocations.
3. Lack of critical feedback from stakeholders.
4. Over-involvement of students may lessen their focus on academics.
5. Voluntary compliance of rotation policy lacking.

ii. Resources Required

1. Vacancies be filled immediately.
2. Adequate sanctioned staff.
3. Adequate funds be sanctioned and released timely.
4. Latest ICT infrastructure.

7. Notes (Optional)

1. The student's participation creates an atmosphere of learning by doing and creates a sense of belongingness towards the institution.
2. Major stakeholders are students, faculty and community representatives and their degree of stakeholder involvement in decision-making processes and governing institutions varies widely.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

1. Theme: Gram Mahila Aparajita: Empowering Rural Populace with Focus on Women Empowerment and Skill Enhancement

2. Vision

Intellectually, morally, and spiritually enlightened young rural women confident to face the challenges of the modern world equipped with local, national, global competencies.

The college has envisioned a life-oriented education that empowers women through humanising and liberating process. Thereby, these empowered women would be the agents of change and development by transforming themselves into courageous, self-confident, self-reliant, competent individuals, effective managers, assertive personalities, and decisive leaders.

3. Rationale

"The future of India lies in its villages." – Mahatma Gandhi

The importance of rural population in Himachal Pradesh is reflected in the fact that with 89.97% of its population living in rural area, Himachal Pradesh is the least urbanized state in India i.e., Himachal Pradesh is the state with the highest percentage of rural population in India.

The Census of India data reveals that the rural population as percentage of total population in Sirmaur district was also quite high at 89.21% in Census 2011.

The beneficiaries of the institution mainly comprise the rural populace, with most of the students coming from poor economic backgrounds and their parents mostly with agrarian backgrounds.

The institution is committed to providing quality higher education encompassing capacity building for knowledge economy towards progress of rural populace particularly socio-economically disadvantaged groups with special focus on rural women and their skill levels. Rural women are provided with educational and skill enhancement opportunities to become economically and socially equal.

4. Priority: Education for Rural Women – An Agent of Change

The institution believes that rural upliftment and women empowerment can be achieved through education.

"If you educate a man you educate an individual, but if you educate a woman you educate a family (nation)"

As an old African proverb, this maxim was initially popularised by Dr. James Emman Kwegyir Aggrey, a renowned Ghanaian educator and sociologist. It bears the fundamental belief that education is beneficial to all but incorporates the notion that when women are educated, the benefits will be aggregated and magnified and enjoyed by a wider context – the family and the nation. This maxim recognized the benefits of education for women and has repeatedly become the motivation for global development efforts to offer education opportunities for women. Women's education is considered to yield enormous inter-generational gains. The institution emphatically puts into practice this maxim.

The institution has played a pivotal role in redesigning and redefining the contours of progress in the rural areas and focuses on empowering women to bring positive outcomes in their lives.

5. Thrust: Women Empowerment through Skill Enhancement

The World Bank has noted that to succeed in the 21st century labour market, one needs a comprehensive skill set composed of:

Cognitive skills, which encompass the ability to understand complex ideas, adapt effectively to the environment, learn from experience, and reason. Foundational literacy and numeracy as well as creativity, critical thinking, and problem-solving are cognitive skills.

Socio-emotional skills, which describe the ability to navigate interpersonal and social situations effectively, and include leadership, teamwork, self-control, and grit.

Technical skills, which refer to the acquired knowledge, expertise, and interactions needed to perform a specific task, including the mastery of required materials, tools, or technologies.

Digital skills, which are cross-cutting and draw on all of the above skills, and describe the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately.

6. The Holistic Process

The overall governance of the institution emphatically reveals the theme "Gram Mahila Aparajita: Empowering Rural Populace with Focus on Women Empowerment and Skill Enhancement" establishing it as an institutional distinctiveness. This holistic process involves the following components:

i. Academic empowerment

Quality education empowers women to acquire knowledge and promote experiential learning. The college provides the best of the facilities for academic empowerment in the form of smart classrooms, library resources including e-resources, access to computer lab, educational tours, projects etc. The college creates an ambience for women to enhance their academic intellect and develop a holistic personality by encouraging them to follow their aspirations to achieve in the areas of interest.

ii. Skill Enhancement

Low skills perpetuate poverty and inequality. When done right, skills development can reduce un- and underemployment, increase productivity, and improve standards of living.

The academic enrichment is offered through skill-based courses under UGC Community College Scheme which adopts NSQF (National Skill Qualification Framework) and add-on certificate courses under Utkrisht Mahavidayalaya Yojna. The institution utilised the Graduate Add-on Programme of Himachal Pradesh Kaushal Vikas Nigam.

iii. Intellectual and Inspirational Empowerment

The college provides a platform for women to showcase and enhance their skills, creativeness, and innovation through various curricular and co-curricular activities. The innovative approaches provide opportunities for women to develop leadership qualities and organizational skills. They form an integral

part of the decision-making bodies of the college.

iv. Cultural empowerment

The college promotes inter-cultural harmony by organising and celebrating ethnicity of different regions and cultures through various competitive cultural events. It inculcates the values of tolerance and promotes secularistic principles.

v. Physical empowerment

The college also promotes the well-being of women through emphasis on health, hygiene, nutritionally balanced diet, stress management and psycho-social strengthening.

vi. Financial assistance

Tthe college under various government schemes and programmes provides financial support to girl students belonging to the economically weaker sections of the society.

- The college as per notification of the Government of Himachal Pradesh provides full waiver of Tuition Fees for the female Bonafide Himachali students.
- Indira Gandhi Single Girl Child Scholarship provided by UGC promotions girl education.

7. Outcomes

The institutions efforts of empowering rural populace with focus on women empowerment and skill enhancement has resulted in the outcomes as provided in full document uploaded herewith.

8. The Way Ahead

The National Education Policy 2020 is expected to provide impetus to the broadening of outlook through removal of the limitations of rigid academic schedule and greater emphasis on sports and cultural activities providing holistic development of the student.

File Description	Document
Link for appropriate web in the Institutional website	[View Document]()
Link for any other relevant information	[View Document]()

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5. CONCLUSION

Additional Information :

The college is located in a semi-urban area catering mostly to the needs of the rural poor popluation. With most of the students belonging to the poor sections of the society, the college faces certain locatinal limitations.

Concluding Remarks :

The college as per its mission and vision is motivated to work for the caue of education in its needs, deeds and beliefs. The college was recently recognised as Utkrisht Mahavidyalaya by the Government of Himachal Pradesh and also awarded DBT Star College status and grants from the Ministry of Science and Technology, Government of India.