SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MAHARANA PRATAP GOVERNMENT DEGREE COLLEGE AMB

MAHARANA PRATAP GOVT. DEGREE COLLEGE AMB, TEHSIL AMB, DISTT. UNA H.P.
177203
www.mpgcamb.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharana Pratap Government Degree College Amb is a prominent educational institution in Una District, Himachal Pradesh. Established as the primary higher education provider in the Amb Block, the college offers a comprehensive range of undergraduate and postgraduate programs. The UG courses include B.A., B.Sc. in Physical Sciences, Life Sciences, Computer Science, and B.Com., while the PG courses encompass M.A. in English and M.Com. Furthermore, the institution offers professional courses such as BCA, BBA, and PGDCA under a self-finance scheme, catering to the diverse educational needs of students. To enhance the employability and skillset of its students, the college provides various state-sanctioned add-on courses. These courses, including IT & ITES, BFSI, EEE, and Apparel Made-ups and Home Furnishing, are managed by HPKVN, Shimla, and are updated periodically to align with industry demands. This dynamic approach ensures that students are equipped with relevant skills and knowledge, preparing them for the competitive job market. Founded in 1970, Maharana Pratap Government Degree College is the third oldest institution in Una District and the oldest in its tehsil. Prior to its government takeover, the college operated as National College Amb, a privately managed institution. Its rich history and consistent performance have established it as a trustworthy educational body in the region. This trust is reflected in the steady growth of its student strength, despite the presence of seven other government colleges in Una District and two in Kangra District within a 40 km radius. The college's commitment to excellence has been recognized by the Government of Himachal Pradesh, awarding it the title of Utkrisht Mahavidyalaya, along with a grant of INR 1 crore. Additionally, the institution has recently been honored with the title of Institution of Excellence. These accolades are a testament to the college's outstanding performance in academics, sports, cultural activities, and contributions through NCC and NSS.

Vision

'To Strive, To Seek, To Find & Not To Yield'

- The college has a vision to create a cadre of motivated and prospective individuals who become forerunners of change through need-based and value-based education.
- To open up new vistas of teaching and learning with the vision of academic freedom and institutional autonomy.
- Having completed education in the portals of this college, we wish, our products become good human beings and law-abiding citizens making lofty contributions in the various spheres of activities.

Mission

- The mission of our college is to
- Create a student-friendly, progressive and creative environment ideal for teaching, learning and

evaluation catering to the needs of public sector, private sector and all other stakeholders.

- Upholding the social, moral and human values
- To provide rural youth educational opportunities that emphasize skills and knowledge that will allow them to adjust through a lifetime of social and technological change.
- The college is committed to offer quality education to its students and to assist them in discovering their leadership qualities and to fulfil their educational goals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Recognition for Excellence:** The institution has received accolades from the Himachal State Government, including the titles of Utkrisht Mahavidayalaya and Institution of Excellence, reflecting its high standards and achievements in various domains. Under the Uttkrisht Mahavidyalya Yojna, the college received Rs. 1 crore in financial assistance for infrastructure development, including the establishment of a research center, the creation of smart and virtual classrooms, the digitization of the library, and the acquisition of sports and cultural equipment.
- **Commitment to Sustainability:** The institution's dedication to renewable energy is evident in its 42.5 KVA solar energy production. Its goal to become fully sustainable within 3-4 years demonstrates environmental responsibility and provides a sustainability model for students.
- **Effective Grievance Redressal:** A well-established Grievance Redressal Cell ensures student concerns are promptly addressed, fostering a supportive campus environment and enhancing student satisfaction.
- **Robust Feedback System:** An efficient feedback and survey system facilitates the regular assessment and improvement of curricular, co-curricular, and extra-curricular activities, ensuring the institution remains responsive to community needs.
- **Strategic Location:** Located near National Highway 503, the college is easily accessible, with students commuting from distances over 40 kilometers. This advantageous location enhances its appeal by reducing transportation barriers.
- **Advanced e-Governance:** The implementation of a robust e-governance system streamlines academic and administrative operations, promoting transparency, accountability, and efficient resource management.
- The college features a **dedicated and highly qualified faculty** and supporting staff, appointed regularly by the HPPSC, all of whom possess strong organizational skills. Students benefit from various government-supported schemes, funds, and scholarships available to support their education.
- **With more than 20 active clubs and societies**, the college organizes a diverse array of activities throughout the year, fostering a vibrant campus life. The registered Alumni Association is notable, including distinguished members such as the current M.L.A. of the Chintpurni Constituency, two former M.L.A.s, judges, army officers, police officers, civil servants, doctors, engineers, academicians, lawyers, entrepreneurs, and others.
- The campus is **well-equipped with a guest house and a teachers' colony,** which includes four type IV quarters for teaching staff and a residence for the principal, ensuring convenient and comfortable accommodations.

Institutional Weakness

Weakness

- **As the college is a govt. institution so the teachers are subject to transfers every now and then.** This practice disrupts the productivity of teachers and their connection with students. Additionally, it poses challenges for teachers to apply for research projects, as not all colleges share the same status. Frequent transfers, sometimes occurring at much shorter intervals, serve as a significant demotivating factor for the faculty.
- **The institution's space constraints**, due to existing buildings and infrastructure, limit the possibility of further expansion. The college campus is situated in the heart of Amb town, limiting the possibility of expanding its physical infrastructure. Due to a shortage of land, the campus does not have its own playground and relies on the playground of a nearby Government Senior Secondary School. Consequently, we face significant limitations regarding our available space.
- **We face a shortage of teachers**, with the number of students exceeding 2,000, leading to an undesirable teacher-student ratio. Since the sanctioned number of posts is beyond our control, we feel handicapped. In many departments, we have only one teacher. If a teacher needs to attend a training program, refresher course, or take study leave, it creates a crisis for the students. This situation sometimes forces teachers to delay their own career enhancement plans.
- **The library size sometimes falls short** of our needs, but we hope to expand it in the future by providing more rooms. The new Commerce Block, currently under construction, is expected to resolve this issue.
- **The combined issue of a high student-teacher ratio and limited faculty members adversely affects research activities.** Faculty members, burdened by extensive teaching and administrative responsibilities, struggle to allocate sufficient time for research. Students, in turn, miss valuable research opportunities crucial for their academic and professional growth.
- **The institution's location near National Highway 503 results in constant traffic noise**, disrupting the academic environment. This noise pollution affects lectures, meetings, and study sessions, potentially diminishing the concentration and productivity of students and faculty.

Institutional Opportunity

The institution has several opportunities to enhance its offerings and support student development:

- **Professional and Add-On Courses:** The institution offers professional courses like BCA, BBA, and PGDCA, along with add-on courses approved by HPKVN. These programs equip students with practical skills aligned with industry demands, enhancing employability. Add-on courses complement main fields of study, broadening career prospects for students, particularly those from rural backgrounds.
- **Online Learning Platforms:** Access to online learning platforms such as Spoken Tutorial, N-List, NDLI, SWAYAM, and MOOCs, as well as a digital library, provides students with high-quality educational resources. These platforms support continuous learning and adaptability, preparing students for digital era by offering self-paced education and courses from top institutions globally.
- **Clubs and Societies Outreach:** The institution promotes holistic student development through NCC, NSS, R&R, and various clubs and societies. These activities foster leadership, teamwork, and social responsibility, enriching the educational experience. Participation builds life skills, expands social networks, and enhances community engagement, positively impacting both the campus and the broader community.
- **Active Placement and Career Guidance:** The Placement and Career Guidance Cell bridges the gap

between education and employment by offering job opportunities, career counseling, and workshops. These services help students identify career paths, improve job search skills, and increase employability. The cell's efforts in building industry relationships and organizing campus recruitment drives enhance students' job prospects.

- **New Postgraduate Courses:** With the new commerce block set to be completed soon, there is an opportunity to introduce new programs of study.
- **Implementation of NEP 2020:** The institution is prepared to start new diploma and degree courses in line with NEP 2020, emphasizing flexibility, multidisciplinary education, and skill development. Implementing NEP 2020 allows the institution to introduce relevant courses, staying ahead of educational trends and better preparing students for future challenges.
- **Increasing Ph.D. Holders and Researchers:** The growing number of Ph.D. holders and faculty pursuing doctoral degrees enhances the institution's research capacity and academic prestige. This trend fosters a robust research culture, attracts funding, and promotes collaborations, providing students with opportunities for cutting-edge research and preparing them for advanced studies and research careers.

Institutional Challenge

The institution faces several significant challenges:

- **Scarcity of Constructional Area for Expansion**: The institution is constrained by a limited constructional area, making it difficult to expand its physical infrastructure. Although new Commerce Block Building offers temporary relief, long-term expansion will require creative solutions or acquiring additional land to accommodate future growth and increasing student admissions.
- **Insufficient Sanctioned Posts in Departments**: Many departments lack adequate sanctioned posts of teachers, which affects their ability to grow and maintain academic standards. The shortage of faculty impacts quality of education and research, hampers departmental promotions, and can tarnish the institution's reputation.
- **Shortage of Non-Teaching and Ministerial Staff**: There is a significant shortage of non-teaching and ministerial staff, leading to inefficiencies in administrative and maintenance tasks. Overburdened existing staff struggle with administrative duties, affecting the institution's overall operational effectiveness.
- **Insufficient IT Infrastructure**: Despite recent efforts to improve IT resources, the institution struggles to meet the growing demands of digital tools and technology. Continuous upgrades are necessary to keep pace with technological advancements and provide adequate access to IT resources for students.
- **Narrow Vision Towards Employability and Progression**: Many students come from rural backgrounds with limited career exposure. The placement and career guidance team must work harder to broaden students' perspectives, providing effective career counseling and training to enhance employability and career progression.
- **Challenges in College Canteen and Cafeteria**: The college canteen faces competition from nearby markets, making it difficult to offer quality food at affordable prices while remaining profitable. Balancing operational costs with providing convenient and affordable food options is a continuous challenge.
- **Disruptions from Government Activities**: Routine curricular and co-curricular activities are disrupted by frequent government activities. Managing these external demands while maintaining a consistent academic schedule requires careful coordination and strategic planning.

- **Market Linkages for Student Placement and Curriculum Development**: The institution needs to develop stronger market linkages to improve student placement and ensure the curriculum meets industry needs.
- **Need for Curriculum Flexibility**: The lack of curriculum flexibility hinders the introduction of diverse, skill-oriented courses. Adapting the curriculum to meet evolving student and employer needs is essential for providing a relevant education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Maharana Pratap Government Degree College Amb affiliated with HPU Shimla (NAAC Accredited "A" University), ensures effective curriculum planning and delivery through a comprehensive and documented process. Catering to students from rural, economically disadvantaged backgrounds, the college offers courses in Humanities, Commerce, Science, and Professional fields delivered under the Choice Based Credit System (CBCS). Key features include Annual Academic Calendar aligned with university's schedule, Online Admission Portal launched in 2021-22, and Orientation Programme organized by the IQAC for first-year students. The college has a student-oriented timetable for theory and practical classes, integrating ICT facilities, and follows meticulous lesson plans. The Continuous and Comprehensive Assessment (CCA) System, adhering to HPU guidelines, includes attendance, assignments, quizzes, presentations, and mid-term tests, ensuring holistic evaluation. IQAC oversees teaching-learning activities through mentor-mentee meetings and collects annual feedback and surveys from stakeholders for continuous improvement. Examinations follow HPU guidelines, maintaining fairness and integrity. The institution provides extensive learning resources, including a digital library section and National Digital Library of India (NDLI), with additional courses and activities organized by various clubs and societies. The institution collaborates with NCC, NSS, Rovers and Rangers, and HPKVN to organize district, state, and national level camps, sports and cultural events, and industrial visits, fostering holistic development and practical exposure. It offers certificate and value-added courses to equip students with practical skills and knowledge, enhancing employability and preparing them for professional transitions. The institution emphasizes inclusivity and diversity, offering opportunities for all students to participate in value-added courses, such as NSS 7-Days Special Camp. Online courses from platforms like MOOCs, SWAYAM, and NPTEL are promoted for academic flexibility. The institution addresses crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability through its curriculum and various activities. Efforts include environmental sustainability initiatives, gender equality programs, and activities promoting human values and professional ethics. The institution facilitates project work, fieldwork, internships, and skill enhancement activities, bridging the gap between academia and real-world applications. Feedback mechanisms involving students, parents, teachers, and alumni ensure continuous evaluation and improvement of academic standards, curriculum effectiveness, infrastructure adequacy, teachers' performance, library resources, maintenance standards, and administrative efficiency

Teaching-learning and Evaluation

Our institution, affiliated with Himachal Pradesh University Shimla, offers undergraduate programs in B.A., B.Sc., and B. Com without specific sanctioned seats due to the transferable nature of faculty appointed by the Department of Higher Education, Government of Himachal Pradesh. Admissions depend upon the availability of faculty in each session, maximizing course offerings despite variability. Postgraduate courses (M.A. in English and M.Com) have university-specified sanctioned seats, ensuring stable admissions. We also offer self-

financed courses like BCA, BBA, and PGDCA with defined seats for structured admissions. The IQAC Cell is dedicated to enhancing the educational experience through initiatives like Experiential Learning, Participative Learning, Problem-Solving Methodologies, and ICT resources. Experiential learning integrates practical sessions, workshops, and extracurricular activities, while participative learning encourages student engagement in various activities and clubs. Problem-solving skills are honed through diverse methodologies including coding workshops, industrial training, and interactive sessions. Our ICT infrastructure supports a dynamic learning environment with smart classrooms and extensive e-resources. Full-time staff appointments fall into categories such as Regular, Contractual, Self-Financed, and Local PTA, with contractual staff transitioning to regular positions as per government policies. Internal and external assessment components are clearly defined, with internal assessments, practical exams, and final exams forming the evaluation structure. A transparent grievance redressal system addresses concerns through various committees, ensuring prompt resolution. Compliance with university guidelines in curriculum planning ensures academic excellence. The Institutional Quality Assurance Cell (IQAC) coordinates the formulation of Program Outcomes (POs), Course Outcomes (COs), and Course Specific Outcomes (CSOs), accessible online and in hard copy for transparency. Continuous evaluation of POs and COs through formal and informal mechanisms, including placements, achievements in various domains, and feedback surveys, highlights our commitment to a student-centric approach. Overall, our institution's adherence to academic standards, comprehensive assessment systems, and robust grievance redressal mechanisms underscore our dedication to providing a quality education aligned with institutional objectives.

Research, Innovations and Extension

In the academic year 2021-22, the institution secured a grant of Rs. 5 Lakhs under the Utkrisht Mahavidyalaya Yojana, which was used to establish a state-of-the-art Research and Development Centre. This facility supports ten faculty members and features four advanced multimedia computer systems, research software, and a high-quality printer. With robust internet connectivity, the centre provides seamless access to crucial online databases and journals, reinforcing the institution's dedication to academic excellence and innovation by fostering a supportive environment for research.

Additionally, the Research and Development Cell, established in 2022, organizes conferences, seminars, and orientation programs to stimulate faculty engagement in research and development. The institution also set up an Intellectual Property Rights (IPR) Cell to support research methodologies and entrepreneurship, emphasizing the integration of the Indian Knowledge System (IKS) into the curriculum. This initiative promotes traditional knowledge, Indian philosophy, and awareness of IPR. The faculty's contributions are evident in their publications in high-impact and UGC CARE-listed journals, authorship of books, and participation in development programs.

The institution adheres to the National Education Policy (NEP), with faculty members engaging in workshops and programs from HPU and other institutions. It has made significant strides in enhancing research capabilities and overall infrastructure, including the addition of smart classrooms and ongoing upgrades to facilities and equipment.

Beyond academics, the institution is deeply committed to holistic development of students through community service and outreach. Programs led by units like NSS, NCC, Rovers and Rangers, Eco Club, and Red Ribbon Club focus on social upliftment and environmental awareness, including initiatives such as Swachh Bharat Abhiyan and drug abuse awareness campaigns. The college partners with HDFC Bank for blood donation camps and supports healthcare efforts, particularly during the COVID-19 pandemic.

The institution also prioritizes career guidance and soft skills training for students, especially from rural areas, and promotes female empowerment through seminars on health, safety, and legal rights. Disaster management training and electoral literacy initiatives are also emphasized. These achievements highlight the institution's dedication to the personal and professional growth of its students.

Infrastructure and Learning Resources

The institution has extensive infrastructure and physical resources for academic and extracurricular activities. The campus includes five main buildings: Arts & Science, Commerce, Self-Finance, IT, and Administrative Blocks. It features 24 classrooms, 2 chemistry labs, 2 physics labs, 1 botany lab, 1 zoology lab, 5 ICT-enabled smart classrooms, a virtual classroom-cum-conference hall, and 3 computer labs. Specialized rooms encompass a music room, Girls' Common Room, Sick Room, NCC Room, NSS Room, Gym, Judo Room, and a research center. The central library partially automated with SOUL 3.0 & holding 14,378 books offers digital section with 10 multimedia computers, reading room also includes a periodicals section with subscriptions to over 10 newspapers and 12 magazines, and a Book Bank Facility with about 500 books for underprivileged students. The National Digital Library of India (NDLI) registration for the 2024-25 session further enriches available resources. There is dedicated library for self-finance students. Recreational facilities include a Multi-purpose Hall with a seating capacity of 250-persons, separate volleyball and basketball grounds, and over 5000 square meters of open space for sports and cultural activities. Sports facilities feature synthetic courts for volleyball (200 sqm), basketball (600 sqm), and badminton (90 sqm), an athletics field (2000 sqm), gym, Boxing Ring, and specialized Physical Education department. Cultural facilities include 2000 sqm open area with a stage, 1000 sqm interlocked tile area for 500 students, an indoor multipurpose hall for 250 students, and music room with Indian classical and folk instruments. The institution has significantly invested in IT infrastructure to support academic and administrative functions. The college has 98 computers for teaching and learning, with Wi-Fi and internet services available in libraries, the admin block, computer labs, and smart classrooms. There are four smart classrooms with Interactive Touch Panels and UPS systems, three additional smart classrooms with high-quality projectors, computer systems, and CCTV cameras, and a Virtual Classroom-cum-Conference Hall with advanced audiovisual equipment. The campus maintains robust connectivity with a 50 Mbps Leased Line internet connection and Wi-Fi access points. Student safety and convenience are prioritized with printing and scanning services, UPS systems, and a CCTV camera system covering key campus areas.

Student Support and Progression

Our Students benefit from numerous scholarships and support systems provided by both Central and State government. The key support provided includes Centre Government Scholarship Schemes through the National Scholarship Portal, and INSPIRE Scholarship Scheme. State Government Scholarship Schemes provide additional scholarships available on NSP. Local PTA Fund Support aids meritorious and needy students, achievers in sports, cultural, and extracurricular activities. Full and partial fee concessions are available for meritorious and needy students. Other State Government Support Systems include HP Rajiv Gandhi Free Laptop Yojana and H.P.Srinivas Ramanujan Student Digital Yojana for distribution of laptops & tablets to meritorious students. At the institution level, various forms of support are provided, such as the Annual Prize Distribution Function for students excelling in academics, sports, cultural, and extracurricular activities, and the Book Bank in the library issuing textbooks to needy students. The Tuition Fee Waiver for Himachali Bonafide Girls Students waives the annual tuition fee of Rs. 600. Other support includes TA/DA and refreshments for participants in various activities, uniforms and allowances for NCC and R&R students, and training stipends for programs like Disaster Management (Apda Mitra) Training. To enhance students' capabilities, the college

implements programs addressing specific needs supported by available funding. Soft Skills development includes workshops, seminars, Spoken English and IELTS classes, and the EEE (English, Entrepreneurship, Employability) Add-On Course. Language and Communication Skills are integrated into the curriculum with compulsory English and Hindi subjects, advanced courses, and guest lectures. Life Skills such as Yoga, Physical Fitness, Health, and Hygiene are promoted through events like International Yoga Day, special yoga camps, annual athletic meets, and NCC drills and training. ICT/Computer Skills are developed through undergraduate courses, specialized training, industry collaboration, and supplementary programs like the Spoken Tutorial Programs and IT Club activities. The Career Guidance and Placement Cell, organizes seminars, workshops, assessment sessions, placement drives, training, and MOUs with industry leaders. The institution has comprehensive online and offline mechanisms for student grievance submission and resolution. Alumni Association exemplifies the enduring spirit of fellowship and collaboration, contributing to the college's development and fostering a sense of pride and belonging among alumni and current students.

Governance, Leadership and Management

To achieve the vision & mission of the institution, our objectives include enhancing students' job skills and employability, providing management and soft skills, fostering personal growth and leadership, delivering quality education in diverse fields, and cultivating nationalism through various activities. We aim to raise awareness of government policies and schemes among students. We are ready to implement the NEP 2020 as and when adopted by the HP Govt. The college has conducted workshops on NEP for faculty. Our institution prioritizes sustained growth through consistency, long-term planning, balanced development, sustainability, innovation, and efficiency. We maintain resilience despite challenges like the COVID-19 pandemic, focusing on both academic achievements and overall student development. We have established various clubs and societies and overseen activities through numerous committees, ensuring sustainable and balanced growth. We promote use of renewable energy and organize environmental awareness programs. Innovation is integral to our growth, offering traditional and professional courses, and conducting FDPs, workshops, and seminars. Our decentralized governance model involves numerous committees and cells for student affairs, sports, academics, infrastructure, and research. This approach fosters inclusivity, collaboration, and a sense of ownership among stakeholders. We ensure fair participation from all stakeholders, including teaching faculty, administrative staff, PTA, and students, through feedback and surveys. Our long-term institutional plans include completing new building construction, starting new PG courses, improving infrastructure for NEP-2020, and strengthening career counseling and placements. We adhere to UGC-endorsed performance evaluation framework, providing welfare measures and career development opportunities for staff, including study leave, professional development, and timely promotions. Our financial management and resource mobilization strategies ensure optimal resource use through internal and external audits and transparent financial transactions. Government funding, student fines, and self-financed courses support student development and institutional growth. IQAC significantly contributes to quality assurance through various initiatives, including upgrading ERP systems, enhancing ICT infrastructure, installing renewable energy resources, improving internet and library facilities, and organizing career counseling and placement sessions. We also focus on student engagement, mentor-mentee systems, and faculty development programs. Overall, our institution strives for excellence in education, fostering holistic growth and quality assurance through collaborative initiatives with public and private sectors, reflecting our commitment to continuous improvement.

Institutional Values and Best Practices

Our institution is dedicated to environmental advocacy through various activities and initiatives spearheaded by

clubs such as NCC, NSS, R&R, and the Eco Club. These efforts include rallies, poster-making competitions, slogan writing contests, tree plantation drives, and cleanliness activities to promote community engagement and environmental stewardship. Notable contributions come from individuals like Mr. Shashi Kumar, our Gate Keeper, who maintains campus greenery and is supported by the Higher Education Institution Society. Our environmental initiatives are thoroughly documented, including a comprehensive Green Audit conducted in 2023, led by Dr. Nitin Kumar Sharma and verified by Sh. Sushil Rana D.F.O. from the Una Forest Division, available on our institutional website. Inclusivity and diversity are prioritized, fostering a harmonious environment that celebrates individual uniqueness. Our clubs and societies, including NCC, NSS, and R&R, provide platforms for personal growth and cross-cultural understanding. Best practices include empowering youth through NCC/NSS training, focusing on developing interpersonal skills and preparing students for careers in the armed forces. Success is evidenced by participation in national camps, blood donation drives, and achievements in NCC-CEE and NCC-BEE Certificate examinations. Challenges in selection processes and balancing academics with extracurricular activities are managed through structured training and mentorship. Another best practice is enhancing social integration and nurturing values through club and society engagement in voter awareness programs, cleanliness drives, tree plantations, and road safety activities. Despite initial challenges in establishing some clubs, active engagement and leadership have led to significant student participation and achievements.

Our Institutional Distinctiveness lies in "Holistic Development through Social Responsibility and Leadership Skills". The institution, serving a semi-urban area with economically disadvantaged students, aims to foster holistic development by enhancing community engagement, raising social issue awareness, promoting student-led initiatives, and providing leadership opportunities. Key initiatives include the Disaster Management Club, which trains students in disaster response; NCC, NSS, and Rovers and Rangers, which support societal welfare; and the Prahari Club, focusing on drug abuse awareness. Additionally, the Electoral Literacy Club, Eco Club, and Road Safety Club advance civic participation and environmental and safety awareness. The CSCA and the annual magazine "Ambika" further nurture leadership and creativity. These efforts significantly enhance students' personal growth, academic enrichment, and community impact, shaping them into engaged, ethical individuals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARANA PRATAP GOVERNMENT DEGREE COLLEGE AMB
Address	Maharana Pratap Govt. Degree College Amb, Tehsil Amb, Distt. Una H.P.
City	Amb
State	Himachal pradesh
Pin	177203
Website	www.mpgcamb.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Darshan Kumar	01976-260032	7018432270	-	govtcollegeamb@gmail.com
IQAC / CIQA coordinator	Amit Kumar	01976-9418138768	7018351481	-	iqacamb@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Himachal pradesh	Himachal Pradesh University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-06-2001	[View Document](#)
12B of UGC	20-06-2001	[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
AICTE	[View Document](#)	09-05-2024	24	

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?	Yes
If yes, name of the agency	HP State Govt
Date of recognition	17-12-2021

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Maharana Pratap Govt. Degree College Amb, Tehsil Amb, Distt. Una H.P.	Semi-urban	7.75	3080

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,Bachelor of Arts with Economics	36	Twelfth	English	80	20
UG	BA,History, Bachelor of Arts with History	36	Twelfth	English,Hindi	140	79
UG	BA,Hindi,Bachelor of Arts with Hindi	36	Twelfth	Hindi	80	68
UG	BA,English, Bachelor of Arts with English	36	Twelfth	English	80	53
UG	BA,Political Science,Bachelor of Arts with Political Science	36	Twelfth	English,Hindi	140	120
UG	BA,Sanskrit, Bachelor of Arts with Sanskrit	36	Twelfth	Hindi	80	3
UG	BA,Journalism And Mass Communication,Bachelor of Arts with Journalism and Mass Communication	36	Twelfth	English	80	0
UG	BA,Sociology,Bachelor of Arts with Sociology	36	Twelfth	English,Hindi	80	6

UG	BA,Music Instrumental,Bachelor of Arts with Music Instrumental	36	Twelfth	Hindi	80	6
UG	BA,Music Vocal,Bachelor of Arts with Music Vocal	36	Twelfth	Hindi	80	4
UG	BSc,Mathematics,Bachelor of Science with Mathematics	36	Twelfth	English	80	45
UG	BA,Mathematics,Bachelor of Arts with Mathematics	36	Twelfth	English	80	5
UG	BSc,Chemistry,Bachelor of Science with Chemistry	36	Twelfth	English	80	29
UG	BSc,Physics, Bachelor of Science with Physics	36	Twelfth	English	80	24
UG	BSc,Botany, Bachelor of Science with Botany	36	Twelfth	English	80	26
UG	BSc,Zoology ,Bachelor of Science with Zoology	36	Twelfth	English	80	29
UG	BCA,Computer Application,Bachelor of Computer Applications	36	Twelfth	English	60	60
UG	BSc,Comput	36	Twelfth	English	50	45

	er Science,Bachelor of Science with Computer Science					
UG	BCom,Commerce,Bachelor in Commerce	36	Twelfth	English	140	135
UG	BBA,Management Studies,Bachelor of Business Administration	36	Twelfth	English	60	59
UG	BA,Physical Education,Bachelor of Arts with Physical Education	36	Twelfth	English,Hindi	80	0
PG	MA,English, Master of Arts in English	24	Graduation	English	40	8
PG	MCom,Commerce,Master of Commerce	24	Graduation	English	30	30
PG Diploma recognised by statutory authority including university	PGDCA,Computer Application,Post Graduate Diploma in Computer Applications	12	Graduation	English	60	12

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				1				31			
Recruited	0	0	0	0	1	0	0	1	15	10	0	25
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	4	6	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				14
Recruited	5	5	0	10
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	4	4	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	3	0	0	3
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	1	0	0	1
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	8	4	0	12
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	0	0	0	0	0	4	2	0	6
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	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	1	2	0	3
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	719	0	0	0	719
	Female	1258	0	0	0	1258
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	59	0	0	0	59
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	5	0	0	0	5
	Female	7	0	0	0	7
	Others	0	0	0	0	0

02-11-2024 05:45:42

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	163	160	186	180
	Female	297	319	356	348
	Others	0	0	0	0
ST	Male	22	22	26	23
	Female	46	41	45	48
	Others	0	0	0	0
OBC	Male	155	159	196	184
	Female	463	495	522	473
	Others	0	0	0	0
General	Male	368	341	346	381
	Female	662	605	646	556
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2176	2142	2323	2193

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Maharana Pratap Govt. Degree College Amb has strategically implemented the Choice-Based Credit System (CBCS) within its academic framework, aligning with the directives set forth by Himachal Pradesh University since academic sessions 2013-14 and 2022-23 for undergraduate and postgraduate programs respectively. This system empowers students with the autonomy to curate their academic journey by selecting courses tailored to their preferences adhering to the guidelines and syllabus prescribed by Himachal Pradesh University. It ensures a standardized and comprehensive learning experience. In collaboration with HPKVN, the college has augmented its academic offerings by

	incorporating multidisciplinary add-on courses, exemplified by the current inclusion of courses such as Apparel Made-Ups and Home Furnishing and EEE (English Employability and Entrepreneurship). This strategic partnership seeks to diversify students' skill sets across various academic disciplines. The institution is committed to broaden the spectrum of multidisciplinary and interdisciplinary courses in the upcoming academic sessions. This commitment manifests through the planned introduction of skill enhancement courses, generic elective courses, and ability enhancement courses. Open to all prospective students, these courses aim to provide a holistic and adaptable education that meets the evolving needs of the student body. Already boasting multidisciplinary courses such as environmental studies and MIL (English, Hindi, and Sanskrit), the college addresses the diverse interests of its student population. Additionally, under a self-financing scheme, the college extends its academic repertoire by offering courses like BBA, BCA, and PGDCA, providing students with further opportunities for specialization and skill development. As the institution looks toward the future, its focus on enriching the academic landscape through a variety of courses underscores its dedication to foster a dynamic and well-rounded educational environment. By continually expanding its offerings and embracing innovative pedagogical approaches, Maharana Pratap Govt. Degree College Amb remains committed to providing students with a comprehensive and contemporary education.
2. Academic bank of credits (ABC):	In accordance with the directives outlined in the National Education Policy 2020, the Academic Bank of Credit (ABC) serves as a pivotal service accessible to students enrolled in both undergraduate and postgraduate degree programs. This initiative aligns with the framework established by the National Academic Depository, facilitated through Himachal Pradesh University, Shimla, an institution accredited with an A grade by the National Assessment and Accreditation Council (NAAC). It is noteworthy that a significant majority of our students have undergone the requisite procedures to create their ABC IDs. However, a notable challenge has arisen due to the fact that the courses offered by the examining body, i.e., Himachal Pradesh University, Shimla, have not been officially registered at the university's end. This

	impediment prevents our students from availing themselves of the benefits provided by the Academic Bank of Credit. It is imperative to underscore that our institution functions as an affiliated college of Himachal Pradesh University, Shimla. Consequently, we wish to emphasize that we do not possess the authority to independently confer degree or diploma courses through the ABC Portal. The issuance of academic credentials remains within the purview of the affiliating university, and our role is aligned with the established regulations and procedures set forth by Himachal Pradesh University, Shimla. As we navigate these challenges, we remain committed to adhering to the guidelines and policies set by the affiliating university, and we look forward to a resolution that facilitates seamless access to the Academic Bank of Credit for our students in accordance with the prescribed norms and registration processes.
3. Skill development:	In augmentation of the extant array of Undergraduate and Postgraduate courses offered at the institution, the college has implemented a strategic initiative by introducing skill-oriented professional courses. Specifically, courses such as B.C.A. (Bachelor of Computer Applications), B.B.A. (Bachelor of Business Administration), and PGDCA (Post Graduate Diploma in Computer Applications) are currently operational under a self-finance scheme. This diversification aims to cater to the dynamic demands of the contemporary academic landscape and facilitate specialized education in the realms of computer applications and business administration. Moreover, the institution has established collaborative endeavors with HPKVN Shimla to offer courses such as Apparel Made-Ups and Home Furnishing, as well as EEE (English Employability and Entrepreneurship). These collaborations enrich the academic fabric by providing students with multidisciplinary exposure and fostering practical skills relevant to the industry. Recognizing the importance of digital literacy, the college has instituted the Spoken Tutorial Programme, administered by IIT Bombay, aimed at developing fundamental skills in computers, internet usage, and software applications among the student body. In line with the commitment to holistic skill development, students are encouraged to access SWAYAM (Study

	Webs of ActiveLearning for Young Aspiring Minds) and MOOC (Massive Open Online Course) platforms. Awareness drives within the college and mentor-led sessions create an environment conducive to leveraging these platforms for comprehensive skill enhancement. The institution's dedication to holistic student development is further underscored by a series of initiatives facilitated by the Placement and Career Counseling Cell. Career counseling workshops, career awareness sessions, and Guest Lectures are organized, providing students with valuable insights, guidance, and exposure to real-world professional scenarios. These initiatives collectively contribute to the holistic educational experience offered at the college, fostering both academic excellence and practical proficiency among its student community. Co-curricular activities, part of the NSS, NCC, Rovers & Rangers, and other clubs and societies, provide ample opportunities for students to develop socially useful skills such as teamwork, leadership, social service, communal harmony, and interpersonal relationship management. While we are bound by the curriculum prescribed by the affiliating university, we hope that the Skill Enhancement Courses (SEC) designed under the NEP proposals will be more aligned with the spirit of skill enhancement.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The centrality of language in the acquisition and dissemination of knowledge is a fundamental premise acknowledged by Maharana Pratap Govt. Degree College Amb. Recognizing that language is intricately woven into all realms of knowledge, the college places considerable emphasis on language education as an integral component of its broader educational framework. Situated within a cultural milieu predominantly characterized by Punjabi, Hindi, and Pahari inhabitants, the college adopts a multi-lingual methodology in its teaching and learning processes. This approach is designed to facilitate effective communication and the imparting of knowledge, ensuring a comprehensive understanding among students. The incorporation of a multi-lingual teaching approach aligns with the diverse linguistic landscape of the college's surroundings, enhancing the accessibility and relevance of education for its student body. Within this context, the Department of Hindi and Sanskrit

assumes a pivotal role, offering specialized education in these languages and their associated literature. By providing focused attention to these languages, the college not only preserves linguistic diversity but also nurtures a deep appreciation for the cultural nuances embedded within them. The curriculum design in the Bachelor Degree Programme for Music, both vocal and instrumental, stands as a testament to the institution's commitment to a holistic educational experience. This program imparts knowledge encompassing both Hindustani and folk music, showcasing a comprehensive approach to musical education that reflects the cultural richness of the region. Moreover, the institution actively promotes and appreciates activities that underscore Indian cultural values and ideologies. This emphasis on cultural engagement aligns with the college's broader mission of fostering a well-rounded educational experience that goes beyond academic pursuits to include a holistic understanding of the cultural fabric in which the college is embedded. In essence, Maharana Pratap Govt. Degree College Amb is dedicated to not only equipping students with academic knowledge but also cultivating a profound appreciation for language, culture, and the diverse forms of knowledge that contribute to a comprehensive and enriched educational experience.

5. Focus on Outcome based education (OBE):	A considerable number of our college graduates have demonstrated notable success across diverse fields, including politics, administrative services, and education, holding positions at both central and state government levels. It is noteworthy that a significant portion of our esteemed faculty comprises alumni of our institution, exemplifying the caliber and excellence of our educational legacy. At the core of our educational philosophy is the adoption of Outcome-Based Education (OBE), which places a strong emphasis on clearly defined expectations for student knowledge and skills upon entering the job market. Faculty members play pivotal roles as mentors, trainers, and instructors, contributing to the realization of OBE objectives. Mentor-mentee groups are established for all degree programs, with a focus on nurturing life skills, professional competence, and vocational aptitude through workshops, seminars, and project assignments, supplementing the standard curriculum. The college diligently adheres to the

	practice of crafting detailed lesson plans incorporating program outcomes, program-specific outcomes, and course outcomes. OBE, as a pedagogical theory, recognizes that a singular teaching or learning style is insufficient to achieve its goals. Consequently, our institution employs a comprehensive assessment system, conforming to the curriculum format prescribed by the parent university, to evaluate student performance. Innovative teaching methods, such as case studies, project-based learning, and the flipped classroom approach, have been seamlessly integrated into the educational framework. These methods enhance student engagement by bringing them closer to real-world problem-solving scenarios, both within and outside the classrooms. Actively addressing the demand for job-oriented skills, we focus on enhancing communication, information and communication technology (ICT) proficiency, and providing practical field exposure in various disciplines. Plans are in motion to align our lectures and curriculum with the evolving skill requirements of both industry and government. Our Internal Quality Assurance Cell (IQAC) formulates a flexible implementation plan at the outset of each academic session, overseen by individual departments to ensure effective execution. Regular evaluations facilitated through feedback from both students and faculty, inform necessary adjustments, ensuring the adaptability and responsiveness of our educational programs to the dynamic educational landscape.
6. Distance education/online education:	In the aftermath of the COVID-19 pandemic, the educational landscape has witnessed a significant shift towards online course delivery. Acknowledging the evolving needs of the academic community, our institution has adapted to this paradigm by predominantly delivering courses in online mode. In tandem with this, the college has strategically integrated technology-driven educational initiatives to augment the learning experience. The Spoken Tutorial Programme, administered by IIT Bombay, and platforms such as SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) and MOOC (Massive Open Online Course) courses have been seamlessly incorporated into the educational framework. To facilitate streamlined access to these online resources, a dedicated digital library section

has been established within the college library. Recognizing the importance of creating a technologically enriched learning environment, the college boasts a well-equipped infrastructure, including a sufficient number of smart classrooms and a virtual classroom. These facilities cater to the growing demand for online education and provide a conducive space for interactive and engaging virtual learning

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club has been set up in our college. It has been functional since Nov. 2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club of Maharana Pratap Government Degree College Amb is coordinated by nodal officers Prof Anay Kumar and Prof Priksha Thakur and campus ambassadors Mr. Chandan & Ms. Dikshu. All the students of the Department of Political Science are its members. The students of other departments are also invited to programmes and awareness drives undertaken by the ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	A number of programmes and activities are undertaken by the ELC. Apart from creating awareness and sensitization drives in accordance with the directives of the electoral returning officers, debates, declamation, Slogan writing and poster making competitions were organized under SVEEP (Systematic Voters' Education and Electoral Participation). An awareness campaign for voter registration was carried out. The students were made aware of the process of registration in the electoral list in a playful manner with the help of game snakes and ladder. Maharana Pratap Government Degree College Amb, being the Strong room as well as the polling station for the Lok Sabha elections held in June 2024, the Electoral Literacy Club facilitated the election officials during election rehearsals and also helped the first-time voters in the online registration process. 17 such eligible voters were registered. The members of the club volunteered to help the senior citizens in casting their votes at home by the facility of postal ballot.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	In the year 2024 new eligible voters of the club and the college were made familiar with the electoral process of registration and voting. A survey was carried out and 208 students were identified as eligible voters who have not yet enrolled as voters. All such students were motivated by ELC to register as voters with the Voter Help Line Mobile App.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC, along with the BLO (Booth level officer) Smt. Neelam Kumari provided the students the necessary guidelines for the voter registration process. 208 students identified in survey were motivated by ELC to register as voters with the Voter Help Line Mobile App.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2193	2323	2142	2176	2116
File Description			Document	
Upload Supporting Document			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

Response: 50

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	31	31	33	33

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
141.64	18.59	11.29	107.14	19.80

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution, a state government college affiliated with Himachal Pradesh University Shimla (a State Government, NAAC Accredited "A" Grade University), ensures effective curriculum planning and delivery through a comprehensive and documented process. Catering primarily to students from rural, economically disadvantaged backgrounds, the college offers a diverse range of courses in Humanities, Commerce, Science, and Professional fields under the Self-Finance Scheme. The curriculum is delivered under the Choice Based Credit System (CBCS) with several key features:

1. **Annual Academic Calendar**: Prepared by the Internal Quality Assurance Cell (IQAC) in alignment with the HPU calendar, incorporating all university-related activities. This calendar is mandatory for both students and faculty to follow, ensuring a structured and consistent academic schedule.
2. **Online Admission Portal**: Launched in the 2021-22 academic session, this portal streamlines the admission process, facilitating ease for students and faculty. Various committees assist students during admissions, and the Student e-Subhidha Centre, introduced in the 2023-24 session, further supports this process. Admissions adhere to the CBCS system as per HPU guidelines.
3. **Orientation Programme**: Organized annually by IQAC for first-year students, this programme explains institutional processes, rules, and facilities, and introduces faculty members. Since the 2023-24 session, the programme includes the first Mentor-Mentee Meeting to foster early connections between students and their mentors.
4. **Time-Table and Classes**: A dedicated committee prepares the time-table, ensuring a student-oriented approach for both theory and practical classes. Information and Communication Technology (ICT) facilities are integrated as needed, and lesson plans, Course Outcomes (COs), Program Outcomes (POs), and Course Specific Outcomes (CSOs) are meticulously followed during curriculum delivery.
5. **Continuous and Comprehensive Assessment (CCA) System**: Strictly adhering to HPU guidelines, this system includes various components such as student attendance, assignments, quizzes, presentations, and mid-term tests for both theory and practical examinations, ensuring a holistic evaluation of student performance.
6. **Effective Monitoring**: The IQAC oversees all teaching-learning activities through four mentor-mentee meetings per academic session and collects annual feedback and surveys from all stakeholders, ensuring continuous improvement and effective curriculum delivery.
7. **Examination**: Students adhere to the HPU-issued date sheet for both theory and practical exams. Examinations are conducted according to HPU guidelines, maintaining the sanctity and secrecy of the process to ensure fairness and integrity.
8. **Additional Learning Resources**: The institution provides extensive learning resources, including

a digital library, NList, Spoken Tutorial, and the recently added National Digital Library of India (NDLI). Graduate Add-On courses from Himachal Pradesh Kaushal Vikas Nigam (HPKVN) are available for final-year students, along with various seminars, workshops, and other learning activities organized by different clubs and societies.

9. **Beyond the Campus Initiatives**: In collaboration with the National Cadet Corps (NCC), National Service Scheme (NSS), Rovers and Rangers (R&R) club, societies, and HPKVN, the institution organizes a variety of initiatives. These include district, state, and national level camps, sports and cultural events, open competitions, championships, and industrial visits, providing students with opportunities for holistic development and practical exposure.

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

1.2 Academic Flexibility

1.2.1

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

Response: 6

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 6.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
192	120	00	290	090

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

While the college diligently adheres to the curriculum prescribed by Himachal Pradesh University, Shimla, it is noteworthy that the Board of Studies of various departments within the university has demonstrated foresight by incorporating numerous subjects, units, sub-units, and topics that address crosscutting issues pertinent to Professional Ethics, Gender, Human Values, Environment, and Sustainability. These additions complement the university curriculum and extend to certified courses such as the NCC-BEE and NCC-CEE Certificate Examinations, as well as various Graduate Add-on courses. Moreover, the institution actively engages in a myriad of activities that tackle these cross-cutting issues. For instance, the dedicated Eco Club spearheads initiatives related to environmental sustainability, complemented by the involvement of NCC Cadets, NSS, and R&R volunteers. Through activities like rallies, poster-making competitions, tree plantation drives, and cleanliness campaigns, both students and local communities are sensitized to environmental concerns. In the realm of Gender equality, the college undertakes several initiatives including tuition fee waivers for Himachali Bonafide Girls students, age relaxations, provision of girls' common rooms, and specialized sessions on health and hygiene. The Women's Cell within the institution further organizes a range of activities aimed at promoting gender equality and women's welfare.

Efforts to instill human values and professional ethics are manifested through workshops, seminars, and specialized training sessions organized by the Training and Placement Cell. Additionally, the NCC, NSS, and R&R Training Camps are tailored to incorporate these life skills into students' learning experiences.

A comprehensive overview of the various courses addressing these crosscutting issues, along with

highlighted syllabi and details of related institutional activities, is provided in **Annexure-I to Annexure-IV** for reference and further scrutiny in the document of additional information.

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

1.3.2

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

Response: 4.88

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

Response: 107

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
1052	855	858	1017	910

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

2022-23	2021-22	2020-21	2019-20	2018-19
1132	933	966	1104	1026

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 34.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
197	153	153	183	169

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

2022-23	2021-22	2020-21	2019-20	2018-19
533	442	456	526	488

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 66.45

2.3 Teaching- Learning Process

2.3.1

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

Response:

Ensuring an optimal teaching-learning environment is a primary objective within our institution. The IQAC Cell is committed to enhancing the educational journey for students and educators through various initiatives focusing on Experiential Learning, Participative Learning, Problem-Solving Methodologies, and the utilization of ICT resources.

1. **Experiential Learning**: Experiential learning is at the heart of our educational philosophy, emphasizing hands-on experiences as crucial to the learning process. It is an integral part of every academic curriculum, not just an add-on. Through Skill Enhancement Courses (SECs), practical sessions, and workshops integrated into various courses, students gain direct exposure to real-world applications of theoretical knowledge. Our commitment to experiential learning extends beyond the classroom with regular workshops and seminars featuring experts who engage with students, providing them with a deeper understanding of complex concepts through practical interaction. Additionally, we recognize the significance of extracurricular activities in holistic development. We collaborate with internal and external stakeholders to organize sports and cultural events. These initiatives, along with activities by organizations such as NCC, NSS, and R&R, provide students with opportunities to apply their learning in practical contexts, including disaster management simulations and health awareness campaigns.

2. **Participative Learning**: Our institution champions participative learning, empowering students to actively contribute to their education. We believe that true learning happens through engagement and collaboration. We cultivate a culture where students are encouraged to participate in various group and individual activities both on and off-campus. Whether through sports tournaments, cultural showcases, community rallies, or national-level events, students are given platforms to demonstrate their talents and perspectives. Our commitment to participative learning also extends beyond traditional settings. We have established clubs and societies in various fields of interest, offering students avenues for holistic growth and self-expression. Furthermore, opportunities like contributing to our college magazine "Ambika" as editors or writers demonstrate our dedication to fostering active citizenship and a sense of ownership in the learning process.

3. **Problem-Solving Methodologies**: We understand that the ability to solve complex problems is essential for academic and professional success. Our pedagogical approach incorporates diverse methodologies to develop students' problem-solving skills. Beyond traditional classroom settings—where lectures, tutorials, and assessments are foundational—we include practical, hands-on learning experiences. From coding workshops to interactive Q&A sessions, model demonstrations, and industrial training, we expose students to a wide range of problem-solving scenarios that simulate real-world challenges. Collaborations with external agencies and industry partners further ensure that our students are equipped with the practical skills and knowledge necessary to navigate today's complex world confidently.

ICT Infrastructure and e-Resources: In an increasingly digital age, leveraging Information and Communication Technology (ICT) resources is essential for delivering a dynamic learning experience. Our institution has invested in advanced ICT infrastructure to support students and faculty in their educational pursuits. Smart classrooms, virtual learning environments, and digital section in library offer students access to numerous resources and interactive tools. The students have access to e-resources, including platforms like N-List, Spoken Tutorial Programmes, SWAYAM, and MOOC Courses. Through strategic partnerships and initiatives such as NDLI institution registration, we continuously expand our digital offerings.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	36	36	36	36

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 40.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	13	14	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The delineation of internal and external assessment components is articulated with clarity by Himachal Pradesh University, Shimla. Typically, the university administers two distinct categories of courses: those incorporating practical components and those devoid of practical elements. Below, the composition of each course type is elucidated.

Courses with Practical (100 Marks) = **30** (Internal Assessment) + **20** (Practical) + **50** (Final End Term Examination)

Courses without Practical (100 Marks) = **30** (Internal Assessment) + **70** (Final End Term Examination)

As per the above-mentioned details all the course are broadly characterized in to three major components i.e., Internal Assessment (30 Marks), Practical (20 Marks) and Final End Term Examination (70/50 Marks). These components are comprehensively defined below:

1. **Internal Assessment (30 Marks):** Internal Assessment comprises three sub-components: Attendance (5 Marks), Assignments, Quizzes, and Presentations (10 Marks), and Mid-Term Examination (15 Marks). Detailed explanations and corresponding evidence are provided in **Annexure-II** under Additional Information
2. **Practical Examination (20 Marks):** Certain subjects such as Chemistry, Physics, Computer Science, Botany, Zoology, etc., include a practical component. The Practical Examination carries a weightage of 20 Marks. Detailed elaborations and supporting evidence are outlined in **Annexure-III** under Additional Information.
3. **Final End Term Examination (70/50 Marks):** The Final End Term Examination is administered by Himachal Pradesh University, Shimla. The entirety of the examination process,

encompassing the Date Sheet, Paper Setting, Evaluation, Result Compilation, Merit List, revaluation, and reappear procedures, falls under the jurisdiction of Himachal Pradesh University, Shimla. Comprehensive details and relevant evidence are provided in **Annexure-IV** under Additional Information.

The institution maintains a transparent internal and external assessment system, which is delineated through a detailed process flow diagram provided in **Annexure-I** under Additional Information. Additionally, a robust grievance redressal mechanism is in place to address various concerns promptly. Numerous Grievance Redressal Committees, including a dedicated committee for examination-related issues, are established within the college to ensure timely resolution of grievances. These committees handle a wide array of concerns spanning Internal Assessment, Final Examination, Date Sheet, Practical Examination, Result discrepancies, Degree matters, Promotion and Demotion, RME Portal, among others. Grievances can be raised through both online channels, such as email and the institution's website, as well as offline means, either by contacting the committee physically or submitting a written application. Students also have the option to express their grievances during mentor-mentee meetings or personal discussions with their respective mentors. Grievances received through any medium are accorded top priority by the grievance redressal committees. Institutional-level grievances are typically resolved immediately or within a maximum of two days.

For grievances related to Himachal Pradesh University, efforts are made to resolve them telephonically on the spot. In special cases, where necessary, grievances are forwarded to the relevant branch of Himachal Pradesh University, Shimla, within two days, following consent from the Head of the Institution. Subsequent follow-ups on these grievances are diligently pursued by the concerned committee.

Furthermore, institutional surveys and feedback mechanisms allow students to voice their concerns, which are then analysed by the IQAC Cell. Detailed insights into the time-bound and efficient Grievance Redressal System are provided in **Annexure-V** under Additional Information.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our institution operates in accordance with the guidelines established by Himachal Pradesh University, Shimla, ensuring strict adherence to prescribed standards in curriculum planning and implementation. This commitment to compliance underscores our dedication to maintaining academic excellence and alignment with institutional objectives. Within each academic discipline, collaboration among

department heads is integral to the formulation of Programme Outcomes (POs), Course Outcomes (COs), and Course Specific Outcomes (CSOs). Through extensive deliberation and consultation with faculty members, these outcomes are meticulously crafted to reflect the overarching goals and expectations of our academic programs. This collaborative approach fosters a sense of ownership and collective responsibility among faculty members, ensuring that the curriculum is comprehensive and reflective of current pedagogical practices.

The Institutional Quality Assurance Cell (IQAC) serves as a central coordinating body in the process of outcome formulation. Tasked with collecting and synthesizing inputs from various departments, the IQAC plays a pivotal role in consolidating these outcomes into a cohesive document. This document serves as a blueprint for academic planning and serves to guide both faculty and students in understanding the learning objectives and expected outcomes of each program. Accessibility and transparency are paramount in ensuring that stakeholders have access to relevant information. To this end, the document containing POs, COs, and CSOs is made readily available on the institution's website. This online accessibility ensures that students, faculty members, and other stakeholders can easily access the information they need to make informed decisions regarding course selection and academic planning.

In addition to online access, hard copies of the document are distributed within respective departments and the central library of the institution. This physical availability ensures that the document remains easily accessible to those who may prefer or require a tangible reference. Recognizing the unique nature of Self-Finance Courses, such as BCA, BBA, and PGDCA, dedicated copies of the document are also made available in the Self-Finance Library. This tailored approach ensures that students enrolled in these programs have access to information that is specifically relevant to their academic tracks.

Furthermore, Programme Outcomes (POs), Course Outcomes (COs), and Course Specific Outcomes (CSOs) are integrated into orientation programs for new students and are included as agenda items during initial mentor-mentee meetings. This proactive approach ensures that students are acquainted with the educational objectives and expected learning outcomes associated with their respective programs from the outset of their academic journey.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The performance outcomes of students across various domains highlight the college's strong commitment to a student-centric approach. The ongoing evaluation of Program Outcomes (POs), Course Outcomes

(COs), and Course-Specific Outcomes (CSOs) throughout the academic year encompasses both curricular and co-curricular activities. To comprehensively assess the achievement of these outcomes, a range of formal and informal mechanisms is employed.

Formal Mechanisms:

1. **Curriculum Aspects**: These aspects, defined by Himachal Pradesh University, serve as the foundation for assessing the attainment of POs and COs. Key components include:
   - **Mid-Term Tests**: Conducted annually in November-December, these tests assess student performance and attendance in line with POs and COs.
   - **End-Term Final Examination**: Administered by Himachal Pradesh University, these exams evaluate students' mastery of POs and COs as outlined in the curriculum.
   - **End-Term Practical Examination**: These exams are essential for assessing the practical aspects of student learning outcomes related to POs and COs.
   - **Class Tests**: Faculty members conduct class or unit tests as needed to evaluate POs and COs.
   - **Quizzes**: Used by faculty for both assessment and Continuous Comprehensive Assessment (CCA), quizzes help evaluate POs and COs.
   - **Group Discussions**: Employed by some faculty members as an alternative method for evaluating POs and COs.
   - **Project Work and Field Work**: Incorporated in select subjects, these components are vital for assessing POs and COs through practical applications.
   - **Assignments, Presentations, and Seminars**: Common in professional courses like BCA, BBA, and PGDCA, these methods contribute to evaluating POs and COs

2. **Placements and Achievements**: The attainment of POs and COs is further validated through students' placements and achievements across various domains, including:

   - **Public Sector Placements**: Many students have secured positions in state and central government departments, including the Indian Army and Navy, reflecting the attainment of POs and COs.
   - **Private Sector Placements**: Students have also achieved success in the private sector, further demonstrating the fulfillment of POs and COs.
   - **Academic Achievements**: Students have secured university positions and excelled in postgraduate programs, underscoring the attainment of POs and COs.
   - **Sports Achievements**: Success in sports at university and open competitions supports achievement of POs and COs.
   - **Cultural Achievements**: Students have excelled in cultural events, achieving commendable results at college, district, and state levels, highlighting the attainment of POs and COs.
   - **Co-Curricular Achievements**: Participation and success in co-curricular activities at various levels contribute to the attainment of POs and COs.
   - **NCC and NSS Achievements**: The accomplishments of NCC cadets and NSS volunteers at various levels, including prestigious events like Pre-RDC and RDC, validate the attainment of POs and COs.
   - **Club and Society Achievements**: Involvement in clubs and societies like Road Safety Club, Electoral Literacy Club, Red Ribbon Club etc. & NCC, NSS, and R& R further evidences the attainment of POs and COs.

Informal Mechanisms:

1. **Performance and Participation**: Active involvement in academic, sports, cultural, and co-curricular activities at various levels substantiates the attainment of POs and COs.
2. **Feedback from Stakeholders**: Insights into the attainment of POs and COs are gathered from feedback received from various stakeholders.
3. **Satisfaction Surveys**: These surveys, conducted among stakeholders, provide valuable indicators of the attainment of POs and COs by reflecting their satisfaction with the educational experience.
4. **Discipline**: Maintaining discipline within the campus environment is essential for validating the attainment of POs and COs outlined in the curriculum.

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

2.6.3

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

Response: 75.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
461	589	349	374	360

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

2022-23	2021-22	2020-21	2019-20	2018-19
547	783	443	532	533

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.27

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our college has been genuine in developing scientific temperament among its staff members and students. College is trying to create an ecosystem that focuses on the all-round growth of students and staff. It provides a congenial environment which is capable of supporting research, innovations and transfer of knowledge.

The college offers a variety of venues for Teachers and students under innovative ecosystem. Besides having many smart rooms college has set up a well -furnished research centre . It has a seating capacity for ten researchers. Prioritizing the needs of researchers the centre has uninterrupted power supply(UPS)so that there is uninterrupted access to resources and uninterrupted power supply.The collegehas started the process of procuring new equipments and upgrading existing facilities for the benefit of staff and students.

Teachers are encouraged to attend training programmes organized for faculty improvement, it not only improves the quality of teaching but teachers get an exposure of the outer scenario also.

Indian knowledge system

Indian knowledge system is the part of curriculum and it includes traditional knowledge system and Indian philosophy. Students are encouraged to study subjects like Sanskrit and History as through these subjects students get an insight into   their culture and literature

NEP implementation

Our college alongwith other colleges of the state, affiliated with Himachal Pradesh University is committed to implementation of NEP 2020. Teachers of our college attended various workshops and seminars regarding NEP 2020 organised by other colleges and Universities also.

Knowledge creation and transfer

Our faculty members have published research in Scopus index high impact factor journals and in UGC CARE listed journals, they have also authored books in the last five years.

FDP and placement drives have also been organized in the college during the last five years.

Expert guest lectures from industry are routinely scheduled for students.

Guest lectures provide an opportunity to students to interact with the passionate and enthusiastic academicians and entrepreneurs which open new avenues for students as through these lectures they learn about the avenues that the outer world provides for them and they also get to know about real life experiences.

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

3.2.2

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	04	00	00

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0	3	1

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

3.3.2

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

Response: 0.32

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Community Awareness and Social Service

A central theme of the college's outreach efforts has been to enhance community awareness and foster social responsibility among students. Activities such as drug de-addiction rallies and awareness programs on road safety, drug abuse, and environmental conservation have served to educate the public and mobilize community action against these concerns. Celebration of World AIDS Day and various cleanliness drives reflect a commitment to health and hygiene. Further, during the COVID-19 pandemic, the college played a crucial role in supporting local administration by distributing food to patients and conducting awareness campaigns, thus demonstrating solidarity and resilience in crisis situations.

Environmental Conservation

Environmental sustainability has been a focal point, with numerous activities dedicated to promoting conservation efforts. Regular cleanliness drives under initiatives like Swachh Bharat Mission, and plastic waste collection demonstrate a proactive approach in maintaining a clean environment. Tree-plantation drives and workshops on rainwater harvesting and water conservation underscore the institution's dedication to environmental stewardship. These activities have not only improved local environmental conditions but also instilled a sense of ecological responsibility among students.

Student Engagement and Skill Development

The college has actively supported the development of students through various skill-enhancing and sports' activities. Annual athletic meets and participation in district-level events offer opportunities for students to showcase their talents and build physical endurance, promoting a balanced and healthy lifestyle.

Disaster Management and Health Initiatives

Disaster management has been another important area, with activities such as fire extinguishing demonstrations, disaster preparedness camps, and first aid workshops aiming to equip students with essential emergency skills.

Civic and Electoral Engagement

Civic engagement and electoral literacy have been emphasized through rallies and programs organized under SVEEP Mission and other electoral awareness initiatives. These activities aim to enhance democratic participation among students and the community, reinforcing the importance of informed voting and civic responsibility.

Celebration of National Days and Cultural Events

Various cultural and national observances, such as the celebration of National Unity Day and Hindi Diwas, have helped in fostering national pride and cultural awareness. The organization of nukkad nataks (street plays) and online quiz competitions also reflects the institution's commitment towards integration of cultural education with community outreach.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

The institution proudly recognizes the exceptional achievements of both students and faculty members who have been honoured with numerous awards for their participation in various extension activities. These accolades reflect their dedication, talent, and hard work across a wide range of disciplines. The National Cadet Corps (NCC), National Service Scheme (NSS), Red Ribbon (R&R) clubs, along with other clubs, societies, cultural teams, and sports teams, have distinguished themselves by earning awards and recognitions in both individual and group events. These accolades span multiple levels of

competition, including college, district, state, and national levels. Such achievements highlight the comprehensive skill sets and commitment of our students and faculty members to excel beyond the academic sphere. Moreover, our students have actively participated in various events organized by the institution and other agencies, showcasing their abilities in a broader context. They have also excelled in numerous open tournaments and competitions, further earning awards and recognitions for their outstanding performances. These participations and successes are a testament to the institution's supportive environment and the holistic development of the institution.

The significant contributing factors to these achievements are detailed in Figure 1 in the document under additional information. This illustration provides a visual representation of the elements that have driven our students and faculty to excel in their respective areas. Additionally, a consolidated report of the various awards received by both students and faculty members is meticulously tabulated in Table 2 in the document under additional information. This table offers a clear and organized overview of their accomplishments. A comprehensive report of various awards and recognitions of the students is provided in Annexure-I in the document under additional information. This annexure offers detailed information on the achievements, highlighting the breadth and depth of the institution's impact on both the personal and professional growth of its community members. These recognitions not only bring honour to the individuals but also enhance the reputation of the institution, underscoring its commitment to fostering excellence in all dimensions of student and faculty engagement

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

3.4.3

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

Response: 32

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

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

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

3.5 Collaboration

3.5.1

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

Response: 6

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure

The educational institution is equipped with comprehensive infrastructure and physical resources to support a diverse range of academic and extracurricular activities. Key facilities include:

- **Buildings:** The college is organized into five principal edifices: the Arts & Science Block, Commerce Block, Self-Finance Block, IT Block, and Administrative Block.
- **Classrooms and Labs:** 24 classrooms, 2 Chemistry Laboratories, 2 Physics Laboratories, 1 Botany Laboratory, 1 Zoology Laboratory, 1 Skill Lab (Add on Courses), 5 ICT-enabled Smart Classrooms, 1 Virtual classroom-cum-conference hall, and 3 Computer laboratories.
- **Specialized Rooms:** Music room, Girls' Common Room, Sick Room, NCC-cum-R & R Room, NSS Room, Fee Collection Centre, Examination Strong Room, Supdt. Office, Self finance office, UGC Resource centre, Guest Room, Pantry, Canteen, Faculty Staff room, Gymnasium, RUSA cell, Placement Cell, Multipurpose Hall, and a Research centre.
- **Libraries:** Central library with a digital section and book bank , a reading room, and a dedicated library for students of self-finance.
- **Recreational Areas:** Multi-purpose/Seminar Hall with a capacity of 250, separate synthetic Volleyball and Basketball grounds, synthetic badminton court and over 5000 square meters of open area for sports and cultural activities.
- **Sports Facilities:** Synthetic volleyball court (200 sqm), synthetic basketball court (600 sqm), synthetic badminton court (90 sqm), athletics field area (2000 sqm), gymnasium, Boxing Ring, Judo Room, Sports store room and a specialized Physical Education department.
- **Cultural Facilities:** Dedicated open area (2000 sqm) with a 150 sqm open stage, an interlocked tile area (1000 sqm), an indoor multipurpose hall, and a dedicated music room with Indian classical and folk instruments.
- **Mid-term Goals:** There are plans for the construction of an additional building within few years to further enhance the infrastructure.

IT Infrastructure

The college has invested significantly in state-of-the-art IT infrastructure to support academic and administrative functions:

- **Computer Laboratories:** Three computer laboratories equipped with advanced hardware and software.
- **Smart Classroom:** Five ICT-enabled smart classrooms and a virtual classroom-cum-conference hall.
- **Computers:** A total of 98 computers exclusively for teaching and learning practices.
- **Internet Services**: Wi-Fi and internet services are accessible in libraries, the admin block, computer labs, Staff room, Research room and Smart classrooms.
- **Other IT enabled services**: LED Display Board, Biometric Attendance System, Admission software, Social media etc.

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

4.1.2

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

Response: 45.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
88.66	1.68	5.98	34.03	6.37

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College Library serves as the intellectual hub of our institution, strategically situated within the Administrative Block. This central location underscores its importance as a resource for academic and research activities. To further support the diverse needs of our academic community, we also operate an additional library specifically catering to Self-Finance Courses. Our library's extensive collection includes 14,378 books, covering a wide range of subjects and academic disciplines. These resources are available to both students and faculty members, ensuring that everyone has access to the information they need for their studies and research. The library's operations are enhanced by partial automation, initially managed with SOUL 2.0 and recently upgraded to SOUL 3.0, improving efficiency and accessibility.

In addition to our comprehensive book collection, we provide access to the N-List facility, which offers a vast array of e-resources. This service is available to students, faculty, and other staff members, expanding their access to digital content, academic journals, and research papers. The library also features a well-equipped reading hall, providing a quiet and comfortable environment for study and reflection. For those engaged in digital learning, our digital library section offers seating for more than 20 students and is furnished with 10 multimedia computer systems with internet connection (100 mbps Speed). This section enables students to access a variety of online courses and prepare for competitive examinations, enhancing their learning experience beyond traditional classroom settings.

Our periodicals section is another highlight, with subscriptions to over 3 to 8 newspapers and 3 to 9 magazines. These resources ensure that our academic community stays informed about current events and developments in various fields of study. On average, the library welcomes around 45-50 students daily on working days, indicating its vital role in their academic routine. Recognizing the needs of our underprivileged students, the library also offers a Book Bank Facility with about 364 books. This initiative allows needy students to borrow books for the entire academic session, ensuring they have continuous access to essential learning materials. Looking ahead, we are excited to announce that the registration process for the National Digital Library of India (NDLI) has been completed. Starting from the 2024-25 academic session, this valuable resource will be available to all stakeholders, further enriching the academic resources at their disposal and supporting our commitment to providing comprehensive educational support.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college is dedicated to provide an enriched learning environment, marked by state-of-the-art facilities designed to enhance both teaching and learning experiences. At the forefront of this commitment, are four advanced smart classrooms. Each of these classrooms is equipped with Interactive Touch Panels, which facilitate dynamic and interactive teaching methods, and are supported by Uninterruptible Power Supply (UPS) systems to ensure continuous operation without disruption. Complementing these are three additional smart classrooms, which feature high-quality projectors, computer systems, and CCTV cameras. These classrooms are designed to provide a technologically advanced and secure learning environment. The Virtual Classroom-cum-Conference Hall is a standout facility, furnished with an Interactive Touch Panel, camera, microphone, and a Chairman Address System, making it suitable for virtual lectures, meetings, and conferences.

Beyond the classrooms, the college boasts three computer labs, equipped with over 84 operational systems, providing students with ample resources for their coursework and research activities. The Research Centre is another vital resource, offering four internet enabled computers with printing facilities, enabling students and faculty to engage in extensive research work. Additionally, the digital library section is equipped with 10 computers, allowing easy access to a vast array of digital resources and online research databases. Ensuring robust connectivity, the college has invested in a 50 Mbps Leased Line internet connection, with strategically placed Wi-Fi access points throughout the campus to guarantee high-speed internet access. Moreover, through a collaboration with Jio, the college provides 15MB per day data, ensuring seamless internet connectivity for academic and personal use. The library benefits from a dedicated 50 Mbps fiber broadband connection, with a generous 300 GB monthly data allowance, extending reliable Wi-Fi access to students. For the Self-Finance department and administrative purposes, there are additional 10 Mbps connections, each with up to 500 GB of monthly data, ensuring that administrative operations run smoothly and efficiently. The college prioritizes student safety and convenience with comprehensive facilities, including printing and scanning services, and UPS systems for uninterrupted power. A state-of-the-art CCTV camera system is in place, covering all key areas of the campus to ensure the safety and security of students and staff. Important notices and information are displayed on an LED display screen, social media pages and website of the college, ensuring that everyone is well-informed and up-to-date.

These extensive and modern facilities underscore the college's steadfast commitment to provide an excellent learning environment. The integration of advanced technology and comprehensive resources reflects the college's dedication to fostering an educational atmosphere where students can thrive and succeed.

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

4.3.2

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

Response: 31.78

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

Response: 69

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 47.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
45.41	7.99	5.29	71.59	12.41

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 65.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
1384	1516	1458	1407	1446

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 15.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
958	536	10	163	0

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 13.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
166	76	8	11	26

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

2022-23	2021-22	2020-21	2019-20	2018-19
461	589	349	374	360

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	1	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 10.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	09	02	18	08

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

5.4 Alumni Engagement

5.4.1

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

Response:

The college's alumni association is officially registered under the Societies Registration Act of 2006, playing a pivotal role in the college's development. With a growing roster of life members and hundreds of other members each year, the Alumni Association's influence is evident. The college's website features the OSA page and Memorandum of Association, complete with a link to the registration form. As per the Alumni Association's constitution, the Principal of the College serves as the Chief Patron, the IQAC Coordinator as the Patron, and the executive committee comprises the President, Senior Vice President, Vice President, General Secretary, Joint Secretary, Treasurer, Senior Technical Advisor, Technical Advisor,and ten executive members. Notably, the current Alumni Association boasts the esteemed Member of the Legislative Assembly (M.L.A) of our constituency, Chintpurni, as a life member. The association's illustrious alumni include individuals in the Indian Administrative Services, state administrative services, armed forces, Indian and state police, and forest services, as well as doctors, engineers, college educators, principals, corporate leaders, artists, entrepreneurs, and businessmen. The Alumni Association is dedicated to fostering fellowship and camaraderie among both past and present students. It organizes periodic reunions for former students to maintain connections with their alma mater, provides guidance to new students, collaborates with the institution for its improvement, and arranges lectures by alumni for the benefit of current students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: The college aims to cultivate motivated individuals who lead change through value-based education, emphasizing academic freedom and autonomy. Graduates are expected to become responsible citizens making significant contributions across various sectors.

Mission: The college is dedicated to creating a supportive and innovative environment for teaching, learning, and evaluation, meeting the needs of the public and private sectors. It focuses on imparting skills and knowledge to rural youth, fostering leadership, and helping students achieve their educational goals while upholding social, moral, and human values.

Objectives: To achieve its mission, the college has set several goals:

1. Enhance student employability through job skills.
2. Develop management and soft skills for career and personal success.
3. Provide activities and services that promote personal growth, leadership, and ethical values.
4. Offer quality education in various fields and raise awareness of social, environmental, and human rights issues.
5. Foster nationalism through projects and extracurricular activities, and inform students about government policies and schemes.

NEP Implementation: The college, affiliated with HPU Shimla, is implementing the National Education Policy (NEP) as directed by HPU and the Himachal Pradesh Department of Higher Education. Key appointments include Dr. Krishna Sharma as NEP Coordinator and Dr. Satpal Singh as Nodal Officer of ABC. The college has conducted workshops to raise NEP awareness among faculty.

Sustained Growth: The college maintains six key growth factors: consistency, long-term perspective, balanced development, sustainability, innovation and efficiency, and resilience. Despite a setback during the 2020-21 COVID-19 pandemic, the college has consistently grown across academic and extracurricular activities. Development plans consider long-term perspectives, balanced execution, and sustainability. Initiatives include installing solar panels, promoting renewable energy, and organizing awareness programs on various issues. The college offers professional and skill-based courses and encourages faculty development through workshops and seminars.

Decentralization: The college employs a decentralized approach to governance, leadership, and management. Various committees and cells, including those for student affairs, sports, academic administration, and infrastructure development, operate independently. This strategy ensures democratic

decision-making, inclusivity, and ownership among stakeholders. Collaborative efforts foster academic and extracurricular excellence, driving innovation and preparing students for future challenges.

Participation: The college ensures fair participation from all stakeholders in activities. Development-related committees include teaching faculty, administrative staff, PTA, and students. The college forms a student body, CSCA, annually, ensuring student representation in governance. Key groups like IQAC, Alumni Association, PTA, and HEIS also involve stakeholders. Annual feedback and surveys are conducted to gather input, which is used in future development plans

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

To ensure sustainable growth aligned with its mission and vision, the college developed a comprehensive Five-Year Plan (2018-23) focusing on key areas:

Infrastructural Development

- **Renovation of the Old Arts Block Building** to modernize facilities.
- **Construction of a New Commerce Block Building** to accommodate growing student numbers.
- **Addition of toilets for faculty members** to improve amenities.
- **Renovation of the Chemistry Laboratory** to upgrade scientific resources.
- **Installation of interlocking tiles** for better connectivity during rainy seasons.
- **Concrete flooring of the backyard area** of the Admin and Science Blocks.
- **Strengthening sports and cultural infrastructure** to support extracurricular activities.

Strengthening Backup Power Supply and Renewable Energy Resources

- **Procurement of a generator for the Administrative Block** to ensure continuity during power outages.
- **Installation of solar panels** at strategic locations to harness renewable energy.
- **Installation of solar street lights** across the campus for enhanced safety and sustainability.
- **Procurement of heavy-duty UPS systems** for critical areas such as the Principal's Office, General Office, and Library to maintain operations during power interruptions.

Enhancing e-Governance Infrastructure

- **Upgrading the existing ERP software** to improve efficiency.
- **Procuring software for online admissions** to facilitate the enrollment process.
- **Upgrading the institutional website** and integrating it with the new admission software.
- **Installing a biometric attendance system** for accurate tracking of employee attendance.

Strengthening IT Infrastructure

- **Creation of a Digital Library section** within the general library, equipped with internet access.
- **Renovation of four classrooms into smart rooms** featuring projectors, podiums, and interactive boards.
- **Establishment of at least one virtual classroom** to support remote learning.
- **Creation of a conference room with audio-video facilities** for meetings and presentations.
- **Setting up an Incubation Centre or Research and Development Centre** to foster innovation.
- **Upgrading computer labs** with additional systems and improved connectivity.

Improving Student Engagement

To enhance student involvement in various activities, the plan focused on:

- **Establishing new clubs and societies** aligned with departmental interests.
- **Organizing more student engagement programs** within the college.
- **Facilitating outreach and collaborative activities** for broader exposure.
- **Implementing a student feedback system** to gather and analyze student opinions and improve services.

Effective Deployment and Institutional Policies

- **Policies:** Internal policies, with recommendations from committees such as the advisory committee, PTA, HEIS, Amb Alumni Association, and IQAC, will be amended for institutional welfare. However, policies enforced by the Department of Higher Education, Himachal Pradesh University, UGC, and AICTE remain unchanged.
- **Administrative Setup:** Annual committee formations based on seniority, experience, skills, and expertise ensure smooth operations. A Bursar oversees financial approvals and monitoring. Purchase and GeM committees manage procurement. Infrastructure augmentation estimates are forwarded to higher authorities for budget approval. Miscellaneous expenses are handled with proper formalities and approvals.
- **Appointment:** Staff appointments are made through HPPSC or Staff Selection Commission. Additional staff for Self-Finance Courses is engaged under HEIS, with temporary arrangements through PTA. Add-On course staff appointments are managed by the governing body without financial obligations from institution.
- **Service Rules and Procedures:** HP Service Rules & Procedures and UGC guidelines apply to all employees except those engaged for Self-Finance Courses, PTA, and Add-On courses.

The Five-Year Plan aimed to enhance infrastructure, energy resources, e-governance, IT capabilities, and student engagement, ensuring holistic institutional development.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institutional Performance Appraisal System, Welfare Measures, and Career Development Opportunities

Our organization adheres to the performance evaluation framework of UGC and provides exemplary welfare measures for both teaching and non-teaching staff, facilitating their professional advancement and growth.

Performance Appraisal

- All staff members are enrolled by government-designated agencies.
- Administrative conditions and postings are regulated by the state government.
- The annual appraisal process follows the UGC-supported Annual Performance-Based Appraisal System (APBAS).
- Staff members submit an annual self-assessment for performance-based appraisal through Head of the Institution.
- The Head of the Institution reviews the self-appraisal and submits a confidential report to the Directorate of Higher Education.
- Promotions under the CAS scheme are based on API scores calculated as per UGC guidelines.

Government-Assisted Welfare Measures

- **Leave Benefits:** Maternity and paternity leave, casual leaves up to 12, 20 earned leaves, 2 restricted holidays and annual summer and winter vacations totalling 65 days in a calendar year; and holidays as per the state government calendar.
- **Social Security:** Pension (most employees are now under the old pension scheme), GPF and gratuity for all regular employees, medical reimbursement for the entire family, and employee group insurance.
- **Equal Opportunity Mechanisms:** Staff Council to ensure decent working conditions and address staff concerns; Women Cell and Prevention of Sexual Harassment Committee; Social Minorities Welfare Cell for SC/ST/OBC/Minorities Redressal and Development and Internal Complaints Committee.
- **Employee-Friendly Measures:** Frequent informal get-togethers and treats from the staff fund on special occasions; departmental rooms/cabins with internet-enabled computers and printers for faculty members; and democratic participation in decision-making.
- **Staff Accommodation:** A reasonable number of staff accommodations are provided at nominal rent to ensure comfortable stay during the tenure.

Avenues for Career Development/Progression

- **Study Leave:** Teaching faculty members can avail paid study leave of up to two years as per UGC norms with prior sanction from the state government.
- **Professional Development:** Paid leave for attending Refresher Courses, Orientation Programmes, Summer/Winter Schools, and Faculty Development Programmes (FDPs).
- **Duty Leave:** Paid duty leave for attending workshops, seminars, conferences, symposia, etc.
- **In-House Development Programmes:** Professional Development Programmes for both teaching and non-teaching staff.
- **Timely Promotions:** Ensuring timely promotions and career advancement.
- **Administrative Opportunities:** Staff members are provided opportunities to perform independent administrative duties as coordinators of various self-financed departments to build their administrative acumen.

Through these comprehensive measures, our institution ensures a supportive and progressive environment for all staff members.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 19.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	19	11	3

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has established robust strategies for financial management and resource mobilization to ensure optimal utilization through continuous audits and transparent financial transactions. Key areas of financial management are outlined below:

Mobilization of Resources

1. **State Funds**
   - **Employee Salaries:** Ensures timely and consistent payment of staff wages.
   - **Maintenance:** Funds the upkeep and enhancement of campus facilities and infrastructure.
   - **Operational Expenses:** Covers day-to-day operational costs to maintain academic and administrative functions.
2. **Student Fines**
   - Managed in a separate account.
   - **Student Development Activities:** Funds programs to enhance student skills and learning experiences.
   - **Welfare Activities:** Supports student well-being and holistic development.
3. **Self-Financed Courses**
   - Revenue from courses like Bachelor of Computer Applications (BCA), Bachelor of Business Administration (BBA), and Post Graduate Diploma in Computer Applications (PGDCA) enriches the institution's financial resources.
   - **Enhance Academic Programs:** Improves course materials and departmental infrastructure.

- **Support Institutional Growth:** Expands and upgrades facilities and services.

Financial Audit

1. **Internal Audit**
    - Overseen by the College Bursar and an external Retired District Audit Officer.
    - **Regular Audits:** Periodic audits to ensure financial propriety and compliance.
    - **Financial Reporting:** Maintains accurate records for transparency.
    - **Annual Audits:** Specific program grants, including National Cadet Corps (NCC), National Service Scheme (NSS), and Higher Education Institute Society (HEIS), are audited annually.
    - **PTA Audit:** Annual audit of Parent-Teacher Association (PTA) funds by the PTA Secretary to ensure accountability.
    - **Physical Verification:** Committees conduct thorough verification of departmental assets and inventory at the end of each financial year.
2. **External Audit**
    - **Department of Higher Education (DHE):** Audits state government funds to ensure proper allocation and utilization.
    - **Accountant General of Himachal Pradesh:** Conducts external audits of grants from both Central and State governments, requiring the institution to:
        - Provide supporting documents for transparency.
        - Make necessary recoveries for any discrepancies.
    - **Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Grants:** RUSA committee provides detailed utilization certificates, with periodic audits by Department of Higher Education officials to ensure compliance and proper fund usage.

Transparency in Financial Transactions

1. **Online Processing**
    - Government expenditures processed online and updated on the HIM KOSH platform.
    - **Real-Time Transparency:** Immediate visibility into financial transactions and allocations.
    - **Efficient Financial Management:** Streamlined processing and oversight.
2. **Payments**
    - Salaries and other payments processed through government treasuries, approved by the Head of the institution and Treasury Officer.
    - **Accuracy and Accountability:** Ensures proper verification and authorization.
    - **Timely Disbursements:** Avoids delays in payment processing.
3. **Student Fees**
    - Tuition fees deposited directly into government accounts via challans.
    - **Secure Transactions:** Ensures accurate and safe deposit of funds.
    - **Proper Record-Keeping:** Maintains detailed records of all financial transactions related to student fees.

Through these measures, the institution ensures transparent, accountable, and efficient financial management and resource mobilization, supporting its mission and vision for sustainable growth.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) has been instrumental in enhancing the quality assurance strategies and processes at the institution over the past five years. Key contributions include:

Quality Assurance Strategies and Processes

1. **Technological Enhancements:**

   - **Upgrading the institutional ERP system** and initiating online admissions to streamline administrative processes.
   - **Enhancing the institutional website** from static to secure dynamic hosting to improve user experience and accessibility.
   - **Improving ICT infrastructure** with eight smart classrooms, a virtual classroom cum conference hall, and a digital library section.
   - **Expanding computer labs** with additional computers to support increased student use.
   - **Installing renewable energy resources,** including a solar rooftop panel and solar street lights, alongside upgrading the backup power supply with a 62.5 KVA generator and multiple UPS units.
   - **Enhancing Internet and Wi-Fi facilities** on campus for better connectivity.
   - **Partially automating the library** and upgrading the Library Management System from SOUL 2.0 to SOUL 3.0 for efficient library management.

2. **Facility Improvements:**

   - Establishing a **Career Counselling and Placement Cell** and a **Research and Development Centre** for student and faculty development.
   - Upgrading **cultural and sports facilities,** including courts for badminton, basketball, and volleyball, and providing musical instruments.
   - Undertaking significant **infrastructural developments,** such as renovating the old arts

block, constructing a new commerce block, and improving chemistry labs and faculty amenities.

3. **Student and Faculty Engagement:**

   - Forming new **clubs and societies** to foster student engagement and conducting orientation programs.
   - Implementing a **Mentor-Mentee system** from the 2019-20 academic session, with full implementation post-pandemic.
   - Strengthening **student progression** through effective career counselling and placement sessions.
   - Organizing **faculty development programs (FDP)** and workshops on campus to enhance teaching skills and methodologies.

Review Mechanisms for Teaching and Learning

1. **Teaching and Learning Process:**
   - **Developing and reviewing lesson plans** with respective departments.
   - Preparing and evaluating **Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs)** to ensure curriculum relevance.
   - Implementing a **comprehensive Pre-Orientation Programme** for first-year students starting from the 2021 academic session, with plans for a Post-Orientation Programme in 2023-24.
   - Initiating feedback and survey mechanisms involving students, faculty, and parents to monitor and enhance teaching and learning processes.
   - Promoting the use of **Spoken Tutorial** and other online e-learning facilities among students.
   - Preparing the **Academic Calendar** annually to ensure organized academic activities.

Recording Incremental Improvement Mechanisms

1. **Feedback Analysis:**
   - Analyzing feedback and surveys and preparing corresponding annual reports.
   - Preparing **comparative analysis reports of the Student Satisfaction Survey** to monitor and record incremental improvements.
   - Creating annual comparative analysis reports of student feedback to track progress.
   - Conducting **quarterly IQAC meetings** to review and plan improvements.
   - Preparing and submitting **quarterly reports of the Women Harassment Cell** to the Directorate of Higher Education (DHE) Shimla.
   - Developing and integrating **online admission software** with the institutional website to streamline the admission process and ensure its smooth functioning.

Through these comprehensive strategies and meticulous processes, the IQAC has significantly contributed to the institution's quality assurance and continuous improvement, fostering a culture of excellence in all aspects of academic and administrative operations.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Enrolment of both male and female students demonstrates a clear commitment to gender equity in the institution. Although no students from the third gender have enrolled in the past six years, the institution provides equal provisions and facilities for third-gender individuals. Table 1 and Figure 1 given in additional information document reflect that more than 60% of the students enrolled over the past six years are females.

The institution demonstrates a strong commitment to gender equity through balanced male-female participation in academic, cultural, sports, and co-curricular activities. Over the past five years, various promotional activities have been organized to support gender equity. The institution provides substantial support for female teaching and non-teaching staff, including maternity leave (6 months), child adoption leave (3-12 months), miscarriage leave (45 days), and breastfeeding breaks (1-hour break twice a day). Additionally, female staff are granted three special holidays (Karva Chauth, Bhai Dooj, and Raksha Bandhan) by the Government of Himachal Pradesh. A dedicated Women's Grievances and Redressal Cell ensures the welfare of female staff members, including those in self-finance departments, and organizes special programs for their benefit. A sanitary pad vending machine is also installed in the female staff restroom.

For female students, the institution offers numerous special provisions. Tuition fees of Rs. 600 is waived for all Himachali bonafide girl students, amounting to a total benefit of approximately Rs. 38,00,000 over the last five years. Special scholarship schemes such as the "Kalpana Chawla Chhatravriti Yojana" have also provided about Rs. 26 lakhs in benefits to female students in the same period. The college features a Girls' Common Room with a capacity of about 40, equipped with proper seating and rest area facilities. There are special vacancies in NCC for girl cadets, and a dedicated R&R unit for girls is operational. The Women's Grievances and Redressal Cell and Women Empowerment Club actively function within the college. Supernumerary seats for single girl children are provided in all courses as per state government policy. During the academic sessions 2018-19 & 2019-20, the institution received a RUSA-Equity Grants of Rs. 3.46 lakhs, under which numerous programs, including women's self-defence and yoga and meditation classes, were organized. Special sessions for girl students were also conducted, and a sanitary pad vending machine was installed in the girls' toilet. To measure and monitor gender equity, the institution conducted a Gender Audit during the academic session, 2022-23. Stakeholder feedback and satisfaction surveys are conducted annually. Gender equity is a recurring topic in Mentor-Mentee meetings and Orientation Programs.

Comprehensive evidence of various gender equity initiatives and measures is documented in Annexures

II to IV, with the process flow diagram for gender equity promotional activities and measures provided in Annexure I for reference in the document uploaded as additional information.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

In our college, creating an inclusive, tolerant, and harmonious environment is paramount. We understand that beyond academics, it's crucial to nurture a space where each person feels respected and valued for their uniqueness. Our college takes immense pride in championing diversity and ensuring that every individual is not just acknowledged, but celebrated for their cultural, regional, linguistic, and communal differences. Our dedication to fostering inclusivity isn't just a statement; it's woven into the very essence of our institution's culture. We firmly believe that embracing diversity isn't just morally right, but it also enhances the educational journey and equips students for success in an interconnected world. Central to our ethos are various initiatives designed to educate and sensitize both students and staff about their rights, responsibilities, and the principles of equality and social justice. Through workshops, programs, and campaigns, we aim to cultivate a deep understanding of these values within our college community.

Moreover, our college boasts a vibrant array of clubs and societies, including the National Cadet Corps (NCC), National Service Scheme (NSS), and Rovers & Rangers(R&R) . These serve as platforms for fostering camaraderie, teamwork, and cross-cultural understanding, promoting personal growth and bridging gaps between different groups. Furthermore, we're constantly innovating and introducing new initiatives to reinforce our commitment to inclusivity. Whether it's organizing cultural festivals, sports events, or outreach programs targeting marginalized communities, we're dedicated to creating an environment where everyone feels included and valued.

In essence, our college stands as a beacon of tolerance, understanding, and empathy. We believe in empowering every individual to contribute meaningfully to our vibrant community. As we continue to evolve, our resolve remains unwavering in nurturing an environment where diversity is not just accepted

but celebrated as a source of strength and enrichment.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title of the Practice: Empowering Youth through Comprehensive NCC/NSS Training

Objectives:

1. Selection of eligible candidates for enrolment as NCC Cadets and NSS Volunteers.
2. Creation of an optimal environment to cultivate the abilities of NCC Cadets and NSS Volunteers.
3. Engagement of NCC Cadets and NSS Volunteers in NCC, NSS, and associated endeavours.
4. Strengthen collaboration between NCC and NSS through coordinated initiatives.
5. Offer diverse opportunities to rural youth for experiential learning through outreach activities.
6. Equip and empower rural youth to actively contribute to nation-building endeavours.

The Context:

- Many students enrolled in the college hail from rural areas and disadvantaged backgrounds, often lacking interpersonal skills, which poses challenges in both personal and professional spheres.
- Recognizing this need, NCC and NSS, as prominent national organizations, offer comprehensive training programs geared towards enhancing interpersonal skills.
- A significant portion of students in this region aspire to pursue careers in the Indian Army, Navy, and other armed forces. NCC, in particular, equips them with pertinent knowledge and skills essential for these career paths.

The Practice:

Students undergo rigorous training through the NCC and NSS programs, which encourages their active participation in all college activities. This approach is designed to enhance their interpersonal skills, life skills, and soft skills, contributing to their overall personal development

Evidence of Success:

1. One NSS volunteer participated in the Republic Day Camp parade in 2021.
2. One NCC cadet achieved first rank in Inter-state Goju-Ryu Karate Championship-2022 at Faridkoat, Punjab.
3. Over 30 cadets participated in various national-level camps, including Ek-Bharat-Shrestha-Bharat, TSC, AAC, Pre-RDC, State-RDC, and Him-Trek Camp.
4. Eighteen NCC cadets actively participated in the COVID-19 task force.
5. Over 200 units of blood were donated through independent and collaborative blood donation camps over the past 5 years.
6. More than 30 students achieved A-grade in the NCC-CEE Certificate examination.
7. More than 40 students achieved A-grade in the NCC-BEE Certificate examination.
8. Many activities such as plantation drives, awareness rallies, cleanliness drives, hand on training on disaster management were conducted over the past 5 years.

Problems Encountered and Resources Required:

In the previous selection process, NCC Cadets were selected based on physical strength and performance in ground activities, while NSS Volunteers were chosen on a first-come, first-served basis. This method presented challenges for future success, as it did not account for the importance of mental resilience. Academically proficient students who were less physically strong were often excluded, leading to reluctance in participating in outreach activities. Furthermore, academically strong students frequently avoided NCC/NSS due to concerns about balancing studies with extracurricular commitments. To address these issues, it is crucial to enhance motivation and provide mentorship. A structured training schedule in dedicated NCC/NSS rooms, combined with ongoing support, will foster greater participation and a better balance between academic and extracurricular activities.

Best Practice-2

Title of the Practice: Enhancing Social Integration and Nurturing Values through Club and Society Engagement

Objectives:

1. Establishing a diverse array of clubs and societies within the institution to foster Social Integration.
2. Enhancing student engagement in social integration through a range of on-campus and outreach initiatives.
3. Expanding the scope of social integration initiatives beyond existing frameworks such as NCC/NSS and R&R.
4. Cultivating values among volunteers through meaningful engagement opportunities.
5. Promoting awareness of social issues and public sensitization through the active involvement of student volunteers.
6. Enhancing students' interpersonal skills through structured engagement activities.

7. Guiding youth towards embracing social integration as a cornerstone of their holistic development

The Context:

- Enhancing the horizon of student engagement in social integration activities is crucial, as currently, the options are limited to NCC/NSS, R&R (since 2021), Eco-Club, and a few others. Diversifying these options is paramount to increasing student participation.
- Social integration and student engagement play pivotal roles in various National and International Level Missions. Broadening the avenues for student involvement in these endeavours is imperative.
- Given that a significant portion of our student body hails from rural and economically poor backgrounds, engaging them in social integration activities and National and International Level Missions holds great importance. Their personal growth and the awareness they bring to their families and communities are invaluable.
- Fostering the exploration of talent across various domains is inherently incumbent upon educational institutions, with diverse clubs and societies serving as instrumental platforms in fulfilling this responsibility.

The Practice:

The college has established various clubs and societies, which are managed by student members and their respective coordinators. These groups organize a wide range of activities throughout the year, significantly contributing to the nurturing of talent, development of leadership skills, and enhancement of students' overall personalities.

Evidence of Success:

1. The Electoral Literacy Club has conducted over 20 Social Voter Awareness Program (SVWP) activities in the past five years, benefitting more than 1500 individuals.
2. The institution has organized more than 20 in-campus and outreach Cleanliness Drives over the last five years.
3. Over 10 tree plantation drives have been organized by the institution, resulting in the planting of more than 200 trees both within and outside the campus premises.
4. Over the past five years, the institution has organized more than 20 Road Safety Activities.
5. The institution hosts more than 15 actively operating clubs and societies dedicated to promoting Social Integration.
6. A student body exceeding 500 individuals actively participates in various clubs and societies within the institution.
7. Various clubs and societies within the institution have organized approximately 100 different Social Integration activities over the past five years.
8. Approximately 2000 students have been engaged in various Social Integration activities within the institution over the last five years.
9. Students from various clubs and societies have achieved recognition, securing prizes in District and State Level activities.

Problems Encountered and Resources Required:

Initially, the IQAC proposed 20 clubs and societies, but 5-6 faced challenges due to low student interest. Currently, 15 clubs are active, with 7 conducting over 10 annual activities. To boost engagement, increased motivation, funding, and sponsorships are needed. Additionally, dedicated rooms and strong leadership are essential for effective operation.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
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:

Title of Institutional Distinctiveness: "Holistic development of students by developing a sense of social responsibility and Leadership Skills"

Objectives:

1. To enhance community engagement through various clubs and societies.

2. To conduct awareness about various social issues.

3. To encourage Student-Led Initiatives.

4. To facilitate leadership opportunities through various bodies.

5. To encourage inclusive and diverse participation.

The Context:

- As the institution is located in a semi urban area, a significant portion of our student body hails from economically disadvantaged backgrounds. Consequently, there is a critical need to aware the society regarding various social issues.
- In addition to social awareness, fostering motivation, providing exposure to diverse experiences, and enhancing leadership skill sets are essential components for facilitating holistic development.

Institutional Distinctiveness Pillars:

Disaster Management Club: To assimilate social responsibilities among students of the college, Disaster Management Club was constituted. During the session 2022-23, 58 students from different streams voluntarily enrolled in this club. The objective of the club is to train students for an instant-mindful-response during various disastrous situations like earthquakes, landslides, floods, fire etc. Mock drills are conducted by this club to update and strengthen students regarding safety measures to be taken during disasters. Various activities have been organized during previous years in collaboration with National Disaster Response Force and Fire Service Department to get updated about the latest methods of rescue in times of disaster. To further enhance students' disaster management proficiency, 24 volunteers of National Cadet Corps (NCC) and National Service Scheme (NSS) underwent specialized "Aapada Mitra" Training from January 1 to January 15, 2023. On successful completion of the program, these volunteers gained comprehensive skills, crucial for disaster response and mitigation. Recognizing the dynamic nature of emergencies and to update their knowledge, six volunteers participated in a refresher course on disaster management. The training covered a broad spectrum of skills, from first aid to effective communication during crisis. These skills not only empower students personally but also prioritize them as valuable contributors to local communities in times of need. As part of this initiative, a one-day mock drill on disaster risk management was conducted in the college by a team from the National Disaster Response Force (NDRF), Nalagarh. This practical exercise allowed students to apply their knowledge in a simulated real-world scenario. The institution's commitment to disaster readiness was evident, fostering a resilient and responsible community prepared to respond effectively to unforeseen challenges. Through these initiatives, the institution equip students with essential life-saving skills and also contributes in building a culture of preparedness and community resilience.

NCC, NSS and Rovers and Rangers Units: The college has active NCC, NSS and Rovers and Rangers units. All these units work efficiently to contribute towards the welfare of the society and the college. Various camps, competitions and rallies have been organized by these units to aware students as well as society regarding environmental problems, cleanliness, health and hygiene, constitutional rights etc.

Prahari Club: Prahari Club has been constituted in the college and the Head of the institution administers oath to students every year against drug abuse.

The members of Prahari club aware the society about drug abuse through various activities like poster making, slogan writing etc. Rallies were also conducted in the vicinity of the college to aware public in this regard.

Electoral Literacy Club: This club organizes various activities to aware students to partake in democracy and encourages them to use their suffrage. This club increases Voter Awareness by hosting informational sessions and workshops; Promotes Voter Registration by facilitating voter registration drives in campus.

Eco Club: Eco club organizes various activities to aware students about environmental issues. To achieve this goal, various events like poster making competitions, slogan writing competitions, quiz competitions and plantation drives etc were organized.

Road Safety Club: This club perform various activities to kindle the awareness regarding the road safety

precautions among students of the college e.g. slogan writing competitions, poster making competitions etc. To further render their services to society, rallies were conducted regularly by the members of this club. The motto behind this is to aware society regarding traffic rules.

CSCA: The institution constitutes College Student Central Association (CSCA) every year in accordance with the guidelines of HPU, Shimla. All the members of this association along with the college administration work for the welfare of the students and the college. CSCA contributes to strengthen the leadership qualities among students.

"Ambika": The institution publishes an annual magazine named as "Ambika". Student editors are assigned the duty, for the publication of articles under various sections like Hindi, English, Science, Planning forum and IT. These activities not only enhance the creativity skills of the students but also inculcate the leadership qualities among them.

The college inculcates leadership qualities and camaraderie quality amongst students. The current and predecessor MLA of this constituency also studied in this college and they have been incessantly working for the upliftment and amelioration of weaker section of the society.

Impact of Institutional Distinctiveness:

1. Fostering social responsibility in the college yields significant benefits, including personal growth, academic enrichment, and community impact.
2. By promoting social responsibility, the institution helps shape students into compassionate, ethical, and engaged individuals who are prepared to make a positive difference in the world.
3. These experiences allow students to learn about effective communication, team dynamics, decision-making, and problem-solving skills.

File Description	Document
Appropriate web in the Institutional website	**View Document**
Any other relevant information	**View Document**

5. CONCLUSION

Additional Information :

Looking ahead, the college has outlined several ambitious plans to enhance its educational environment. Key future goals include expanding sustainable energy resources by increasing solar energy infrastructure and exploring additional green technologies. The college will also work towards creating a barrier-free environment with accessible facilities for differently-abled individuals. Plans are in place to enhance ICT facilities and increase the number of smart classrooms, providing students with advanced technological tools and interactive learning experiences. Additionally, efforts will focus on improving the quality of education through greater emphasis on practical exposure, including expanded internship opportunities, industrial visits, and collaborative projects with industry partners. These initiatives aim to address current challenges such as faculty transfers, limited space, and high student-teacher ratios while leveraging the college's strategic location and diverse programs for future growth. In summary, Maharana Pratap Government Degree College Amb is dedicated to advancing its educational standards and infrastructure to align with contemporary trends and ensure a high-quality, student-centric learning experience.

Concluding Remarks :

Maharana Pratap Government Degree College, Amb is serving as a cornerstone of higher education in District Una, Himachal Pradesh since 1970. It stands out as a distinguished institution committed to academic excellence and holistic development. Recognized for its significant contributions to education and community service, the college has earned prestigious accolades i.e. "Utkrisht Mahavidyalaya" and "Institution of Excellence" from the Himachal Pradesh Government.

The institution offers a range of undergraduate and postgraduate programs, including professional courses under self-finance scheme, with a strong emphasis to enhance employability and exposure through state-sanctioned add-on courses. The Institution's commitment to holistic improvement is reflected through structured curriculum delivery, extensive learning resources, and innovative use of ICT.

Despite facing challenges such as limited infrastructural space and curriculum flexibility lacunae, the institution leverages its strategic location and cross-cultural diaspora to expand its reach and impact. The institution's proactive approach to integrate online learning platforms, career guidance, and skill development programs underscores its dedication to align educational practices with contemporary trends and industry standards.

The Institution's focus on inclusivity, environmental sustainability, and value-based education is evident through its various initiatives and programs. Its robust feedback mechanisms ensure transparency and enhancement of academic and administrative processes, affirming its commitment to provide quality education and foster personal and professional growth among its students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: table1 Answer After DVV Verification : table2 Remark : As per revised documents provided by HEI, thus DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 117 Answer after DVV Verification: 107 Remark : As per revised documents provided by HEI, thus DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: table3 Answer After DVV Verification : table4

table1:

2022-23	2021-22	2020-21	2019-20	2018-19
479	461	201	541	331

table2:

2022-23	2021-22	2020-21	2019-20	2018-19
192	120	00	290	090

table3:

2022-23	2021-22	2020-21	2019-20	2018-19
294	230	216	244	237

table4:

2022-23	2021-22	2020-21	2019-20	2018-19
197	153	153	183	169

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
533	442	456	526	488

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
533	442	456	526	488

Remark : As per clarification recieved from HEI, and students admitted should not be more than the seats earmarked, and more seats be considered as General merit, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	13	14	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	13	14	12

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	0	0	0

Answer After DVV Verification :

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

0	0	0	0	0

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	3	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	04	00	00

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	4	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0	3	1

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

| 3 | 2 | 4 | 8 | 4 |

Answer After DVV Verification :

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

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per revised documents provided by HEI, and excluding days celebrations etc. which are benefitted for the own students, thus DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :6
Remark : As per revised documents provided by HEI. thus DVV input is recommended.

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
Answer before DVV Verification : 89
Answer after DVV Verification: 69

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the*

last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	1	2

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	0	11	11

Answer After DVV Verification :

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

Remark : As per revised documents provided by HEI , and excluding inter collegiate level and participation level awards, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	16	3	39	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	09	02	18	08

Remark : As per clarification received from HEI, and multple ativiites under one event to be counted as one only, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	19	11	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	19	11	3

6.3.3.2. Number of non-teaching staff year wise during the last five years
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	1

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and values for the metric id 6.3.3.2 be according to IIQA to be considered, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 59 Answer after DVV Verification : 50

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	30	30	33	33

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	31	31	33	33

02-11-2024 05:45:44