

Self-Assessment Report, 2024

for

Ranking of Government Colleges in HP

**Government Degree College Kaffota
District Sirmaur, Himachal Pradesh**

Submitted to:

**The Director of Higher Education
Government of Himachal Pradesh, Shimla**



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Declaration by the Head of the Institution



Govt. Degree College Kaffota

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Declaration by the Head of the Institution

I certify that the data included in this Self-Assessment Report (SAR) for ranking of government colleges in Himachal Pradesh are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions and in accordance with the criteria for ranking of Government Degree Colleges and Sanskrit Colleges of Himachal Pradesh vide notification no. EDN-H (8)A(1)Misc-Ranking of Colleges dated 20th August 2024 of Director of Higher Education, Himachal Pradesh, Shimla.

I am aware that the Assessment Team will validate the information provided in this Self-Assessment Report (SAR) during their visit to the institution.

Place: Kaffota

Date: 21/10/2024

(Dr. Kuldip Singh)

Principal

Government Degree College Kaffota

District Sirmour (HP) 173029

Principal

Govt. Degree College

Kaffota, Distt. Sirmour (H.P.)

CLUSTER/ ZONE/ CATEGORY DETAILS OF THE INSTITUTION FOR RANKING

College	Government Degree College Kaffota, District Sirmaur, Himachal Pradesh – 173029
Zone	Zone II (Sirmaur, Solan)
Cluster	Cluster 4 with main college SGGSJ Government College Paonta Sahib
Cluster Level Committee notified for Verification of Self Assessment Report	Cluster 2 Committee
Category of College	Tier 3 College (Only Two Streams Arts and Commerce)

PROFILE OF THE COLLEGE

1. Name and Address of the College:

Name	Government Degree College Kaffota
Address	Government Degree College Kaffota, District Sirmaur, Himachal Pradesh – 173029
Website	https://gckaffota.ac.in/


2. Contacts for Communication:

Designation	Name	Telephone With STD code	Mobile	Fax	Email
Principal	Dr. Kuldip Singh	01704-2733010, 27331007	94181-58784		gdckaffota123@gmail.com gdckaffota.iqac@gmail.com
IQAC/ SAR Coordinator	Dr. Nalin Kumar Ramaul	01704-2733010, 27331007	98168-58644		nalinramaul76@gmail.com
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3. Type of the Institution:

By Gender	Co-education
By Shift	Regular


4. Establishment Details:

Date of establishment of the college	05-12-2015	
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5. University to which the college is affiliated /or which governs the college (If it is a constituent college):

State	University name	Document
Himachal pradesh	Himachal Pradesh University	

6. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)	Document
2 (f) of UGC	26-10-2022	Letter No. F. No. 8-518/2022(CPP-I/C) dated 26/10/2022	
12 (B) of UGC		To be recognised	

7. Location and Area of Campus:

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq. mts.
Main campus area	Government Degree College Kaffota, District Sirmaur, H.P.	Semi-urban	21.79 Acres (35.2 Bighas)	3173

RANKING FRAMEWORK

1. TEACHING LEARNING

1.1. Mode of teaching

1.1.1. Lecture method only

Response: Lecture method also used.

The lecture method of teaching is one of the most traditional and widely used instructional approaches. It would be naïve and gross irrational if we would deny the use of Lecture method of teachings in government colleges in Himachal Pradesh. However, it must be emphasized that lecture method is not the only method used.


Lecture method of teaching is utilised in the college effectively for introducing new topics and sharing updated information that is often not available in the books. Lecture methods are particularly useful for teaching large groups of students especially in subjects like history and political science where the students in a section are often quite large. Lecture method can be used to summarize study material for students.

Lecture method is certainly an efficient knowledge delivery method where a large amount of information can be presented in a structured format in a limited amount of time, making it useful for covering extensive syllabus quickly.

The lecture method enables the teachers to simplify and clarify complex ideas through examples, anecdotes, and analogies. Therefore, even in this era of online teaching and learning resources, the importance and role of personal teaching through lecture method cannot be ignored.

Lecture method is often enforced upon the faculty in government college since the college does not have adequate ICT enabled classrooms and other related IT infrastructure, like computers, smart panels, projectors, and high-speed internet connectivity.

While the lecture method is suitable for delivering structured, theoretical content efficiently, its limitations make it inadequate as the sole teaching method. Therefore, combining lecture method with the experiential, participatory and problem-solving learning methodologies would enhance student engagement and learning outcomes.

File Description	Document
1.1.1 Lecture Method	

1.1.2. "Technology based teaching only or Blended teaching


Response: Technology based teaching is also used. Therefore, the method actually used is Blended Teaching.

In today's digital era, technology-based teaching cannot be ignored but it would be disastrous if we try to shift entirely to technology-based teaching only. Therefore, the teachers in our college use the blended teaching method, also known as blended learning, which combines traditional lecture method with technology-based teaching. Thus, classroom instructions are combined with digital learning tools. In a true blended learning environment, both the student and the teacher should be physically located in the same space.

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

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

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

File Description	Document
1.1.2 Blended Teaching Method	

1.1.3. Flipped Classroom

Response: Yes

Flipped classroom teaching is an instructional approach where traditional learning dynamics are reversed. In this method, students first explore new content on their own, usually through online resources, videos, or reading materials, outside the

classroom. The goal is to use class time for active learning and social interaction, while moving content delivery outside of class. Thus, classroom time is dedicated to discussions, problem-solving, and applying the knowledge in interactive, collaborative activities under the guidance of the teacher.

In a flipped classroom, teachers might:

- Pre-record lectures or create other online resources.
- Post these resources for students to watch before class.
- Spend class time on small group activities and individual attention.
- Assist students as they work through assignments during class.


Technology can be used to create flipped content, such as pre-recorded lectures, videos, and information slides. However, flipped text-based content is also valuable.

The flipped classroom model has gained popularity in modern education for promoting active learning, deeper understanding, and student-centered instruction.

Although attempts have been made by the teachers to utilise flipped classroom teaching methods, but

Despite the practical constraints due to the rampant digital divide among the rural population that the college caters to, teachers have been attempting to utilise flipped classroom teaching methods. The government will have to take initiatives for digital inclusion by bridging digital divide and providing adequate ICT facilities in the college.

The pre-class learning response is low among some students who might be struggling with self-motivation and lack of time management. This also requires the teachers to create high-quality, engaging pre-class content which is a highly time-intensive process and difficult due to work overloads among teachers. The ongoing rationalisation of teaching staff in government colleges by the government will need to consider that flipped teaching methodology cannot be effectively and efficiently implemented if there is overload of work on the teachers. Instead of the quantity, quality of education should be emphasized.

File Description	Document
1.1.3 Flipped Classroom Teaching	

1.1.4. As per need of different groups of students

Response: Yes

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

Advanced learners need acceleration so that they can progress through the curriculum at their fast-learning pace and slow learners need extra attention to cope up with other students. To increase the intellectual ability and creativity of both, teachers organize various programs which may help them to enhance their capacity of learning. Remedial coaching is given to needy students in which under-achievers are given personal attention.


The programmes for metamorphizing slow learners are such as not to let them develop an inferiority complex in terms of intellect but to nourish them with confidence and desire to excel.

Bridge courses are conducted by various departments before the commencement of programmes. The teachers take special lessons under the scheme Bridge Courses to bridge the knowledge gaps of students with lesser exposure to advanced studies. Bridge course is conducted for the first-year undergraduate students for a week to develop their confidence level, communication skills, competencies, and fundamental knowledge in respective core discipline of the students.

Remedial classes are conducted in addition to the regular classes, mostly during off hours. The fundamentals of the subject courses are taught at the department level and their queries are addressed.

The programmes for advanced learners are such as to polish their intellect with wisdom, confidence, and professional outlook. Class seminars and presentations are conducted at regular intervals to provide an academic platform to the students for their professional and intellectual growth.

The college distributes laptops funded under Srinivas Ramanujan Student Digital Yojana of the Department of Higher Education, Government of Himachal Pradesh to meritorious students figuring in the state merit list.

File Description	Document
1.1.4 Teaching as per need of different groups of students	

1.2. Curriculum Planning and Implementation

1.2.1. Teaching schedule

Response: Followed 100%

i. Academic Calendar:

An academic calendar is prepared at the beginning of every academic year which includes all the academic activities of the college. The syllabus divided among teachers is published in the department and the time-bound completion of which is ensured by the respective HoDs. Teachers deliver the curriculum in accordance with the teaching plan and the effectiveness is ensured through various evaluation procedures.

Before the commencement of the session, the College Academic Calendar is prepared indicating a tentative schedule of curricular & extra-curricular activities in sync with University Academic Calendar.

An Annual Academic Plan (Academic Calendar of the College) is prepared by the College Advisory Committee every year on the basis of academic calendar of the university and departmental academic plans. It is published in the college handbook and displayed in website. The College Staff Council assists the College Advisory Committee in the process along with timetable and workload committees. The department academic plans are displayed on the department notice boards.

A timeline is suggested in the Academic Calendar to complete the syllabus and the schedule of the internal examinations is kept accordingly. In exceptional cases, the Council takes decision regarding the postponement or early conduct of examination. It happens rarely. Departments make teaching lesson plans for all the courses, detailing the extent of syllabus that will be completed at different time intervals, ensuring completion of at least 75% syllabus before internal examination.


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

ii. Timetable

The Timetable Committee of the College devises Department and class-wise master timetables, according to the workload specified in the UGC Regulations 2018, which are sent to each Department with guidelines regarding the allotment of classes.

Each Department distributes the classes to the teachers, keeping in mind specialisations and expertise. The individual and class timetables are then sent back to the Timetable Committee for approval and finalisation. The Committee then officially notifies the timetable to each teacher and formally displays it on the College Website. The timetable is sacrosanct and once notified changes cannot be made without prior permission of the Timetable Committee.

Departments regularly assess and evaluate the percentage of syllabus covered and discuss any problems encountered by the students and teachers.

File Description	Document
1.2.1 Teaching Schedule	

1.2.2. Whether learning outcomes defined

Response: Yes, 100%

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

i. Course Outcomes (COs)

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

ii. Programme Specific Outcomes (PSOs)

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


iii. Programme Outcomes (POs)

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

iv. Preparation of COs, PSOs and POs

In the strict compliance with the objectives of Outcome Based Education (OBE) and the course curriculum notified by the affiliating Himachal Pradesh University, POs,

PSOs and COs are framed and finalised by the concerned departments who offer the respective programmes.

File Description	Document
1.2.2 Learning Outcomes Defined	

1.2.3. Curriculum enrichment practices (e.g. projects, surveys, educational tours and industry visits)

Response: Nil (4.0*No. of enrichment practices observed)

1.2.4. Internal assessment mechanism (quizzes, class test, presentation, assignments, MTT etc)

Response: Followed by all the Departments

The college believes that the internal assessment system has a key impact on the academic performance of the college considering its influence on the teaching and learning process. Term End Examinations alone should not be the only parameter to evaluate students' learning, but a continuous comprehensive internal evaluation through internal assessment must also be an integral part of the evaluation system. As per the guidelines of the affiliating Himachal Pradesh University Shimla, internal assessment is done based on student's attendance, writing skills (assignment), presentation skills (seminar) and knowledge levels (internal examination).

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

Believing in continuous assessment, the internal assessment at the College comprises performance in the Internal Exams and in-Class Assessment. Students are given the opportunity to reappear and improve their performance in class tests / assignments to make learning a continuous process.

i. Frequency

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

ii. Conduct of Internal Examinations

The internal examination committee assigns the invigilation duty in strict adherence to norms similar to those prescribed for the university external

examinations. The seating plans are displayed on the notice board one hour before the commencement of examination. Identity card is must for the students at the time of exam. Marking of attendance on the attendance sheets is mandatory for all the examinees. Invigilators submit the answer scripts to the internal examination committee in the exams control room.

iii. Variety in Modes of Assessment

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

iv. Special Provisions for Sports and Cultural Events Participants

Students who represent the college in sports, N.S.S. and other extra-curricular activities are allowed additional time for submission of written assignments, projects and get the benefit of attendance for Internal Assessment for the classes missed. In exceptional circumstances, students may be assessed through an alternative mode.

v. Option of Retest


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

vi. Resubmission of Assignments

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

vii. Pariksha Pe Charcha by Hon'ble PM of India

The students learnt from the Hon'ble Prime Minister Sh. Narendra Modi by watching the live streaming telecast of the Pariksha Pe Charcha, a unique interactive programme of Hon'ble Prime Minister of India with the students. Thus, they joined hands in celebrating the Utsav of Examinations which helped the students overcome examination related stress and anxiety.

File Description	Document
1.2.4 Internal assessment mechanism	

1.2.5. "Prompt communication of assessment/results to students (e.g. displayed on college website/notice board/class groups/submitted to COE)"

Response: Within 7 Days

Effective communication of assessment results is an essential aspect of the teaching learning process. Ensuring timely, accessible, and transparent communication of results to students fosters a positive academic environment, encourages accountability, and supports student success.


Various methods of communication are used to disseminate the assessment results to the students including the use of college website, digital platforms like WhatsApp groups, notice boards, class groups, and submissions to the Controller of Examinations (COE).

The primary objectives of promoting effective communication of assessment results are:

- To provide students with easy and timely access to their assessment results.
- To enhance transparency and trust in the assessment process.
- To encourage student engagement and self-evaluation based on their performance.

The college faculty submits CCA online to the Controller of Examinations COE, Himachal Pradesh University through its portal <https://nexams.hpshimla.in>

Besides the above methods of communication, the most important practice is that the answer sheets of the internal examination are shared after evaluation with the students who scrutinize their answer scripts and the discrepancy, if any is resolved on the spot. Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members. The students also sign the internal assessment sheets maintained by the teachers as a token of having checked and verified their internal assessment.

File Description	Document
1.2.5 Prompt communication of assessment	

1.3. Add-on Courses/ Certificate Courses

1.3.1. No. of courses (to be specified separately):

Response: Nil




1.3.2. % of students benefitted (% of students completed MOOCs / spoken Tutorial/NPTEL/Other courses offered by recognized organisations):

Response: Nil

1.4. Student Feedback (taken from students with 80% attendance)



1.4.1. Sample size

Response: >25%

File Description	Document
1.4.1 Sample size	
1.4.1 Curriculum Feedback Form	
1.4.1 Student Satisfaction Survey Form	


1.4.2. Students satisfaction

Response: 91-100%

File Description	Document
1.4.2 Report on Curriculum Feedback Survey	
1.4.2 Report on Students Satisfaction Survey	

1.4.3. Action on feedback


Response: 91-100%

File Description	Document
1.4.3 Action on Feedback	

1.5. Examination Results


1.5.1. % of Students Passed

Response: 91-100%

File Description	Document
1.5.1 % of Students Passed	

1.5.2. % of students with A Grade and Above

Response: >20% with A grade and above

File Description	Document
1.5.2 % of Students with A Grade and Above	

1.5.3. No. Of Students in University Merit

Response: Nil

2. STUDENT SUPPORT, SERVICES AND PROGRESSION

2.1. Pre and Post Admission Counselling

2.1.1. Admission schedule, courses available, student intake, eligibility conditions communicated through various media

Response: Publicity through any 3 means

Government Degree College Kaffota ensures that prospective students and the local community receive comprehensive information about the admission process, course offerings, student intake, and eligibility requirements through various accessible media.

i. College Prospectus

The college prospectus serves as a primary source of detailed information, covering the academic schedule, available programs, admission procedures, fee structure, eligibility criteria, and college rules and regulations. It also lists the subjects and course combinations available. The prospectus is available both as a hard copy on campus and online via the college website.

ii. Newspaper Announcements

To reach a wider audience, especially those in rural areas, the college publishes admission schedules and other key announcements in local newspapers. This ensures that the information reaches households that may not have easy access to digital platforms.

iii. College Website

The college website is the most reliable source for official information. It features the latest updates on admission schedules, course options, seat availability, and eligibility criteria. Prospective students are encouraged to check the website regularly for the most current information, as it is updated throughout the admission period. Additionally, the online admission portal is accessible from the website, facilitating a streamlined application process.

iv. Social Media Platforms


To enhance accessibility, the college leverages social media channels, including WhatsApp groups and Facebook. Dedicated WhatsApp groups have been created for current students, parents, and alumni, allowing direct communication and easy dissemination of admission-related information. Members are also encouraged to

share this information within local community groups, helping the college extend its reach to remote areas.

v. College Notice Board

On campus, the college notice board serves as an essential point of reference for students and the local community. Notices about admission schedules, eligibility criteria, course combinations, and other important updates are prominently displayed, ensuring that all visitors to the college are kept informed.

By utilizing a blend of online, offline, and social media platforms, Government Degree College Kaffota ensures that essential information about admissions is accessible to all potential students, fostering transparency and encouraging community engagement.

File Description	Document
2.1.1 Admission Schedule	

2.1.2. Pre-admission counselling

Response: Yes

At Government Degree College Kaffota, a rural institution serving primarily the scheduled tribe Hatti community, pre-admission counselling is offered to assist prospective students in making well-informed decisions regarding their educational goals.

i. Mode of Counselling

Counselling sessions are conducted both online and offline to ensure accessibility for all students, regardless of their location or technological resources. Faculty members provide detailed information on the admission process, course options, and requirements, helping students understand what the college offers and guiding them through their initial questions or concerns.

ii. Personalized Guidance

Admission committees are formed for each class and stream, offering tailored support and guidance specific to each academic path. These committees, comprising experienced faculty members, encourage students to explore programs that align with their interests and aspirations, helping them select subjects that match their eligibility and academic strengths.

iii. Fostering Informed Choices


The counselling sessions aim to clarify any uncertainties students may have about course selection, college life, and future career pathways. Faculty members work

closely with prospective students, ensuring they feel confident in their decisions and are aware of the opportunities that align with their goals.

iv. Focus on Inclusivity and Support

Recognizing the unique challenges faced by the rural Hatti community, the college strives to create a welcoming environment for first-time college-goers and those from diverse backgrounds. Through these counselling sessions, the college ensures that students feel supported and informed, helping them take the first steps toward a successful academic journey.

This pre-admission counselling process is designed to empower students to make choices that resonate with their academic interests, while fostering a sense of belonging within the college community.

File Description	Document
2.1.2 Pre-admission counselling	

2.1.3. Student oriented about: Institutions, Students facilities, Library, Introductory session with faculty and staff, Academic calendar, requirements of credits per course and CCA and other requirements post admission

Response: Post admission Counselling/induction

After admission, students at Government Degree College Kaffota participate in a structured orientation program designed to provide essential information and ease their transition into college life.

i. Principal's Induction Program

The orientation process begins with an induction session led by the Principal, introducing students to the institution's values, culture, and overall environment. Students receive a comprehensive overview of the facilities available on campus, including the library, sports facilities, and any available hostel accommodations.

ii. Introductory Sessions with Faculty and Staff

Students attend introductory sessions with faculty members, where they are assigned mentors who help guide them through academic and extracurricular opportunities. These meetings familiarize students with the faculty, staff, and support services, establishing connections that can enhance their learning experience.

iii. Academic Information and Requirements

The college provides students with critical information on academic expectations, such as:

Academic Calendar:

Key dates, such as start and end of terms, examination periods, and holidays, are shared to aid in planning and staying on track.

Course Requirements and Credits:

Students are briefed on the credits required per course under the Choice-Based Credit System (CBCS), helping them understand the structure of their academic journey.

Continuous Comprehensive Assessment (CCA):

The assessment system, which evaluates students through continuous assessment rather than final exams alone, is explained in detail to set clear expectations for performance and participation.


iv. Access to College Guidelines and Resources

Guidelines and regulations, including those concerning migration, registration, and mark-sheet protocols, are outlined and distributed via the college prospectus and are also available on the college website. Information about extracurricular opportunities, including NCC, NSS, Rovers and Rangers, and various clubs, is introduced through PowerPoint presentations, ensuring students are aware of both academic and personal development opportunities.

v. Induction for Stream-Specific Guidance

Separate induction meetings are organized for different academic streams. During these sessions, students receive specific guidance on their chosen disciplines, facilitating a smooth start to their academic program.

This orientation process aims to make students feel comfortable and well-informed, helping them transition smoothly into college life and thrive in the campus environment.

File Description	Document
2.1.3 Student Orientation	

2.2. Scholarships

2.2.1. Awareness about different Scholarships Schemes and 100% coverage of all eligible students

Government Degree College Kaffota is committed to supporting its students' educational aspirations by promoting scholarship awareness and ensuring that all eligible students can access available financial aid. Situated in a remote, hilly area of Himachal Pradesh, with most students hailing from socio-economically disadvantaged groups and the Hatti tribal community, the college recognizes the critical role of scholarships in bridging financial gaps for these students.

The college actively promotes various state and centrally sponsored scholarship schemes to ensure maximum outreach. Eligible students are guided to complete the scholarship application on the National Scholarship Portal (NSP) within specified deadlines, with the college's Scholarship Committee assisting throughout the process.

i. Institutional Nodal Officer and Scholarship Committee

A dedicated Institutional Nodal Officer and the Scholarship Committee oversee scholarship-related activities, providing timely updates on newly launched or ongoing scholarships and personalized mentoring for students needing extra help.

ii. Awareness Campaigns

The Scholarship Committee organizes regular seminars and awareness drives to inform students about various scholarship opportunities and application processes. Detailed information on application deadlines, eligibility criteria, and benefits is shared to empower students with complete knowledge.

iii. Faculty Guidance

Faculty members proactively engage with students to explain relevant scholarships and provide personalized guidance for both merit- and need-based scholarships.

iv. Social Media Guidance

The college uses its social media platforms to share and disseminate updates and important information about application deadlines, eligibility criteria, and scholarship details.

v. Dedicated Support for Vulnerable and Special-Needs Students

To ensure inclusivity, the Scholarship Committee provides additional support for differently-abled students, guiding them through specialized scholarships available for their needs.


vi. Documentation Assistance and Help Desk

Students facing difficulties obtaining necessary documentation are given administrative support and guidance to expedite the process.

vii. Parental Involvement

The college involves parents through informational sessions, making them aware of the scholarship benefits available for their children and encouraging their active support in the application process.

Through these efforts, Government Degree College Kaffota ensures comprehensive coverage and maximized support for eligible students, contributing to their educational success and fostering a culture of equal opportunities.

File Description	Document
2.2.1 Awareness about different Scholarship Schemes	


2.2.2. Scholarships other than Government Schemes

Response: Nil

2.3. Sports and Cultural Activities


2.3.1. % of students participating in sports activities

Response: > 20%

File Description	Document
2.3.1 % of students participating in sports activities	

2.3.2. % of students participating in cultural activities

Response: > 20%

File Description	Document
Supporting Documents & Additional Information	

2.3.3. Medal/Trophy won in Sports/Cultural activities

i. National/ Inter-University:


Response: Nil

ii. State/ Inter college:

Response: Nil

iii. District level (also includes cluster level):


Response: Yes

File Description	Document
Supporting Documents & Additional Information	

2.4. Students Participating NSS/NCC/Rangers & Rovers/Clubs

2.4.1. NSS

Response: Yes. The sanctioned strength of 50 was increased to 100 w.e.f. 2024-25 academic session.


File Description	Document
Supporting Documents & Additional Information	

2.4.2. NCC

Response: Nil


2.4.3. Rangers & Rovers

Response: Yes. The sanctioned strength of Rovers and Rangers is 12 each. Therefore, 24 students are participating in Rangers and Rovers.

File Description	Document
Supporting Documents & Additional Information	


2.4.4. Road Safety

Response: Yes.

File Description	Document
Supporting Documents & Additional Information	

2.4.5. Red Ribbon/ Eco/ Youth Red Cross/ any other club/ Society

Response: Yes, Red Ribbon Club and Eco Club are functioning and the students actively participate in their activities.

File Description	Document
Supporting Documents & Additional Information	


2.5. NSS/NCC/Ranger & Rovers: Participating in

2.5.1. National camps/RD Parade

Response: Nil

2.5.2. State camps/ Parade

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

2.5.3. Award won in these activities

i. National

Response: Nil

ii. State

Response: Nil

iii. Cluster level

Response: Nil

2.6. Anti-Drug Awareness Programmes

2.6.1. No. of awareness programmes organised

Response: 4 and above

Government Degree College Kaffota is committed to combating the rising concern of drug abuse among youth through a series of comprehensive, proactive anti-drug awareness initiatives. These programmes are led by the college's Anti-Drug Cell and are actively supported by the NSS (National Service Scheme) and Rangers and Rovers units. The initiatives reflect the college's dedication to creating a healthy, drug-free environment for students to thrive academically and personally.

i. Formation of Anti-Drug Squad

The college has established a dedicated Anti-Drug Squad to spearhead awareness and prevention efforts. This squad includes faculty members from the Anti-Drug Committee and a dynamic group of student volunteers, who act as campus ambassadors promoting anti-drug awareness. Their peer-to-peer engagement strategy enables these students to share information and promote drug-free lifestyles effectively among their classmates.

ii. Anti-Drug Pledge Ceremony

Each year, the Anti-Drug Cell hosts an Anti-Drug Pledge ceremony, where students and staff commit themselves to a drug-free life. This formal pledge underscores the significance of a collective stand against substance abuse and symbolizes the college community's united commitment to health and wellbeing. By actively participating in this ceremony, students and staff renew their resolve to maintain a healthy lifestyle, free from drugs and harmful substances, reinforcing the college's stance on substance abuse.

iii. Anti-Drug Awareness Rally



Under the theme "Youth Against Drug Abuse," the Anti-Drug Cell organized a Drug Awareness Rally, aimed at spreading awareness and encouraging young people to

reject drugs. Students marched through the Kaffota village and market, holding banners and placards with impactful messages such as “Say No to Drugs” and “Youth for a Drug-Free Society.” The rally not only spread awareness but also fostered a sense of community responsibility towards combating drug abuse. This public event engaged both students and residents, creating a powerful communal voice against the threats of substance abuse.

iv. Educational Lecture by the SDM, Kaffota


To further strengthen awareness, a lecture on Drug Abuse Prevention was delivered by the SDM Kaffota, who highlighted the detrimental effects of drug addiction on individuals, families, and society. Emphasizing preventive measures, the SDM shared valuable insights into identifying early warning signs of addiction, the importance of responsible decision-making, and the avenues for support and rehabilitation. This interactive session empowered students with knowledge and resources, equipping them to make informed, healthy choices.

Through these impactful programmes, Government Degree College Kaffota actively nurtures a socially responsible, health-conscious student community, reinforcing the message that a drug-free life is essential for personal and societal wellbeing.

File Description	Document
Supporting Documents & Additional Information	
Supporting Documents & Additional Information	

2.6.2. % of students benefitted

Response: More than 50%

File Description	Document
Supporting Documents & Additional Information	


2.6.3. Counselling of suspected addicts

Response: Yes

At Government Degree College Kaffota, addressing substance abuse is handled with utmost confidentiality and sensitivity. Some students were identified as drug addicts by the Anti-Drug Squad. During the mentoring sessions, a few students identified to be exhibiting signs of drug dependence were counselled by the

mentors. These sessions provided a safe space for students to openly discuss their challenges and receive guidance on overcoming addiction.

Recognizing the importance of specialized support, students were encouraged to seek further assistance from professional medical officers. This intervention reflects the college's commitment to ensuring the health, safety, and holistic development of every student, in alignment with its mission of fostering a nurturing and supportive campus environment.

File Description	Document
Supporting Documents & Additional Information	

2.7. Gender Equity

2.7.1. No. of health/sensitization programmes organised

Response: 3 and above

Government Degree College Kaffota is dedicated to fostering a culture of gender equity, aligning with the United Nations' Sustainable Development Goal (SDG) 5: "Achieve gender equality and empower all women and girls." This commitment extends through every aspect of the institution, from curricular and extracurricular activities to community outreach and sensitization programs. Recognizing that students hail from diverse socio-cultural backgrounds—many from rural and tribal communities—the college takes a proactive approach to promote gender sensitivity, inclusion, and empowerment as essential values.

The college's gender equity initiatives are designed to educate students about gender-related issues, encourage open dialogue, and support women's health and social equity. These programs include targeted health and wellness sessions, legal awareness on harassment protections, and open discussions on social and gender-related challenges. By creating a safe, inclusive space where students can engage with and understand gender equity, the college empowers them to challenge stereotypes, advocate for equal rights, and become ambassadors for positive change within their communities.

Through these ongoing initiatives, Government Degree College Kaffota ensures that its students not only benefit from a supportive campus environment but are also prepared to contribute meaningfully to a more equitable and inclusive society, resonating with the SDG's broader mission of promoting equality and empowering every individual.

The following initiatives were organized to promote gender equity and address health and social sensitization:

i. "EmpowerHER" - Menstrual Hygiene Management Programme

EmpowerHER focuses on menstrual hygiene awareness, addressing the need for reliable information, hygienic menstrual absorbents, and facilities for girls and women to manage menstruation with dignity and privacy.

Unfortunately, people often find it embarrassing to talk about menstruation. "Nobody hides tissues when they have a runny nose... people don't get conscious when they have a sneeze coming on and public outbursts are casually blessed. The same is not there of periods." What is worse, even the sanitary-product advertisements avoid mentioning menstruation by pouring a blue liquid on the sanitary item to demonstrate its absorptiveness. This shows the stigma surrounding the blood associated with menstruation.

Implemented through the Women Development Cell and NSS, this program aims to break the stigma and "culture of silence" around menstruation by fostering open discussions on menstrual health, debunking myths, and promoting access to necessary facilities and resources. This initiative encourages a supportive environment where menstruation is understood as a normal and natural process.

ii. Lecture Session on World Breastfeeding Week

In observance of World Breastfeeding Week, celebrated globally during the first week of August, Government Degree College Kaffota hosted an informative lecture to emphasize the importance of breastfeeding for both mothers and infants. This session was designed to spread awareness about the health benefits of breastfeeding, debunk common myths and misconceptions, and empower the students, particularly young women, with knowledge for future family health planning. This also addressed the stigma some mothers face, particularly in public breastfeeding, and how supportive attitudes toward breastfeeding in the family and community can alleviate this pressure.

iii. Healthcare Support Programme

The college provides essential healthcare support on campus through a Health Fund @ ₹ 6/- and Student Aid Fund @ ₹2, collected annually to ensure emergency aid is available to students. While medical personnel cannot be appointed due to limited funding, a well-equipped First-Aid Box is available with essential supplies for emergencies during campus activities. In cases of severe health issues, students can access the government-provided 24/7 108 ambulance service, and are directed to the nearby Primary Health Centre (PHC) or government hospital for further assistance. The college supports medical expenses for athletes with injuries, ensuring they receive appropriate care. Medical leave is also provided for students needing recovery time.

iv. "Wellness in the Hills" - Holistic Health Awareness Programme

The Wellness in the Hills program emphasizes holistic health through physical fitness, mental well-being, and lifestyle awareness, leveraging the college's serene Himalayan surroundings. Yoga, meditation, and stress-management sessions are organized to help students and staff prioritize wellness. This initiative encourages healthy habits and mental resilience, fostering a well-being culture within the college community. Open to students, faculty, and the local community, it promotes a balanced lifestyle and emphasizes preventive health practices.

v. Special Session on Women's Mental and Social Health

This session, organized by the Women Development Cell (WDC), addressed mental and social health issues affecting female students. The program highlighted common challenges faced by women in rural areas and provides guidance on mental resilience, stress management, and self-care. Interactive discussions and mental health resources aim to promote awareness of mental health as a crucial aspect of well-being and build a supportive environment for students' personal and emotional growth.

vi. Informative Lecture on Sexual Harassment Laws

A lecture organized by the Internal Committee provided in-depth knowledge on the *Sexual Harassment of Women at Workplace (Prohibition, Prevention, and Redressal) Act, 2013*, and the *POCSO Act, 2012*. This informative session educated students about their legal rights, protections against harassment, and how to seek redressal if needed. The session emphasized the importance of a respectful, safe academic environment and encouraged students to be aware of their rights and to stand against harassment.


These initiatives underscore Government Degree College Kaffota's commitment to gender equity, empowerment, and a safe, inclusive educational environment for all students.

vii. Age relaxation to girl students in admissions

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


viii. Tuition Fee Exemption

Tuition fees exemption is provided to bonafide Himachali girl students.

File Description	Document
Supporting Documents & Additional Information	

2.7.2. % of students benefitted


Response: more than 20%

File Description	Document
Supporting Documents & Additional Information	

2.7.3. Women anti sexual harassment committee constituted as per norms

Response: Yes

The Internal Committee at Government Degree College Kaffota is constituted in full compliance with Section 4.1 of the UGC Guidelines on the *Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions* (Regulations, 2015) and the *Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013*. This mandated body ensures a secure and supportive environment for women, addressing grievances and implementing preventive measures to uphold dignity and equality within the college community.

File Description	Document
Supporting Documents & Additional Information	

2.7.4. Grievances Redressal as per timeline

Response: Yes


At Government Degree College Kaffota, the Internal Committee (IC) and other dedicated Grievance Redressal Committees operate in accordance with established timelines and protocols to address student and staff grievances promptly and fairly.

The IC specifically handles cases of sexual harassment and gender-based issues as mandated by *The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013*, following a defined procedure for filing, hearing, and resolving complaints within stipulated timeframes.

Other grievances related to academics, administrative concerns, and general student welfare are managed by respective Grievance Redressal Committees, ensuring all complaints are acknowledged, investigated, and resolved promptly. This structured approach fosters a transparent, responsive, and inclusive campus

environment where issues are addressed effectively to maintain a positive atmosphere.

Timely redressal enhances accountability and reinforces the college's commitment to supporting a fair and harmonious educational space.

File Description	Document
Supporting Documents & Additional Information	

2.8. Mentor-Mentee Groups

2.8.1. Sessions conducted per group of students

Response: 4 and more session

The Mentor-mentee system has ensured individual attention to the students by the teachers.

i. Mentoring Policy

All teachers shall be mentors of some classes every year. The collective and individual one-to-one mentoring has resulted into a strong bond of trust between teacher and taught. The mentor-mentee system enables the female students to interact with the faculty and find solutions. Personal problems are kept confidential leading to building up of trust between mentor and mentee.

ii. Mentor-Mentee Coordinator


The Mentor-Mentee System is managed and coordinated by the Mentor-Mentee Coordinator. The Mentor-Mentee lists are prepared by the Mentor-Mentee Coordinator and the lists (one list sorted mentor-wise and the other list sorted mentee-wise) is displayed on the college website, notice board and the WhatsApp groups.

iii. Responsibilities and Activities of a Mentor

The IQAC has proposed a few among the many activities having far reaching consequences that a mentor can do.

- Advise the mentees both individually and collectively on academic, career, personal and financial decision-making.
- Ensure that the mentoring process facilitates cognitive, social, and emotional growth of the mentees.
- Do necessary follow-up on the assigned tasks to the students.

- Encourage students to participate in co-curricular and extra-curricular activities.
- Inculcate soft skills, life skills and employability skills to make the mentee fit for the global market.
- Identify the strengths of the mentees and motivate them with the right level of challenges.
- Identify the weaknesses of the mentees and help in overcoming them.
- Make efforts to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process.
- Mentors have to ensure that each student has a fair idea about the syllabus, Program Outcomes, Program Specific Outcomes and Course Outcomes of all their respective courses and programs.
- Make the mentees aware of the multiple opportunities provided by the institution towards their learning and growth.
- Take active interest in promoting internship, student exchange, field visit opportunities for students.
- Encourage mentees to join at least one of the clubs of the college and help them to identify their tastes and talents.
- Collect observations and suggestions from mentees for improving the overall teaching-learning experience in our institution.
- Encourage each mentee to engage in some socially useful productive activities.
- The mentors should have sympathetic approach to sensitive issues and should be able to maintain confidentiality. The mentors should keep a confidential record of personal interaction with their mentees.
- Ensure availability of the mentoring as per urgency of the need of mentees.

File Description	Document
Supporting Documents & Additional Information	

2.9. Coaching for National level competitive examinations/ HAS

Response: Yes

Government Degree College Kaffota is committed to empowering students for success in national and state-level competitive examinations, including the Himachal Pradesh Administrative Services (HAS) and other UPSC exams. Recognizing the potential of its students, especially those from rural, economically disadvantaged backgrounds, the college has initiated specialized coaching sessions led by its faculty members. The key Features of the Coaching Initiative are:

i. Subject-Focused Sessions:

Special coaching classes are conducted by college faculty who are experts in key areas tested in competitive exams, such as History, Political Science, Hindi, English, and Economics. These sessions follow the competitive exam syllabus, ensuring that students receive focused and relevant guidance.


ii. Exam-Oriented Teaching:

Faculty members tailor their teaching methods to meet the demands of competitive exams, concentrating on analytical skills, answer-writing techniques, and understanding complex concepts, which are essential for success.

iii. Supportive Learning Environment:

Students are encouraged to clarify doubts, engage in discussions, and practice answering typical exam questions. This collaborative approach helps to build their confidence and understanding of exam patterns.

By leveraging its faculty's expertise, Government Degree College Kaffota provides a supportive framework that motivates students to aim high, contributing to their personal and professional growth and preparing them for meaningful contributions to society.

File Description	Document
Supporting Documents & Additional Information	

2.10. Remedial Classes/Bridge Courses

2.10.1. % of students benefitted

Response: More than 20%

At Government Degree College Kaffota, inclusive education practices are prioritized to ensure all students, especially those from the Hatti Scheduled Tribe and other socio-economically disadvantaged backgrounds, receive adequate academic support. The college recognizes the diverse learning paces and backgrounds of its students and has implemented **remedial classes** for slow learners and **bridge courses** for students taking up new subjects.


i. Remedial Classes for Slow Learners:

- These classes are designed to help students who need additional assistance in foundational subjects, particularly those who may face challenges adapting to the academic rigor of higher education.
- Faculty members provide targeted instruction to address specific difficulties students may face, including language proficiency and subject comprehension, with an emphasis on individual attention.
- By reinforcing core concepts, these sessions bridge learning gaps, boost confidence, and help students achieve better academic outcomes.
- Faculty members engage with students to understand their specific learning challenges and customize teaching methods accordingly.

ii. Bridge Courses for New Subjects:

- For students venturing into unfamiliar subjects or streams, bridge courses provide a foundational understanding, helping them acclimate to the course content and requirements.
- These courses are especially beneficial for students from rural, agrarian backgrounds who may have limited prior exposure to certain subjects.
- Topics include introductory sessions on subject basics, key terminology, and essential study skills to ease the transition and enhance their grasp of complex material.

By fostering an inclusive and supportive environment, Government Degree College Kaffota aims to reduce educational disparities, empowering students from all backgrounds to fully participate in academic life and pursue their aspirations with confidence.

File Description	Document
Supporting Documents & Additional Information	

2.11. Capacity Building of Students

2.11.1. Life Skills (Yoga, Martial Arts, Problem solving, Critical thinking, Decision making, Effective communication skills, coping with stress and emotions etc.)

Response: Yes

Government Degree College Kaffota actively fosters students' life skills through structured programs and activities designed to build resilience, confidence, and effective communication, enabling students to excel in both academic and personal spheres. Recognizing the diverse needs of students, including those from the Hatti Scheduled Tribe and socio-economically disadvantaged backgrounds, these capacity-building initiatives focus on developing a balanced, adaptable skill set. The Key Capacity-Building Programs include the following:

i. **Yoga for Physical and Mental Well-being:**

Holistic Wellness:

The college conducts yoga sessions during NSS camps aimed at promoting physical flexibility, mental clarity, and emotional balance. Yoga classes also address stress and anxiety, equipping students with techniques to cope with academic and personal challenges.

Mindfulness Practices:

Yoga sessions include breathing exercises and mindfulness practices to help students develop self-discipline and mental resilience, essential for managing stress and achieving a balanced lifestyle.

ii. **Problem-Solving Methodologies:**

Curriculum Integration and Beyond:

While problem-solving is incorporated into some programs' curricula, additional efforts extend these skills across all disciplines. Students learn to approach complex and unpredictable situations systematically, using both analytical and creative thinking.

Confidence and Decision-Making:

Through practical exercises, students develop the confidence to make effective decisions, tackle challenges, and devise innovative solutions—a critical skill set for future workplaces. The student’s active involvement in organising various college level activities inculcates decision-making abilities among the students.

iii. Critical Thinking Development:

Case Study Analysis and Fiscal Discussions:

In economics and commerce classes, students engage in case studies, budget analyses, and discussions on fiscal policy. These activities promote analytical thinking and empower students to evaluate complex issues critically.

Engagement with Real-World Scenarios:

Students gain insights into practical financial and economic challenges, encouraging them to think beyond the classroom and prepare for real-world problem-solving.

iv. Effective Communication Skills:

Phonetics and Active Listening:

The college offers phonetics training to enhance students' pronunciation and listening skills. This helps them become active listeners and articulate communicators, ready to resolve misunderstandings and engage constructively.

Presentation and Interaction Skills:

The interactive sessions enable students to refine their public speaking, writing, and interpersonal skills, essential for collaborative environments and future professional roles.

v. Coping with Stress and Emotional Regulation:


Stress Management Techniques:

Yoga and mindfulness sessions also focus on emotional regulation, teaching students the methods to manage academic and personal pressures effectively.

Support Systems and Counselling:

Counselling sessions and peer support initiatives provide students with a supportive environment to express concerns and seek guidance, reinforcing their mental well-being and resilience.

Through these programs, Government Degree College Kaffota prioritizes a well-rounded approach to student development, building life skills that extend beyond academics and prepare students to meet future challenges with confidence and composure.

File Description	Document
Supporting Documents & Additional Information	

2.11.2. Language-cum- Graduate attributes Development programmes

Response: Yes

Government Degree College Kaffota is dedicated to strengthening the language skills and essential attributes of its students, especially considering the diverse backgrounds of its student, which includes a significant proportion from the Hatti Scheduled Tribe and other socio-economically disadvantaged sections. This **Language-cum-Graduate Attributes Development Programme** fosters language proficiency and vital graduate attributes in both Hindi and English, recognizing that a balanced approach to language skills is essential for the students' academic and professional growth. The key components of the Programme are as follows.

i. **Bilingual Language Development:**

English and Hindi Foundations:

The program emphasizes foundational skills in both Hindi and English, understanding that students from private schooling backgrounds may need reinforcement in Hindi, while others require robust English support for competitive exams and career readiness.

Grammar and Syntax:

Core concepts in grammar, vocabulary building, and comprehension are emphasized in both languages to create a strong linguistic base.

ii. **College Magazine 'Bhanuja':**

The production of the college magazine, Bhanuja, offers students a platform to express their creativity and develop their language skills practically. A structured editorial team, comprising student editors, staff editors, and a chief editor, ensures high standards in content creation and organization. Student editors manage submissions, while staff editors assist with grammar and syntax corrections, under the supervision of the chief editor, who compiles each section. This process empowers students to play an active role in publishing and enhances their creative expression and responsibility.

iii. Graduate Attribute Development:


Critical Thinking and Analytical Skills:

Lessons encourage critical thinking, analysis, and articulate communication, preparing students to excel in academic and real-world contexts.

Problem-Centric Aptitude Training:

Aptitude skill training sessions focus on developing problem-solving abilities, logical reasoning, and critical thinking. Through these exercises, students sharpen their mental abilities, fostering a well-rounded, analytical skill set that is crucial for both academic exams and life skills.


Through this multifaceted approach, the college nurtures well-rounded individuals, helping students develop strong language skills, creativity, analytical thinking, and ethical responsibility. This program equips them with the necessary competencies to succeed in their academic pursuits and contribute meaningfully to society.

File Description	Document
Supporting Documents & Additional Information	

2.12. Career Counselling & Placement Cell


2.12.1. No. of Career Counselling Sessions organised for each group of students:

Response: Less than 5

File Description	Document
Supporting Documents & Additional Information	

2.12.2. Number of Placement Drives

Response: Less than 2


File Description	Document
Supporting Documents & Additional Information	

2.12.3. Self-Employment Modules Organised

Response: Nil

2.12.4. No. of students Benefitted


Response: More than 50%

File Description	Document
Supporting Documents & Additional Information	

2.13. Student Progression


2.13.1. % of Students opted for Higher Education

Response: 20-30%

File Description	Document
Supporting Documents & Additional Information	

2.13.2. No. of students who cleared National Level examination (IAS, CDS, OTA JAM, NET etc.) and HAS, A.P. through HPPSC

Response: 5.0×2 (no. of students) = 10

File Description	Document
Supporting Documents & Additional Information	

2.14. No. of Co-curricular and Sports Activities organised

2.14.1. Inter-University Events (Zonal/National)

Response: Nil


2.14.2. Inter-College events

Response: Nil

2.14.3. Intra-College Events (Annual Athletic Meet and Cultural Functions)


Response: 3*3 (Number of Events) = 9

- i. Annual Athletic Meet 2023-24
- ii. CSCA Cultural Function "Aagaaz"
- iii. Hindi Diwas Celebration

File Description	Document
Supporting Documents & Additional Information	


2.15. Annual Prize Distribution Function Organized

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

2.16. College Magazine Published

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


2.17. College website updated regularly or not

Response: Yes

Website URL: <https://gckaffota.ac.in/>

Our college website is consistently updated to provide students, faculty, and the community with the most current information. Regular updates ensure effective communication and keep everyone informed about important announcements, academic calendars, campus events, and available resources.


The website serves as a vital platform for disseminating news, showcasing achievements, and enhancing user navigation, making it easy for visitors to find relevant information efficiently.

File Description	Document
Supporting Documents & Additional Information	

3. INFRASTRUCTURE & RESOURCES

3.1. Classrooms: Class rooms well maintained

Response: Yes


File Description	Document
Supporting Documents & Additional Information	

3.2. Library Facilities

3.2.1. Whether adequate print books available

Response: Less than 500 Books per hundred students


All the records are well maintained in library registers and Library physical verification certificate with self assessment Performa is attached. It is pertinent to mention here that the college library was thoroughly inspected by representatives from the Directorate as part of a statewide initiative to grade and rank libraries in government colleges across Himachal Pradesh.

File Description	Document
Supporting Documents & Additional Information	

3.2.2. Whether daily Newspaper (minimum 5) magazines (minimum 3) and journals (minimum 3), available

Response: Yes

All the records are well maintained in library registers and Library physical verification certificate with self assessment Performa is attached. It is pertinent to mention here that the college library was thoroughly inspected by representatives from the Directorate as part of a statewide initiative to grade and rank libraries in government colleges across Himachal Pradesh.

File Description	Document
Supporting Documents & Additional Information	


3.2.3. Whether access to e-resources available

Response: No

3.2.4. Seating Capacity in the Library

Response: 10% or more than the student's strength


All the records are well maintained in library registers and Library physical verification certificate with self assessment Performa is attached. It is pertinent to mention here that the college library was thoroughly inspected by representatives from the Directorate as part of a statewide initiative to grade and rank libraries in government colleges across Himachal Pradesh.

File Description	Document
Supporting Documents & Additional Information	

3.2.5. Usage of library resources

Response: 75%

All the records are well maintained in library registers and Library physical verification certificate with self assessment Performa is attached. It is pertinent to mention here that the college library was thoroughly inspected by representatives from the Directorate as part of a statewide initiative to grade and rank libraries in government colleges across Himachal Pradesh.

File Description	Document
Supporting Documents & Additional Information	


3.2.6. Digital Library having at least 5 computer system with internet facility:

Response: No

3.3. ICT Facilities


3.3.1. No. of Interactive Panels/Virtual Classrooms Multimedia Projectors/K-Yan

Response: 2

File Description	Document
Supporting Documents & Additional Information	


3.3.2. % of teachers using ICT facilities

Response: >50%

File Description	Document
Supporting Documents & Additional Information	


3.3.3. No. of students benefitted from ICT facilities

Response: >50%

File Description	Document
Supporting Documents & Additional Information	


3.3.4. Internet Connections-Leased Line/Fibre Network/ Wi-Fi campus (Yes or No)

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

3.3.5. Use of ICT facilities

Response: 100%

File Description	Document
Supporting Documents & Additional Information	


3.4. Facilities for Specially-abled Students

3.4.1. Ramps/ Wheelchair/ Support railing

Response: Yes

Government Degre College Kaffota is committed to creating an inclusive and accessible environment for all students, including those with special needs. The college has implemented several facilities to ensure that specially abled students can navigate the campus and participate in academic activities with ease and dignity.

The campus is equipped with ramps at key entry points and buildings, ensuring smooth access to classrooms, and administrative offices for specially-abled students. These ramps are designed to be wheelchair-friendly, facilitating movement across different areas of the campus. Wheelchairs are available on request for students who may need assistance with mobility. The support railing has been provided at various places across the college building.


File Description	Document
Supporting Documents & Additional Information	

3.4.2. Separate Washrooms

Response: Yes

Government Degre College Kaffota has made provisions for separate washroom for specially-abled students. This washroom is designed to be accessible and user-friendly. This washroom is located at a convenient place, ensuring easy access for specially-abled students.


By providing these facilities, Government College Kaffota demonstrates its dedication to fostering an inclusive and supportive educational environment where all students, regardless of their physical abilities, can thrive and achieve their academic goals.

File Description	Document
Supporting Documents & Additional Information	

3.5. Sports Facilities


3.5.1. No. of games/ sports activity conducted

Response: Less than 5

File Description	Document
Supporting Documents & Additional Information	


3.5.2. Indoor sport facilities

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


3.5.3. Adequate sports equipment

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

3.5.4. Gymnasium (Operational)

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

3.6. Auditorium/Hostels/Seminar Hall/Staff Quarters

3.6.1. Auditorium

Response: No

3.6.2. Hostels

Response: No

3.6.3. Staff Quarters

Response: No

3.6.4. Seminar Hall

Response: No

3.7. Laboratories

3.7.1. Laboratories with adequate equipment according to syllabi

Response: Yes


Government Degree College Kaffota maintains laboratories for both **Music and Commerce departments**. Given the relatively low student enrolment in these departments, the existing lab facilities and resources are sufficient to meet the academic needs of these students. The equipment provided is aligned with the syllabus requirements, ensuring that students have access to the necessary tools for practical learning and hands-on experience.

3.7.2. Usage of available Lab infrastructure

Response: Yes

The available lab infrastructure is utilized as per the course curriculum requirements. Practical sessions are scheduled to ensure optimal use of the lab resources, allowing students to apply theoretical knowledge through experiential learning. This approach reinforces students' understanding of course content, providing them with valuable skills applicable to their respective fields.


Through these initiatives, Government Degree College Kaffota effectively supports practical learning, ensuring that students benefit from a well-equipped, syllabus-compliant lab environment.

File Description	Document
Supporting Documents & Additional Information	

3.8. Computers

3.8.1. Adequate numbers of computers

Response: One system per 41-50 students


File Description	Document
Supporting Documents & Additional Information	

3.8.2. Usage of computer hardware

Response: 100%

Government Degree College Kaffota ensures that all computer systems within the campus are fully functional and regularly used by both students and staff. The computers support various academic and administrative tasks, contributing to effective digital learning, and skill development among students. Faculty and staff rely on these systems for preparing lectures, maintaining records, and streamlining administrative processes, enabling efficient college operations.


Through consistent usage and upkeep of computer hardware, the college maximizes the utility of available technology, fostering a productive and digitally supportive educational environment.

File Description	Document
Supporting Documents & Additional Information	

3.9. Canteen, Staff Room/ Faculty Room, space for NCC, NSS, Rangers & Roves, Examination Room, Medical Care Facilities


3.9.1. Canteen

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


3.9.2. Staff Room/ Faculty Room

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


3.9.3. Space for NCC

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


3.9.4. Space for NSS

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


3.9.5. Space for Rangers & Roves

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


3.9.6. Examination Room

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

3.9.7. Medical Care Facilities

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

3.10. Documentation of Academic, co-curricular and extracurricular activities and achievement of students and staff on regular basis


Response: Yes

Government Degree College Kaffota has established a structured system for the systematic documentation of all academic, co-curricular, and extracurricular activities, alongside the achievements of both students and staff. This robust mechanism ensures accurate and regular record-keeping, providing valuable data for internal assessments, quality assurance, and accreditation. The key components of documentation are as follows:

- i. **Culture and Sports Committee, NSS, R&R and other Clubs etc.:**
 - These committees meticulously track all student involvement in cultural, sports, and competitive events at local, district, state, and national levels.

- It collects evidence of achievements, such as certificates and photographs, and compiles reports which are submitted to the Internal Quality Assurance Cell (IQAC).
 - The Prize Committee, in collaboration with departments, identifies high achievers through university records, compiling these accomplishments for the annual prize distribution.
- ii. Administrative Office:**
- The office manages documentation related to administrative and financial aspects, tracking event expenditures, infrastructure maintenance, and student performance metrics.
 - Faculty participation in professional development programs and achievements, such as research publications, are also recorded.
 - Achievements of Staff are mentioned in Annual reports of the college as well as in their ACRs and service books.
- iii. Internal Quality Assurance Cell (IQAC):**
- IQAC serves as the central repository, organizing and documenting all institutional events.
 - It compiles comprehensive reports from various committees and departments, incorporating them into the institution's overall documentation system for audits, accreditation, and assessment.

This structured documentation not only supports internal quality improvements but also enables Government Degree College Kaffota to meet accreditation standards while showcasing student and faculty accomplishments across a range of activities.

File Description	Document
Supporting Documents & Additional Information	

4. INSTITUTIONAL MANAGEMENT

4.1. Institutional Vision

4.1.1. Vision Document

i. Our Vision

To empower the young generation by exposing them to a wide culture of creativity to improve the quality of individual and societal life by means of holistic education, healthy socialization, and skill development to meet the challenges of the rapidly changing world.

ii. Our Mission

Our mission is to educate our students up to the highest standard and to prepare them for life-long learning and leadership in the field of knowledge of global standard, to empower the young generation with holistic development by exposing them to a wide culture of creativity and innovation and to improve the quality of individual and societal life by means of holistic education, healthy socialization and skill development to meet the challenges of the rapidly changing world.

The mission statement of the College signifies the existence and its road map to the achievement of the vision.

The mission statement vividly encapsulates the actions of the Institution and spells out its overall goal by providing the path and guide to decision-making.

The motto of our college fully enshrines the mission statement:

'विद्या ददाति विनयम्' का अर्थ है, 'ज्ञान से विनम्रता आती है'. इसका पूरा श्लोक है:

विद्या ददाति विनयम् विनयाद याति पात्रताम्

पात्रत्वात् धनम् आप्नोति धनाद धर्मं ततः सुखम्

इसका अर्थ है: विद्या से विनम्रता आती है, विनम्रता से पात्रता आती है, पात्रता से धन और समृद्धि आती है, समृद्धि से सही आचरण आता है, सही आचरण से संतोष मिलता है।

शिक्षा से जीवन में मार्गदर्शन मिलता है और मुक्ति मिलती है. शिक्षा से मनुष्य सामर्थवान होते हैं और बेहतर समाज में योगदान देते हैं।

'Vidya dadati Vinayam' means, ' Knowledge brings humility '. Its full verse is:

Vidya dadati vinayam vinayad yaati adhikaratam


Patratvat Dhanam Apnoti Dhanad Dharmam Tatah Sukham

It means: Knowledge brings humility, humility brings worthiness, worthiness brings wealth and prosperity, prosperity brings right conduct, right conduct brings satisfaction.

Education provides guidance in life and gives liberation. Education empowers humans and helps them contribute to a better society.

iii. Our Objective

- Preparing students for success in their chosen field or profession, through academic and practical training.
- Providing students with a broad-based education that encourages critical thinking, creativity, and lifelong learning.
- Fostering personal and professional growth, through opportunities for leadership, community service, and cultural enrichment.
- Developing students' communication, collaboration, and problem-solving skills, which are essential in today's job market.
- Preparing students for global citizenship, through exposure to diverse cultures and perspectives.

File Description	Document
Supporting Documents & Additional Information	

4.1.2. Institutional Development Plan (IDP)

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

Objectives of Institutional Development Plan and its Deployment

- a. To perform need assessment based on wide consultations with all the stakeholders which includes students, parents, staff, CSCA, alumni, industry and civil society to identify goals, priorities, and commitments by the college that are aligned with the vision and mission of the institution.
- b. To list the activities that would help in achieving the goals.


- c. To develop a resource-based view, identifying resource gaps and action plans to bridge these gaps.
- d. To develop annual activity plans that would help achieving the institution's goals.

Procedure for formulation of Institutional Development Plan

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


Institutional Development Plan 2022-27

The Institutional Development Plan for five years (2022-2027) has been prepared by the IQAC and approved by the then principal after following a participatory process ensuring the involvement of all the stakeholders for meeting future challenges in the field of higher education. The Plan is uploaded on the college website for perusal of all the stakeholders. The plan included NAAC criteria-wise planning and proposed activities. This is a living document and will evolve as the plans are implemented and reviewed.

File Description	Document
Supporting Documents & Additional Information	

4.1.3. Plan of Action for above


The Institutional Development Plan is effectively deployed through a defined Plan of Action with the integration of the missions aimed at academic excellence and sustainable growth in all spheres of knowledge, socio-environment consciousness, and responsibility for nation building.

File Description	Document
Supporting Documents & Additional Information	

4.2. IQAC

4.2.1. Number of meetings per year

Response: 4 meetings per year

File Description	Document
Supporting Documents & Additional Information	

4.2.2. Number of programmes organised (Trainings, workshops, IPR, etc.

Response: 3

Government Degree College (GDC) Kaffota organized a series of three workshops focusing on the National Assessment and Accreditation Council (NAAC) accreditation process. Led by Dr. Nalin Ramaul, a seasoned expert who previously guided Government College Paonta Sahib to a commendable 'A' grade in its NAAC accreditation, these workshops aimed to equip GDC Kaffota's faculty and administrative staff with in-depth knowledge of critical NAAC themes. Each workshop covered a specific aspect of the NAAC process, emphasizing practical insights and actionable steps.

i. **Workshop 1: Understanding NAAC Criteria for Quality Assessment**

Theme: Demystifying NAAC Criteria for Institutional Quality

Objectives:

- To familiarize participants with the seven NAAC criteria, which serve as the foundational pillars for the assessment process.
- To explain the importance of each criterion and its impact on the overall institutional rating.

Content:

- Dr. Ramaul provided a detailed breakdown of each criterion, which includes Curricular Aspects, Teaching-Learning and Evaluation, Research and Innovation, Infrastructure, Student Support, Governance, and Institutional Values.
- Practical examples and case studies were discussed, focusing on how GDC Kaffota can align its strengths with each criterion.

- Q&A sessions allowed faculty to clarify their specific roles in meeting criteria standards.

Outcome:

Faculty members gained a clear understanding of NAAC expectations and how to document institutional practices to highlight strengths effectively.

ii. Workshop 2: Best Practices in Documentation and Evidence Collection

Theme: Effective Documentation for Quality Assurance

Objectives:

- To train staff on methodical documentation practices crucial for NAAC's rigorous assessment.
- To develop a strategy for evidence collection that aligns with NAAC standards and supports the self-study report (SSR).

Content:

- Dr. Ramaul covered key areas such as data organization, file management, and digital documentation practices.
- Specific tools and templates were shared for maintaining records on student participation in sports, cultural and other extra-curricular activities, teaching materials, etc.
- Participants practiced creating sample documents and received feedback on aligning documentation with NAAC standards.

Outcome:

Faculty and administrative staff gained hands-on experience in managing and organizing documentation, ensuring a smoother and more efficient accreditation process.

iii. Workshop 3: Enhancing Institutional Performance and Creating Best Practices

Theme: Innovating for Quality Improvement and Showcasing Institutional Best Practices

Objectives:


- To inspire participants to implement innovative practices that enhance overall institutional quality.
- To guide faculty in identifying and developing best practices that highlight GDC Kaffota's unique strengths.

Content:

- Dr. Ramaul explained how to recognize and structure institutional practices that demonstrate excellence, such as community engagement, environmental initiatives, and student support programs.
- Examples from GC Paonta Sahib’s NAAC journey were shared, emphasizing initiatives that contributed to the college’s high rating.
- Participants worked in teams to brainstorm and outline potential best practices unique to GDC Kaffota’s resources and goals.

Outcome:


- The college outlined several actionable ideas that could be developed into best practices, enhancing its NAAC profile and building a strong institutional reputation.
- These workshops not only empowered GDC Kaffota’s faculty and staff with essential skills for the NAAC accreditation process but also laid the groundwork for creating a quality-centred educational environment.

File Description	Document
Supporting Documents & Additional Information	

4.3. Management of Institutional Funds

4.3.1. Funds (BF, AF, PTA, etc.) used/ spent for Institutional Development/student welfare

Response: 96.50%

File Description	Document
Supporting Documents & Additional Information	

4.3.2. Periodic audit

Response: Yes

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

college are budgetary support from the State Government, grants, and special funds from UGC, RUSA and support from its stakeholders like PTA and Alumni.

The effective and efficient use of available financial resources of the college is ensured through a proper system adopted by the college. The funds received are properly allocated and distributed for the meant purpose and utmost care is taken that they are properly utilized. For all the expenditures and purchases, an established procedure is followed as per the rules and procedures mentioned in the Himachal Pradesh Financial Rules (HPFR), 2009. All these funds are subject to strict auditing.

i. Statutory Audits

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

A team constituted by AGHP Shimla works on behalf of AGHP and generate audit reports. The audit is conducted as per audit mandate laid down in the constitution of India, DPC act {The Comptroller and Auditor General's (Duties Powers and Conditions of Service) Amendment Act, 1971} and specific legislations enacted over time by the Parliament and State Legislature.

The service records are also audited by both AG office.

ii. Local Audit Department Himachal Pradesh

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

iii. External Professional (CA) Audit

External Professional (CA) Audit is conducted once in every year after the completion of financial year by the independent Chartered accountant appointed by the principal. External audits are conducted separately for grants like RUSA, UGC, NSS, and other grants received for specific purposes. An audit report certifying the financial status of the college duly signed by the CA and Principal is received once the audit is completed.

The NSS units get financial assistance from the university for conducting Seven Day camp. The expenses of the NSS units are audited by the Chartered Accountants as instructed by the University.

The work audit of the allocated funds under RUSA scheme are done by State Project Director Rashtriya Uchchar Shiksha Abhiyan (SPD-RUSA) team from Directorate of Higher Education, Government of Himachal Pradesh Shimla. However, no such has been received by the college till now.

iv. Audit of PTA and Alumni


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

v. Internal Financial Audit

There are different cashbooks for nearly 14 different funds. Cash books and account books are also thoroughly checked by the bursar or the respective coordinator(s). Principal of the college himself verifies all the entries while putting his signatures on the financial books.

vi. Internal Physical Audit


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

File Description	Document
Supporting Documents & Additional Information	

4.3.3. Settlement of bills/advances within a specified time frame

Response: Yes

Government Degree College Kaffota follows a structured and timely process for settling bills and advances. The institution prioritizes financial efficiency, ensuring that all bills and advances are processed within a specified time frame in compliance with government guidelines. Bills and advances are submitted to the administrative office and reviewed by the Bursar and the Principal for necessary endorsements. Once approved, payments are processed and released promptly to ensure vendors, service providers, and faculty members are compensated within the defined time limits.

File Description	Document
Supporting Documents & Additional Information	

4.4. Grievance Redressal of Students and Employees

Response: Redressal within week

At Government Degree College Kaffota, a robust grievance redressal system ensures that student and employee concerns are addressed promptly and effectively.

i. Grievance Collection:

A common grievance box is installed on campus, allowing students to submit their concerns either anonymously or with their names.

ii. Committee Support:

Students and employees are encouraged to approach designated committees tailored to address specific issues, including the Internal Complaints Committee, SC/ST Cell, OBC Cell, and Grievance Redressal Committee, ensuring a focused response to varied needs.


iii. CSCA Advisory Committee:

Common student issues may also be raised during the CSCA Advisory Committee meetings, where elected office bearers represent student interests, allowing for community-based redressal.

iv. Direct Access to Principal:

With a relatively small student population, the principal remains highly accessible, offering students an approachable, direct channel for pressing concerns.

The college strives to resolve grievances within a week; however, resolution times may vary based on the complexity of the issue. This system of multiple, accessible avenues underscores the college's commitment to a supportive and responsive campus environment.

File Description	Document
Supporting Documents & Additional Information	

4.5. Green and Clean Campus

4.5.1. Green initiatives of institution (at least 3)

Response: Yes

Proactive environmental initiatives foster a green, sustainable, and clean campus.

i. Tree Plantation Drives:


The college organizes tree plantation drives across the campus to enhance green cover and biodiversity. These initiatives aim to promote environmental awareness among students, encouraging active participation in sustaining local flora. Native and region-specific tree species are chosen to support the ecological balance of the region.

ii. Ornamental Potted Plants:

The college campus is adorned with some ornamental potted plants, adding aesthetic appeal while enhancing air quality. These plants, carefully selected and maintained, contribute to a pleasant environment for both students and staff, demonstrating the college's commitment to a visually appealing, eco-friendly campus.

iii. Green and Environmental Audits:

The college conducted Green and Environmental Audits to assess and enhance its environmental impact. These audits include an evaluation of resource usage, waste management practices, and pollution control measures, ensuring that the college upholds sustainable practices and actively mitigates its environmental footprint.


File Description	Document
Supporting Documents & Additional Information	

4.5.2. Cleanliness in washroom, buildings/ campus

Response: Excellent

Given the relatively low student enrolment, the college is able to maintain high standards of cleanliness across campus facilities, including washrooms and buildings. Although the government has not appointed any janitorial staff, the college proactively utilizes PTA (Parent-Teacher Association) funds to employ a dedicated sweeper. This individual ensures that the campus remains clean, well-maintained, and conducive to a healthy learning environment.


Nevertheless, the college emphasizes the pressing need for government-appointed sweepers in all state educational institutions to ensure consistent upkeep and sanitation standards across campuses.

File Description	Document
Supporting Documents & Additional Information	

4.6. Facilities for Students


4.6.1. Common room for girls

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

4.6.2. Adequate toilets as per students' strength

Response: Yes


File Description	Document
Supporting Documents & Additional Information	

4.6.3. Sanitary napkin vending machine/incinerator regularly put in use

Response: Not available


4.6.4. CSCA room with proper furniture

Response: Yes

File Description	Document
Supporting Documents & Additional Information	


4.6.5. Student centre for co-curricular activities and its regular usage

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

4.6.6. Regular use of playground


Response: Yes

File Description	Document
Supporting Documents & Additional Information	

4.7. Regular Updation of Service Books/Service Records

Response: Yes


Service Books and Service Records for all employees are consistently updated both online and offline by the administrative staff of the college office. This meticulous record-keeping includes accurate and timely entries on employee service history, including leave records, promotion dates, transfers, leave balances, training, professional development, performance evaluations, and incremental dates as per institutional guidelines. Regular updates ensure that records are precise and aligned with institutional policy, facilitating smooth processing of benefits, promotions, and verification of employee credentials. This systematic approach supports institutional compliance and the efficient management of employee information.

File Description	Document
Supporting Documents & Additional Information	

4.8. Timely Submission of ACRs

Response: Yes

Annual Confidential Reports (ACRs) for faculty and staff are submitted promptly by Government Degree College Kaffota. The college ensures that all ACRs are completed and submitted within the designated timelines, adhering to institutional and regulatory requirements. This practice supports accurate performance evaluation, facilitates career advancement, and maintains accountability within the institution.

File Description	Document
Supporting Documents & Additional Information	

4.9. Prompt Response to Official Correspondence

Response: Yes

Government Degree College Kaffota is committed to maintaining efficient and timely communication with all stakeholders, including government departments, affiliated universities, and other partners. To ensure this, we follow a systematic approach for managing official correspondence, especially for time-sensitive matters.

i. Channels of Correspondence:

We receive official letters and notifications from:

- Department of Higher Education and Directorate of Higher Education
- Himachal Pradesh University (affiliating university)
- University Grants Commission (UGC) and Ministry of Education
- Various Government Departments and Boards

ii. Entry in the Dairy Register:

Upon receipt, each correspondence is logged in the dairy register to track its processing status.

iii. Dak File Organization:

Correspondence is organized in a Dak file by the designated in-charge for easy access and review.

iv. Principal's Review:

The Principal reviews each document, marks it for the relevant in-charge, and assigns it for necessary action.

v. Compliance within Timeframe:

The designated in-charge ensures that a response is prepared and dispatched within the stipulated timeframe, underscoring our commitment to timely communication.

vi. Special Provisions for Time-Sensitive Communications:

Assembly Questions:

Responses to Assembly Questions are often required on the same day or within extremely short timeframes.

Court Cases:

Responses related to court cases are strictly time-bound and receive immediate attention.

High-Level Meeting Preparations:

Certain responses, particularly those related to upcoming high-level meetings, require urgent action and immediate response.


vii. Dispatch Process:

After preparation, responses are dispatched to the concerned department with an assigned date and dispatch number, recorded in the dispatch register.

viii. Record Retention:

Copies of all correspondence and responses are retained for accountability and follow-up queries.

Through this structured approach, Government Degree College Kaffota remains responsive, accountable, and capable of meeting urgent and regular communication needs, fostering strong relationships with our stakeholders.

File Description	Document
Supporting Documents & Additional Information	

4.10. Proper maintenance of official records (Cash books/Stock registers, Fund registers, Leave records, Fine fund etc.)

Response: Yes

Government Degree College Kaffota upholds a rigorous protocol for maintaining official records to ensure transparency, accountability, and operational efficiency. Key records, including Cash Books, Stock Registers, Fund Registers, Leave Records, and Fine Funds, are meticulously organized and managed as follows:

i. Cash Books and Financial Records:

Cash Books and Fund Registers are updated regularly to reflect all financial transactions, such as receipts, expenditures, and allocations. Various funds, including Amalgamated Fund, Sports Fund, Campus Development Fund, PTA Fund, etc., are recorded with accuracy to provide a transparent view of college finances. Regular internal checks ensure accuracy and prevent discrepancies.

ii. Stock Registers:

Comprehensive Stock Registers track inventory items, including books, office supplies, laboratory equipment, and IT resources. Each entry includes purchase details, usage status, and item condition to facilitate efficient inventory management. Periodic physical audits are conducted to ensure accurate records and to address any inconsistencies.

iii. Leave Records:

The college maintains an organized system for managing Leave Records for all faculty and staff, covering casual, earned, and medical leave. Leave balances are updated regularly for streamlined approvals and audits. The institution also utilizes the Electronic Human Resource Management (E-HRM) system for digital record-keeping, ensuring efficiency and accessibility.


iv. Fine Fund Registers:

All fines imposed on students, such as absentee fines, library dues or damage fees, are carefully recorded in the Fine Fund Register. This ensures that funds are properly allocated and utilized in ways that benefit the institution.

v. Administrative Oversight and Record Integrity:


All manual records are carefully maintained by office clerks under the supervision of Superintendent II. This oversight reinforces data integrity, compliance with regulatory requirements, and security.

By embracing a structured and systematic approach to record-keeping, Government Degree College Kaffota promotes both operational efficiency and institutional accountability. These practices contribute to seamless administration and help maintain high standards of governance and transparency.

File Description	Document
Supporting Documents & Additional Information	

4.11. Proper record of students attendance and CCA

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

4.12. Whether ranked by NIRE, Other Agencies

Response: No

4.13. Whether accredited by NAAC

Response: No

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

Response: Not Applicable since the college is not accredited

4.15. Recognition for Exemplary Contributions of the Staff and Students

At Government Degree College (GDC) Kaffota, we are dedicated to fostering a culture where excellence is celebrated, contributions are valued, and each member of our community is encouraged to reach their highest potential. Our approach to recognition is rooted in the belief that by highlighting the outstanding achievements of our faculty, students, and staff, we inspire others to pursue excellence, fostering a culture of ambition, integrity, and perseverance.

i. Recognizing Academic Excellence

GDC Kaffota acknowledges students who have excelled in academics. These high-achieving students serve as role models, enhancing the intellectual environment of our college and motivating their peers to aim for similar achievements. Recognition of academic excellence is more than just an award—it's a celebration of the hard work, dedication, and passion that drive academic success.

ii. Honouring Extracurricular Achievement and Leadership

We recognize the importance of extracurricular involvement and leadership in developing well-rounded individuals. Our students actively participate in sports, community service, cultural activities, and leadership initiatives, making a positive impact on both the campus and the larger community. Students who demonstrate commitment, passion, and dedication in these areas are honoured during the Annual Prize Distribution function, acknowledging their influence on the campus and their contributions to a vibrant college life.

iii. Special Awards and College Colours for Outstanding Contributions

In recognition of student leaders, CSCA (College Students Central Association) office bearers are selected based on academic merit and are awarded college colours, a distinguished honour that represents leadership and academic excellence. This distinction reinforces the college's commitment to acknowledging students who balance academic achievement with leadership roles.

iv. Faculty Recognition for Professional and Community Contributions


Our faculty are a vital asset to GDC Kaffota, contributing not only through teaching but also through impactful research, community service, and professional accomplishments. Faculty members may receive awards from external organizations. Dr. Kuldip Singh, principal of the college has excelled in the field of

Athletics as international official viz. World Athletics Silver Level Referee and the details are appended in the annexure.

v. Public Recognition through Communication Channels

To ensure that the broader community is aware of these achievements, GDC Kaffota highlights exemplary contributions through various communication platforms, including the college website and social media. This visibility not only celebrates individual success but also creates a supportive community environment that values hard work and dedication.

Through these initiatives, GDC Kaffota underscores the importance of recognizing excellence at every level. By honouring the contributions of students, staff, and faculty, the college strengthens its commitment to nurturing talent, fostering a culture of achievement, and building a legacy of inspiration and pride.

File Description	Document
Supporting Documents & Additional Information	

4.16. Involvement of Stake Holders

4.16.1. PTA

i. PTA constituted as per norms

Response: Yes

Government Degree College Kaffota has constituted the Parent Teacher Association (PTA) in compliance with Section 2.33 to 2.33.7 of the Himachal Pradesh Education Code, 2001. This initiative ensures alignment with the norms laid out for community involvement in educational institutions.

ii. PTA supportive

Response: Yes

The PTA operates as a non-political entity fostering collaboration and communication between parents and teachers, with a focus on enhancing academic standards and improving the college's infrastructure. Its supportive nature facilitates better alignment between community expectations and the college's developmental goals.

iii. Significant contribution of PTA (enclose documentary proof)

Response: Yes

The PTA at Government Degree College Kaffota is an example of participatory governance, representing parents as key stakeholders. This setup has allowed the

institution to gain insights into parental expectations, particularly around facilities and academic quality.

Active Role in Decision-Making

The PTA engages parents and teachers in collaborative decision-making. This involvement helps the college address critical administrative and financial challenges effectively, benefiting from the collective inputs of parents and teachers alike.

Support During Staff Shortages

During periods of staff shortages, such as janitorial staff (safai karmachaari), the PTA has taken the initiative to arrange temporary staff under its governance, ensuring uninterrupted college operations.

Infrastructure and Logistical Contributions

To meet urgent infrastructural and logistical requirements, the PTA provides support where government resources may be delayed or unavailable, contributing directly to the college's developmental needs.

Advocacy and Government Engagement

The PTA also acts as a representative body advocating for the college's needs by liaising with government authorities to ensure prompt action on critical issues, thus playing a vital role in voicing the college's priorities.


Financial Transparency and Accountability

The PTA maintains transparent financial practices, mobilizing resources through subscriptions, donations, and contributions. Financial records are overseen by the governing body and verified at the annual general meeting, ensuring accountability. PTA subscription fees are collected from each student along with the college fees to ensure sustainable operations.

Government Compliance in Appointments

The PTA adheres to government instructions regarding temporary appointments, seeking prior government approval for all appointments as required.

Through its structured and responsive actions, the PTA contributes significantly to the effective governance, academic enhancement, and infrastructural support of Government Degree College Kaffota.

File Description	Document
Supporting Documents & Additional Information	

4.16.2. OSA

i. OSA framed as per norms

Response: Yes

The Government Degree College Kaffota Old Student Association (GDCKOSA) formally got registered on 31st August 2023 with Registration No. HPCD-15038 in the office of Registrar of Societies, SDM Kaffota under Himachal Pradesh Societies Registration Act, 2006. The Registration Certificate and the Memorandum of Association are enclosed in the supporting documents.

ii. Financial contribution or equivalent (in-kind) per 100 Alumni of Rs. 25,000/- per annum

Response: No

iii. Non-financial contribution (career counselling, talk, interactive session / facilitation in placement of students etc. on regular basis

Response: Yes

The Old Students Association of the college was established with an aim to promote interaction and networking among the alumni of the institution. It has been successfully carrying out its goals and objectives since its inception and has steadily risen. It has been consistently taking efforts to implement its activities. Every year an alumni day is being celebrated with much pomp and glory thereby, instilling an intimate fellowship among the former students.

The General Secretary of the Alumni Association liaison with the alumni for updating information and status of the alumni. The institute ropes in alumni through various strategic initiatives such as expert talks, mentoring, guidance, to name a few. Alumni of the institute have indomitable faith in their alma mater which is our success factor.

Career Guidance

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

Involvement in College Functions

The alumni are invited to various college functions and in various activities. This initiative and practice has developed special bonding between alumni and our students.

Curriculum Feedback


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

Representation in IQAC

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


Annual Alumni Meeting

To nurture and sustain old bonding, Alumni association organizes alumni meets to reunite with their classmates, faculty members, and management, revitalize their memories and share professional experiences with the prospective graduates.

File Description	Document
Supporting Documents & Additional Information	

4.17. Feedback from Stakeholders other than Students and action taken thereon

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

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

Response: Yes

Focus has been on bringing the paradigm shift in teaching learning pedagogy to make it robust and measurable. Concerted efforts of the college have made teaching learner centric and participative. Several initiatives have enriched the teaching-learning process and there is a constant introspection and reflection on the part of the teachers.

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

i. Review Meetings:

The college conducts the review of students' outcomes in academics, co-curricular, extracurricular and extension activities and discusses the action taken during next academic session for achieving excellence in its meetings of various bodies constituted in the college. These include:

- a. Internal Quality Assurance Cell (IQAC)**
- b. College Advisory Committee**
- c. CSCA Advisory Committee**
- d. Staff Council**
- e. Parent-Teachers Association**

The details of these meetings, the review and recommendations made and the action taken thereon are recorded in the meeting minutes which are appended in the annexure.

ii. Review of Teaching Learning Process

Academic Audit

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

During the academic audit departmental activities are submitted by the concerned heads of the departments. The purpose of academic audit is to evaluate the performance of the departments and improve the performance subsequently.

The external audit personnel give the appraisal, suggestions, and recommendations for future action. Academic audit helps to enhance the quality of the departments, college and attain the benchmark for academic excellence.

Integrating ICT to Enhance Teaching-Learning Process

The college identified the need to integrate ICT into the pedagogical methods to enhance the quality of the teaching-learning experience. The college especially its IQAC strongly advocates the transition from the traditional chalk and talk method to ICT enabled tools that can be used in effective teaching.

Some of the classrooms have been equipped with ICT facilities with smart interactive panel with easy board software.

Internet Connectivity is enabled in the college campus through broadband connectivity and WiFi.

Teaching Lesson Plans as a Toolkit

The seamless execution of curriculum delivery is ensured through departmental meetings regarding detailed lesson plan for each paper and appropriate pedagogy for each topic is identified. Decision regarding the quantum of syllabus to be finished before a stipulated time frame is finalized in the Departmental Meetings. Week wise lesson plans along with pedagogy for the entire session are prepared and communicated to the students in classrooms also. The teaching lesson plans are available on the college website.

Academic Calendar

The academic calendar is prepared through participative methods and is kept in tune with the conduct of university examinations and sports calendar. The preparation of academic calendar ensures that the students get adequate instructional hours and teachers get maximum hours to deliver their courses effectively. The tentative schedule and date of the commencement of classes for freshers, commencement of induction programme and bridge course for them and the dates of main events like annual athletic meet, intra-mural sports events, cultural events, annual function, etc. are included in the calendar.

Introducing Transparency in CIE

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

Curriculum Feedback

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

Policy for Advanced and Slow Learners

Since the students are heterogeneous in terms of learning levels, the college has evolved a systematic mechanism to implement effective and efficient teaching-learning strategies on the basis of learning levels of students. Advanced learners need acceleration so that they can progress through the curriculum at their fast-learning pace and slow learners need extra attention to cope up with other students. To increase the intellectual ability and creativity of both, teachers

organize various programs which may help them to enhance their capacity of learning.

Mentoring Policy

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


iii. Outcome Based Education

Formulation of POs & COs

Since the embarkation of outcome-based education (OBE) model, the institute has utilized the basic array of concepts set consisting of Programme Outcomes (POs), Programmes Specific Outcomes (PSOs) and Course Outcomes (COs) for assessing the knowledge and skills acquired by the students on successful completion of a specific course/ programme. In the strict compliance with the objectives of Outcome Based Education (OBE) and the course curriculum notified by the affiliating Himachal Pradesh University, the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed and finalised by the concerned departments who offer the respective programmes. After consultation with faculty members, experts and educationists and rigorous exercise the College has developed its own COs, PSOs and POs.

Assessment of Attainment of POs & COs

Attainment of program outcomes and course outcomes are the mirror image of the graduate attributes being attained by the learners. Acquiring the properties as enunciated in graduate attributes is a constant evolving process, which requires continuous monitoring and corrective remedial measures. The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, summative and formative approaches are followed to get intended learning outcomes. The progress and performance of each student throughout the program is monitored through this organized mechanism.

File Description	Document
Supporting Documents & Additional Information	

5. BEST PRACTICES, INNOVATION AND INSTITUTION DISTINCTIVENESS

5.1. Best Practices Description & Outcome of Best Practices (at least two):

5.1.1. Best Practice 1: Good Governance - Principles and Practices

i. Title of the Practice: Good Governance - Principles and Practices

It has been learnt and experienced that in an organisation a smooth flow of energy from top to bottom and vice versa can take place only when a collective responsibility towards the institution develops. This sense of belongingness develops only through delegation of powers and subsequent fixing of accountability. Following this administrative theory, the college administration is carried effectively through a good governance mechanism leading to healthy competition and delivery in the benefit of the institution.

ii. Objectives of the Practice

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

iii. The Context

f. Good Governance:

The concept of good governance originated in the early 1990s and was adopted by the World Bank in order to introduce certain practices into loans to poor countries. By 2000, it had become one of the major aims of the United Nation's Millennium Development Goals (MDGs), addressing issues from corruption to accountability. Similarly, good governance has been embraced by the corporate sector and several national institutions. Its aim is to decrease bureaucratic malpractices and make procedures and obligations transparent, in order to gain the trust of stakeholders and the public at large.

Good governance in academic institutions can be understood as a structure—which strives to preserve the integrity of the academic value system while at the same time positioning higher education institutions vis-à-vis their larger environment to make them receptive and answerable to external messages, demands and expectations.

g. Good Governance in Higher Education Institution

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

h. Inclusive System of Governance

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

iv. The Practice

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

a. Principle of Subsidiarity and Delegation of Power

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

instructions for financial management of the institution are notified by the Department of Finance, Government of Himachal Pradesh. The Directorate of Higher Education notifies the SOE (Standard Object of Expenditure) wise delegation of financial powers to the Drawing and Disbursing Officers including the principal of the college.

b. Responsibilities Defined

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

c. Stakeholders Participation

Stakeholders are groups within society with a particular interest in higher education institution’s performance. These can range from conventional actors such as students, academics, or the government itself to newly recognised actors such as industry representatives, community authorities, parents and alumni.

Recommendations and suggestions are invited from the stakeholders before the policy formulations. Regular meetings of staff council, CSCA, advisory committee, IQAC and alumni association are conducted to pool opinions and proposals.

d. Responsibilities discharged through Committee System

As a part of inclusive system of governance, statutory and non-statutory committees are formed with representation from teaching, non-teaching, and student sections of the institution and each one of them is assigned a specific area of responsibility. These meet periodically, arrive at decisions, and make necessary recommendations.

Committees are normally formulated at the time of commencement of an academic session by taking care of hierarchy in the organisation as well as providing leadership opportunities. The principal initially invites the preferences of the staff members for the formation of various committees and cells. This helps to strengthen the management of good governance. Then the allocation of work is done by the principal in consultation with the senior teachers and the convener of the prospectus committee on the basis of experience, expertise, and preferences.

The committees which involve the students as members is constituted by inviting the names of nominated students through a selection parameter. Several committees incorporate external members as required in its constitution such as IQAC, Internal Committee, Building Fund Committee, PTA, etc.

Functional autonomy is granted to all the committees and units in the college. Thus, an inclusive governance culture is evolved in the institution.

e. Accountability

Accountability is a fundamental requirement of a good governance. It is process of expecting each member of an organization to answer to someone for doing specific tasks according to specific plans.

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

Accountability demands sound management of decision, policies, constant supervision, and monitoring of education system. It also requires adequate record keeping, periodic evaluation of performance as well as feedback to stakeholders in the organization.

f. Rotation Policy

In line with international corporate governance practices, the IQAC recommended mandatory rotation of leadership positions and other assigned responsibilities to give opportunities to other faculty members after every 2-3 years which provides every member exposure to assignments of varied nature and helps prepare second line leaders so as to avoid leadership crisis at any given time. This rotation policy helps discourage creation of vested interests and prevent capture of the governance process. The rotation process is implemented on a staggered basis within each committee, with due consideration to ensuring continuity, appropriate expertise, and availability of experience.

Mandatory periodic rotation of committee assignments and committee chair positions is favoured, but it must be recognised that it is not implementable in case of certain statutory committees where the membership composition is predefined and subject to being senior-most or ex-officio i.e., by virtue of designation like principal, office superintendent, and librarian which are single positions in the institution. This rotation policy is in consonance with the instructions of the Directorate of Higher Education, Government of Himachal Pradesh from time to time and reiterated vide letter No. 6th December 2021.

v. Evidence of Success

a. Involvement of External Members in Governance

The representatives of industries, alumni association and civil society have been incorporated in Internal Quality Assurance Cell (IQAC) as well as the Career Counselling and Placement Cell (CCPC). These include Sh. Satish Goel, President, Himachal Pradesh Chamber of Commerce and Industry; educationists Prof. T.R. Parashar and Dr. Mohan Singh Chauhan.

b. Role of Parent Teacher Association (PTA) in Sports Development and Maintaining Sanitation & Hygiene in the college

The constitution of parent Teacher Association (PTA) in the college is one of the major examples of good governance. Inclusion of parents as one of the

stakeholders in the form of association has provided the college an insight into the facilities the parents expect for their children while studying in the college.

Regular meetings are held by the college administration to seek the opinion of parents and teachers regarding proposals falling under the purview of PTA. The college being a government institution sometimes faces vacancies in various teaching positions and absence of appointment of sanitation workers – ‘safai karmachari’ by government. The PTA in such circumstances makes short-gap arrangements by appointing temporary employees under PTA so that the smooth functioning and governance of the college is not derailed.

The association takes the initiative to provide infrastructural and logistical requirements of the college which otherwise cannot be fulfilled due to administrative and time constraints.

The PTA serves as a pressure group and lobbies in the interest of educational institution by voicing their demands and seeks government’s immediate attention for its fulfilment.

The PTA mobilises its resources through contributions and donations and ensures transparency and accountability in its finances by involvement of governing body and annual general house.

vi. Problems Encountered and Resources Required

a. Problems Encountered

1. It is not possible to keep all stakeholders satisfied with the governance decisions.
2. Delays in sanction and release of budgetary allocations.
3. Different stakeholders including parents and alumni usually provide positive feedback only instead of being critical. It is the critical feedback which enables focus on the relevant issues and ensures good governance.
4. The students involved in decision-making and governance face the risk of their getting over-involved which may lessen their focus on academics.
5. Since the student’s participation provides high visibility and seems to be powerful, some resentment may build up amongst the students and peer jealousy, internal, regional and political rivalries may crop up.
6. Despite the government’s notified rotation policy, certain individuals do not voluntarily offer to be replaced from remunerative and influential positions.
7. The staff recruited under PTA over the years approach the court for injunction to get permanently absorbed as regular staff. This leads to litigation costs on the part of PTA. Some of these have been absorbed by the government.


8. The government should appoint regular staff, the PTA cannot continuously fund these personnel expenses. It puts unnecessary and unintended burden on the students and their parents. PTA fund is primarily meant to serve as an adjunct.

b. Resources Required

1. Good governance requires adequate sanctioned staff including teaching posts as per UGC workload norms, adequate laboratory staff and sanitation workers.
2. Adequate funds be sanctioned and released timely depending on the quality of the proposals submitted.
3. Effective implementation of the principles and practices of good governance compulsorily require latest ICT infrastructure.

vii. Notes (Optional)

1. The student's participation creates an atmosphere of learning by doing and creates a sense of belongingness towards the institution.
2. Major stakeholders are students, faculty and community representatives and their degree of stakeholder involvement in decision-making processes and governing institutions varies widely.
3. The influence of students as the major stakeholders is rather low in decision-making. But unlike other stakeholders, the students possess strong short-term mobilisation capacities like student memorandums and student protests.
4. A congenial atmosphere for the holistic development of the students is created which helps students discover their hidden talents and polish their skills.

File Description	Document
Best Practice 1: Good Governance - Principles and Practices	

5.1.2. Best Practice 2: Women Empowerment

i. Title: Women Empowerment

The college was established with the main objective of empowering women with emphasis on those belonging to marginalized sections of the society. The aim is to

create the much-needed egalitarian rural society, where women are treated with utmost dignity and decorum. The college has envisioned a life-oriented education that empowers women through humanising and liberating process. Thereby, these empowered women would be the agents of change and development. It would enable them to overcome the conformist barriers of the society and transform themselves into courageous, self-confident, self-reliant, competent individuals, effective managers, assertive personalities, and decisive leaders.

ii. Objectives:

- To transform the rural women learners in academic excellence with knowledge and skills.
- To ensure intellectual, social and moral exercises, empowering them to meet the challenges of the world tomorrow.
- To inculcate the values of 'Generosity, Equality and a 'Sense of Social Responsibility' among the students.

iii. The Context:

"The future of India lies in its villages." – Mahatma Gandhi

The importance of rural population in Himachal Pradesh is reflected in the fact that with 89.97% of its population living in rural area, Himachal Pradesh is the least urbanized state in India i.e., Himachal Pradesh is the state with the highest percentage of rural population in India.

The Census of India data reveals that the rural population as percentage of total population in Sirmour district was also quite high at 89.21% in Census 2011.

The beneficiaries of the institution mainly comprise the rural populace, with most of the students coming from poor economic backgrounds and their parents mostly with agrarian backgrounds.

The primary objective of the establishment of Government Degree College Kaffota in a rural interior village of Kaffota in Trans-Giri area of Sirmour District of Himachal Pradesh recently declared as Hatti Tribe was to enhance the educationally and fiscally backward population of this area. The college caters to the educational needs of students from the villages in tribal Hatti area of Shillai assembly constituency who are socio-economically disadvantaged in terms of education, skill levels and women empowerment. Almost 100% of the students are from rural background, far below the poverty line, studied under Hindi medium of instruction in government schools and are first generation learners. For most of the students, higher education remains only a dream, and the families could not think of higher education, when their survival itself is a challenge. Therefore, over the years, the college came across many hurdles in the realization of its goal by educating its women learners and empowering them.

Empowerment encompasses the process of increasing a woman's sense of dignity, her decision-making capability, her access to opportunities and resources and her ability to effect change. The institution rightly assesses the advantages and disadvantages of the locality and comprehends the role it can play to enlighten the community about gender equality and to enrich the opportunities for the women in and around the institution.

Education is one of the most powerful means of bringing about socio-economic progress among rural communities and it cannot be over-emphasized. Educated youth is capable of collectively bringing in significant changes and improving the whole community. Moreover, proper education will not just advantage the rural areas but benefit the entire economy of India.

The institution believes that rural upliftment and women empowerment can be achieved through education.

“If you educate a man you educate an individual, but if you educate a woman you educate a family (nation)”

As an old African proverb, this maxim was initially popularised by Dr. James Emman Kwegyir Aggrey, a renowned Ghanaian educator and sociologist. It bears the fundamental belief that education is beneficial to all but incorporates the notion that when women are educated, the benefits will be aggregated and magnified and enjoyed by a wider context – the family and the nation. This maxim recognized the benefits of education for women and has repeatedly become the motivation for global development efforts to offer education opportunities for women. Women's education is considered to yield enormous inter-generational gains. The institution emphatically puts into practice this maxim.

A gnawing issue, discernible in the rural locality, is the hindrances encountered by the girls to pursue their higher education dreams. Economic, social, and cultural factors play a regressive role, thus impeding their academic journey. The institution has played a pivotal role in redesigning and redefining the contours of progress in the rural areas and focuses on empowering women to bring positive outcomes in their lives.

iv. The Practice:

The college is committed to the cause of empowerment of women through higher education. In order to achieve its vision and mission, the College focuses on the following aspects:

c. Academic empowerment

Quality education empowers women to acquire knowledge and promote experiential learning. The college provides the best of the facilities for academic empowerment in the form of smart classrooms, library resources, etc. The college creates an ambience for women to enhance their academic intellect and develop

a holistic personality by encouraging them to follow their aspirations to achieve in the areas of interest.

d. Skill Enhancement

Low skills perpetuate poverty and inequality. When done right, skills development can reduce un- and underemployment, increase productivity, and improve standards of living. The college has been using different means to develop their soft skills, though add-on courses are not available at present, these have been proposed under the PM-USHA Gender Inclusion Grants.

e. Intellectual and Inspirational Empowerment

The college provides a platform for women to showcase and enhance their skills, creativeness, and innovation through various curricular and co-curricular activities. The innovative approaches provide opportunities for women to develop leadership qualities and organizational skills. They form an integral part of the decision-making bodies of the college.

f. Cultural empowerment

The college promotes inter-cultural harmony by organising and celebrating ethnicity of different regions and cultures through various competitive cultural events. It inculcates the values of tolerance and promotes secularistic principles.

g. Physical empowerment

The college also promotes the well-being of women through emphasis on health, hygiene, nutritionally balanced diet, stress management and psycho-social strengthening. The girls are encouraged to excel in the arena of sports and cultural competitions. The college organises the women empowerment programs for making them confident enough to struggle the battle of life.

h. Financial assistance

The college ensures that women are not deprived of quality education due to their financial constraints. Hence, the college under various government schemes and programmes provides financial support to girl students belonging to the economically weaker sections of the society. The college as per notification of the Government of Himachal Pradesh provides full waiver of Tuition Fees for the female Bonafide Himachali students.

v. Evidence of Success

The institutions efforts of women empowerment have resulted in the outcomes which have been detailed in the Gender Audit conducted by the institution.

A majority of the college students are first generation learners from remote, rural areas of the region. Due to orthodox and conservative background of the populace most of the girls were not allowed to attend or enrol for higher education in colleges like GC Paonta Sahib or GC Nahan.

These are amply reflected in the proportion of girl students in the total student enrolment of the college, their share in the scholarships provided by the state as well as central government, participation in NSS, Rovers and Rangers (girls as Rovers), sports and cultural competitions and activities, CSCA, awards and recognitions, their literary talents as college magazine student editors of different sections, their active involvement in providing stakeholder feedback.

The discounted bus pass scheme for students by Himachal Roadways Transport Corporation helps the students especially girl students commute to college daily from rural areas and helps them to continue with their education along with managing their rural livelihoods.

vi. Problems Encountered and Resources Required

a. Problems Encountered


1. The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programs.
2. Students' impulsiveness on issues of love in the adolescent age is a sensitive issue to be dealt with by the faculty members.
3. Insufficient resources and funding to organize events and workshops.
4. Resistance from conservative sections of the society.

b. Resources Required

1. It requires adequate staff and resource persons.
2. Adequate funds be sanctioned and released timely depending on the quality of the proposals submitted.

vii. Notes (Optional)

1. The National Education Policy 2020 is expected to provide impetus to the broadening of outlook through removal of the limitations of rigid academic schedule and greater emphasis on sports and cultural activities providing holistic development of the student.
2. Women should be encouraged to participate in leadership roles and decision-making processes in all areas, including academics, administration, and co-curricular activities.

File Description	Document
Best Practice 2: Women Empowerment	

5.2. Special Initiatives Taken for

5.2.1. Energy conservation/use of Solar energy

Response: Yes

Government Degree College Kaffota emphasizes sustainable practices and is committed to energy conservation. The institution actively promotes responsible energy usage among both students and staff. The key initiatives include:

i. Energy-Saving Awareness:

Students and staff are regularly encouraged to switch off electrical devices, such as lights and fans, upon leaving classrooms or offices. This collective effort reinforces a culture of energy consciousness and responsible behaviour.


ii. LED Lighting Implementation:

The college has replaced conventional lighting with energy-efficient LED lights across the campus. LED lighting significantly reduces electricity consumption while providing a bright and conducive learning environment.

iii. Future Considerations for Solar Energy:

Recognizing the importance of renewable energy, the institution is exploring options to harness solar energy. This shift toward sustainable energy sources aligns with the college's commitment to minimizing its carbon footprint and contributing to environmental preservation.

Through these measures, Government Degree College Kaffota demonstrates a proactive approach to energy conservation, fostering an environment where sustainable practices are both encouraged and implemented.

File Description	Document
Supporting Documents & Additional Information	

5.2.2. Solid Waste Segregation/Management

Response: Yes

Government Degree College Kaffota practices effective solid waste management, supported by minimal waste generation due to the judicious use of resources and the college's relatively low student enrolment. The Key initiatives include:


i. Campus Cleanliness Culture:

Students are actively encouraged to keep the campus clean by using designated dustbins for waste disposal. This initiative fosters a sense of responsibility and environmental consciousness among students.

ii. Organic Waste Management via Compost Pit:

A compost pit has been established on campus to manage organic waste such as food scraps, leaves, and other biodegradable materials.

Through these initiatives, Government Degree College Kaffota upholds sustainable practices in waste management, contributing to a cleaner and more eco-friendly campus environment.

File Description	Document
Supporting Documents & Additional Information	

5.2.3. Rainwater harvesting and its use for gardening and cleanliness

Response: Yes

Government Degree College Kaffota has implemented a rainwater harvesting system, constructed by the Himachal Pradesh Public Works Department (HPPWD) during the college building's initial construction. This initiative serves multiple environmental and practical purposes:

i. Rainwater Collection:

Rainwater from the building's rooftop is collected in dedicated rainwater harvesting tanks. This system efficiently captures rainwater.


ii. Groundwater Recharge through Seepage:

The tanks have a *kachcha* (unlined) floor, allowing water to seep directly into the ground. This design helps recharge the groundwater levels, benefiting the college and the surrounding area, which has several natural water streams.

iii. Supporting Natural Water Sources:

By recharging the groundwater, the rainwater harvesting system helps sustain nearby natural water streams, contributing to the region's water availability and ecological balance.

Through these measures, Government Degree College Kaffota promotes sustainable water management, utilizing harvested rainwater to support local water systems while maintaining campus cleanliness and greenery.

File Description	Document
Supporting Documents & Additional Information	

5.2.4. Plastic free campus

Response: Yes

Government Degree College Kaffota actively promotes a plastic-free campus to foster environmental sustainability. The college engages its community in maintaining a clean, garbage-free environment through organized initiatives and awareness programs:

i. Campus Cleanliness Initiatives:

The college's NSS, Rovers and Rangers, and Eco Club actively work to keep the campus clean. These units organize regular clean-up drives, ensuring waste is managed responsibly and maintaining a plastic-free environment.


ii. Swachh Bharat Abhiyan Participation:

On October 2nd each year, the college observes Swachh Bharat Abhiyan by organizing a mega cleanliness drive. All staff members and students participate in this event, focusing on thoroughly cleaning the campus and reinforcing the commitment to a plastic-free space.

iii. Awareness and Sensitization Efforts:

The college frequently sensitizes students and staff on the environmental hazards of plastic. They are encouraged to reduce plastic usage and adopt eco-friendly alternatives.

By engaging the college community and emphasizing the importance of sustainable practices, Government Degree College Kaffota promotes a plastic-free campus, contributing to the broader goals of environmental protection and sustainability.

File Description	Document
Supporting Documents & Additional Information	

5.2.5. Blood donation camps

Response: Nil

5.2.6. Adoption of village/ educational institutions

Response: Yes

Government Degree College Kaffota takes proactive steps in community engagement through its National Service Scheme (NSS) unit, which has adopted nearby villages to foster sustainable development and social responsibility.

i. Adoption of Villages:

In the academic year 2023-24, the NSS unit adopted Village Kaffota, and in the current year, 2024-25, it has adopted Village Kando. This adoption forms part of the college's commitment to supporting neighbouring communities by addressing local needs and promoting sustainable practices.


ii. Community-Focused Activities:

The NSS volunteers conduct various activities in the adopted villages, including cleanliness campaigns, awareness rallies on social and environmental issues, and tree plantation drives. These initiatives are designed to raise community awareness, improve local conditions, and foster a spirit of environmental stewardship.

iii. Intensive Engagement During Special Camps:

During the NSS 7-Day Special Camps, students and volunteers engage more intensively with the adopted villages. These camps allow for focused work on projects related to sanitation, health awareness, and environmental protection, resulting in meaningful community impact and hands-on experience for students.

By adopting and actively engaging with villages, Government Degree College Kaffota contributes to the holistic development of the surrounding rural communities while instilling a sense of social responsibility and civic duty in its students.

File Description	Document
Supporting Documents & Additional Information	

5.3. Social Impact of Extension Activities (On the basis of Community Feedback)

5.3.1. Greater participation in Yuvak Mandals, Mahila Mandals and Self-Help Groups

The biggest social impact of extension activities has been observed in the phenomenon of greater participation of college students in their local Yuvak Mandals, Mahila Mandals, and Self-Help Groups (SHGs) and their active engagements with local community organizations. Through this the college aims to promote social responsibility, leadership, and community development among its students.

i. Objectives:

- To foster social responsibility and community engagement among students by involving them in local organizations.
- To encourage leadership and teamwork through participation in Yuvak Mandals, Mahila Mandals, and Self-Help Groups.
- To empower students to contribute to social, economic, and cultural development within their communities.
- To enhance life skills and entrepreneurial abilities by participating in SHGs, which focus on self-reliance and financial independence.

ii. Implementation Process:

Collaboration with Local Mandals and SHGs:

The college has developed strong partnerships with Yuvak Mandals, Mahila Mandals, and SHGs in the Kaffota region. Through this collaboration, students are given opportunities to participate in a variety of community activities that align with the objectives of these groups.

Student Involvement in Yuvak Mandals:

The students, especially the youth, actively participate in Yuvak Mandals, where they engage in social, cultural, and recreational activities aimed at community building. They contribute to organizing local events, environmental awareness campaigns, and health-related initiatives.

Empowerment of Women through Mahila Mandals:

Female students are encouraged to join Mahila Mandals, which serve as platforms for women to express themselves, take part in community initiatives, and address local issues. These groups focus on women's empowerment, skill development,

and social justice. Students also assist in organizing programs related to gender equality and women's rights.

Self-Help Group Participation:

The students engage with Self-Help Groups (SHGs), which are primarily aimed at economic empowerment. By working with SHGs, students learn about microfinance, entrepreneurship, and self-reliance. They learn about financial literacy, income-generating activities, and savings practices.

Extension Activities and Community Impact:

The college, through its NSS (National Service Scheme) unit, organizes various extension activities such as health awareness drives, and environmental conservation programs in collaboration with these local groups. The students' participation in these activities strengthens the bond between the college and the local community.

iii. Outcomes:

Increased Community Engagement:

Through active participation in Yuvak Mandals, Mahila Mandals, and SHGs, students have become more socially aware and responsible. Their involvement in community activities has helped in fostering a culture of service and civic responsibility.

Enhanced Leadership Skills:

The students have developed strong leadership and organizational skills by taking on various roles in community groups. Their experience in coordinating events, leading initiatives, and addressing community challenges has helped them grow personally and professionally.

Economic Empowerment and Self-Reliance:

Participation in SHGs has provided students, especially female students, with insights into entrepreneurship and financial independence. This has had a positive impact on their understanding of economic empowerment and the importance of self-reliance.

Empowerment of Women:

Through their association with Mahila Mandals, female students have gained a better understanding of women's issues, rights, and empowerment. They have become advocates for gender equality within their communities, promoting awareness on crucial social issues.

Strengthened College-Community Relationships:

The initiative has strengthened the relationship between the college and the local community. The college has become a hub for community development and social change, contributing to the overall welfare of the Kaffota region.

Social Awareness and Problem-Solving:


Students have become more socially aware and sensitive to the problems faced by their communities. They have participated in addressing issues such as illiteracy, poverty, gender inequality, and environmental conservation, contributing meaningfully to their resolution.

Holistic Development of Students:

By participating in these extension activities, students experience holistic development, acquiring a blend of academic knowledge, social skills, and real-world experience. This not only prepares them for their future careers but also instils a lifelong commitment to community service.

iv. Conclusion:

The Social Impact of Extension Activities at Government Degree College, Kaffota, have successfully integrated education with community service. By encouraging students to participate in Yuvak Mandals, Mahila Mandals, and Self-Help Groups, the college fosters a culture of social responsibility, leadership, and community engagement. This practice has significantly contributed to the social, economic, and cultural development of the Kaffota region, while also promoting the holistic development of the students.

File Description	Document
Supporting Documents & Additional Information	

5.3.2. Promoting Human-Animal Love and Interaction in Rural Himalayan Context

Government Degree College Kaffota, situated in the picturesque hills of the Himalayas, actively promotes the importance of human-animal interaction, particularly relevant to the rural agrarian context of its students. The college has initiated a unique and impactful practice to foster compassion for animals and promote harmonious coexistence between humans and animals. The college recognizes the importance of sensitizing students and the local community to the well-being of animals, nurturing empathy, and instilling a sense of responsibility toward animals in society. This initiative aims to enhance students' understanding of compassion, care, and the significant role animals play in rural life.

Most of the students come from farming families where animals such as cows, goats, and dogs are integral to their daily lives. Given the hilly terrain and agrarian background, the students have a natural affinity with animals, as they help care for and rely on them for various needs—be it milk, companionship, or agricultural assistance.

i. Objectives:

- To promote compassion and kindness toward animals among students and the local community.
- To educate students on the importance of animal welfare and the ecological balance maintained through human-animal interactions.
- To encourage voluntary involvement in animal welfare activities and create awareness about the rights and needs of animals.

ii. Implementation:

Awareness Drives on Animal Welfare:

Regular campaigns are held to raise awareness about animal welfare, focusing on ethical treatment and the benefits of forming strong, positive relationships with animals.

Student-Led Initiatives:

Students often bring forward ideas to enhance this interaction. For example, some students have taken the initiative to ensure proper feeding for stray animals in the village.

Cultural Emphasis:

As part of preserving local traditions, students engage in cultural festivals and events that celebrate the role of animals in rural life. These events also include folk songs, dances, and customs where animals are symbolically represented.

Through these efforts, the college is not only reinforcing the significance of human-animal relationships but also instilling values of empathy, responsibility, and care in its students. This bond, deeply rooted in the culture of the region, is critical to maintaining the ecological balance and the traditional way of life in the Himalayan hills.

Holistic Student Development and Emotional Well-being Through Animal Interaction:

Promote interaction between students and animals, which has been shown to have therapeutic benefits. This can help with stress relief and promote emotional well-being among students.

Incorporating Animal Welfare in NSS Activities:

The National Service Scheme (NSS) unit of the college integrates animal welfare activities into their regular service work. This includes awareness drives, food distribution for stray animals, and advocacy campaigns to highlight the importance of animal care and protection.

iii. Outcomes:

Increased Awareness and Compassion for Animals:

The students have developed a deeper understanding of the need for compassion toward animals. They have become more empathetic and responsible, contributing to the well-being of stray and neglected animals in their surroundings.

Volunteering and Community Engagement:


The practice has encouraged a growing number of students to volunteer in animal welfare activities. The students have become proactive in promoting animal rights in their homes and communities.

Enhanced Understanding of Human-Animal Relationships:

Through interactions and educational sessions, students have gained insights into the benefits of human-animal bonds, including mental well-being, reduced stress, and the overall enrichment of life through meaningful connections with animals.

iv. Conclusion:

The **Promoting Human-Animal Love and Interaction in Rural Himalayan Context** initiative at Government Degree College Kaffota has successfully instilled values of empathy, kindness, and responsibility toward animals in its students. By engaging in various animal welfare activities, students have developed a compassionate outlook toward all living beings, contributing to the larger goal of creating a humane and caring society. The college's efforts in promoting animal welfare have not only benefited the animals but have also fostered a sense of fulfilment and purpose among the students, making this practice a significant social impact initiative for the institution.

File Description	Document
Supporting Documents & Additional Information	

5.3.3. Spreading Road Safety Awareness

Another significant social impact of extension activities has been observed in the phenomenon of greater road safety awareness in the area. The college extension activities have focused on promoting responsible and safe behaviour on roads

among students, faculty, and the local community. Given the growing number of vehicles and the challenging mountainous terrain of Himachal Pradesh, road safety is crucial to prevent accidents and ensure the wellbeing of residents. This initiative aims to educate and spread awareness about road safety rules, traffic regulations, and responsible driving practices.

i. Objectives:

- To increase awareness about road safety and traffic rules among students and the local community.
- To reduce road accidents by promoting safe driving and walking practices.
- To educate young drivers about the importance of obeying traffic laws and avoiding unsafe behaviours like speeding or using mobile phones while driving.
- To collaborate with local authorities such as the police to implement effective road safety campaigns.

ii. Implementation Process:

Awareness Campaigns:

The college organizes road safety awareness campaigns in collaboration with the local police. These campaigns include seminars, talks and rallies on responsible driving, use of helmets and seat belts, adherence to speed limits, and other road safety measures.

Student-Led Road Safety Drives:

The college encourages students to actively participate in road safety drives within the campus and in nearby areas.

Traffic Rule Awareness Days:

Special road safety days are organized, during which students and faculty participate in activities focused on traffic rules and safe driving practices.

Collaborative Programs with Local Authorities:

The college collaborates with local police and administration to conduct joint road safety programs in which students participate as volunteers, assisting in traffic management on specific days to experience firsthand the importance of road discipline.

iii. Outcomes:

Enhanced Road Safety Awareness:

The campaigns and workshops have led to increased awareness among students and the local community regarding the significance of road safety, resulting in safer practices like wearing helmets and using seat belts.

Reduced Traffic Violations:

The college's consistent efforts have contributed to a reduction in common traffic violations such as over-speeding, signal jumping, and the use of mobile phones while driving among students and residents of nearby areas.

Positive Community Impact:

By engaging students in road safety initiatives, the college has fostered a sense of social responsibility and awareness, empowering them to act as ambassadors of road safety within their families and communities.

Strengthened College-Community Relations:

The initiative has built a stronger relationship between the college and the local traffic authorities, promoting a collaborative approach to addressing local challenges and community wellbeing.

Cultivated Responsible Behaviour among Young Drivers:


Students, especially new drivers, have gained an understanding of the responsibilities that come with driving, reducing the likelihood of reckless driving and contributing to the overall road safety of the region.

Improved Emergency Response Knowledge:

The students have been educated on emergency response techniques, enabling them to provide immediate assistance in case of road accidents.

iv. Conclusion:

The Spreading Road Safety Awareness by Government Degree College Kaffota highlights the college's commitment to social responsibility by addressing an essential public safety concern. This initiative not only educates students and the local community on road safety practices but also contributes to reducing accidents in the region. Through continuous awareness campaigns, training sessions, and collaboration with traffic authorities, the college plays an active role in promoting a culture of safe and responsible road usage. This impactful practice contributes to the holistic development of students as socially conscious individuals, reinforcing the importance of road safety as a public concern.

File Description	Document
Supporting Documents & Additional Information	

5.4. Special New Innovative Initiatives Or Ideas Adopted in the College (Other than at Sr. No. 5.2 above)

5.4.1. Sensitization of Students to the Importance of Elderly People at Home

The initiative titled "**Sensitization of Students to the Importance of Elderly People at Home**", focuses on promoting awareness and fostering respect for the elderly among students of Government Degree College, Kaffota. This initiative aligns with the institution's commitment to holistic education, ensuring that students not only excel academically but also develop a sense of social responsibility, empathy, and care for older generations.

i. Objectives:

- To instil values of respect and care for elderly family members among students.
- To create awareness about the challenges faced by elderly people, including health, emotional, and social issues.
- To encourage students to contribute positively towards improving the lives of elderly people at home and in their communities.

ii. Implementation Process:

Sessions and Seminars:

The college conducts sessions and seminars to highlight the needs and rights of elderly people. These sessions cover topics like elderly care, health issues specific to aging, the importance of emotional support, and government schemes available for the elderly.

Interactive Activities:

Students are encouraged to interact with elderly people in their homes and communities to better understand their perspectives, challenges, and contributions. The students engage in discussions, storytelling, and listening to life experiences shared by the elderly.

Awareness Campaigns:

Students are involved in awareness campaigns about elder abuse, loneliness among senior citizens, and the importance of intergenerational bonding.

Practical Engagement:

As part of the initiative, students are tasked with regularly spending time with their elderly family members, helping them with daily activities, offering companionship,

and providing emotional support. The college encourages students to document these experiences and share insights in class, promoting a culture of reflection and empathy.

Inclusion of Elders in College Events and Bodies:

The college invites elderly community members to participate in college events, honouring them as special guests and recognizing their wisdom and experience. Some of the elders of the local community are also nominated in Internal Quality Assurance Cell (IQAC) of the college as external members.

iii. Outcomes:

Increased Sensitivity:

Students develop a deeper understanding of the struggles and emotional needs of elderly people, leading to more compassionate behaviour at home and in society.

Stronger Family Bonds:

Students report stronger relationships with their grandparents and other elderly relatives, as they begin to value their presence and guidance more profoundly.

Community Impact:


The initiative fosters a culture of respect for the elderly within the college and the surrounding community, helping to reduce feelings of isolation among senior citizens.

Ethical Development:

The practice contributes to the ethical and moral development of students, shaping them into responsible citizens who are aware of the societal importance of supporting and valuing the elderly.

iv. Conclusion:

This initiative has been a part of the college's broader mission to inculcate strong ethical values in students while addressing real-world social issues. The initiative is an exemplary approach towards sensitizing the younger generation to the needs and importance of elderly people, ensuring their dignity and well-being are preserved within families and communities.

File Description	Document
Supporting Documents & Additional Information	

5.4.2. Promotion of Psychosomatic Wellness

i. Objectives

- To enhance students' overall psychosomatic wellness, encouraging balanced physical, mental, and emotional health.
- To provide students with opportunities for relaxation, stress relief, and connection to nature, leveraging the serene Himalayan environment.
- To instil a sense of appreciation for agrarian activities and traditional wellness practices, promoting respect for physical labour and mindfulness techniques like yoga and meditation.
- To help students develop a healthy lifestyle and coping mechanisms that improve their academic performance, social skills, and personal development.

ii. The Context

This initiative is tailored to the unique cultural and geographic context of the college, which serves primarily rural, agrarian communities, many of whom are part of the recently designated Hatti Scheduled Tribes. The practice leverages the peaceful Himalayan environment and local traditions to foster physical, mental, and spiritual well-being among students and staff, helping them manage the demands of academic life while staying connected to their roots.

The college, situated in a tranquil Himalayan locale, primarily serves students from rural, agrarian backgrounds. These students face unique challenges, including the pressures of a rigorous academic schedule and the physical demands of family farming responsibilities. This initiative aims to address both the physical and psychological aspects of wellness, promoting practices that help students manage stress, enhance emotional well-being, and foster a strong sense of belonging to their cultural heritage. The promotion of psychosomatic wellness aligns with the college's holistic approach to education, as students benefit from being healthy in body, mind, and spirit.

iii. The Practice

Several key activities support the psychosomatic wellness of students at Government Degree College Kaffota:

Nature Walks and Outdoor Activities:

Located amidst the undisturbed beauty of the Himalayan region, the college encourages students to take long walks along nature trails, fostering a connection with the local landscape and promoting physical health. It provides an ideal setting for relaxation, meditation and reflection, helping to ease academic stress. It

promotes physical fitness and offer a mental break from studies. This helps students and staff to reset and focus amidst their daily routines.

Yoga and Meditation Sessions:

Informal yoga and meditation sessions are organized regularly on campus, encouraging students to incorporate mindfulness practices into their daily lives. These sessions foster self-awareness and emotional stability, creating a positive campus atmosphere.

Engagement in Agrarian Activities:

Many students come from agrarian Hatti tribal backgrounds, where agricultural work is integral to life and livelihood. The college values and encourages participation in these agrarian activities, emphasizing the importance of physical labour and its benefits for mental wellness and holistic development. Students are motivated to remain active in farming tasks within their families, and the college fosters respect for these traditional practices, aligning with the cultural heritage of the Hatti community. This engagement instil a sense of pride in physical labour and strengthen students' connection to their cultural roots, promoting respect for sustainable, rural ways of life.

Sessions on Mental Health Awareness:

The college conducts sessions focused on mental health awareness and emotional resilience, offering guidance on how to balance academic stress with mental well-being. Students receive information on stress management, emotional regulation, and positive thinking, enhancing their mental wellness.

Promoting Rural Values and Mindful Living:

As part of their wellness practice, students are encouraged to integrate rural values, like simplicity and harmony with nature, into their lifestyles. The emphasis on mindful living not only improves psychosomatic health but also instils values that students carry with them beyond their college years.

iv. Evidence of Success

Enhanced Physical and Mental Wellness:

Students report greater physical fitness, reduced stress levels, and improved emotional stability, which has positively impacted their academic performance and interpersonal relationships.

Increased Participation in Wellness Activities:

The popularity of yoga, meditation, and nature walks has increased, reflecting students' commitment to integrating wellness practices into their lives.

Positive Community Feedback:


The students’ families and the local community have expressed appreciation for the college’s efforts to foster psychosomatic wellness, as these practices often align with traditional values.

Holistic Development of Students:

Through participation in agrarian activities and nature-focused practices, students develop a balanced outlook that values both personal health and cultural heritage.

v. Conclusion

The "Promotion of Psychosomatic Wellness" practice at Government Degree College Kaffota exemplifies a commitment to the holistic well-being of students, which extends beyond academic success. By nurturing both physical and mental health, the college cultivates a balanced, resilient student community. These efforts not only foster academic engagement but also instil values that align with the cultural heritage of the Himalayan region.

File Description	Document
Supporting Documents & Additional Information	

5.4.3. Social Responsibility: Give Back to Society

i. Objectives

- To instil a strong sense of social responsibility among students, promoting a culture of community service and civic engagement.
- To develop students as agents of knowledge transfer, especially in areas of hygiene, health, environmental awareness, and gender sensitivity, by engaging them in local social issues.
- To create opportunities for students to gain practical experience in addressing societal challenges, preparing them to contribute positively beyond the academic realm.
- To foster respect for civic duties, cultivating values like empathy, leadership, and social commitment.

ii. The Context

Located in the rural Himalayan region, Government Degree College Kaffota primarily serves students from agrarian and tribal backgrounds. These students often have a limited platform to engage with broader societal issues. With the college situated in an area with recent recognition of the Hatti tribal community as

Scheduled Tribes, there is a unique opportunity to encourage active citizenship that respects cultural heritage and responds to local needs. The initiative aims to address community-specific challenges such as health awareness, gender equity, pollution, and road safety, while sensitizing students to the importance of giving back to society.

iii. The Practice

The college has integrated various community-focused activities to enable students to contribute meaningfully to local society. These include:

Awareness Drives and Campaigns:

Students participate in campaigns on critical social issues like Swachh Bharat, health and hygiene, pollution control, and AIDS awareness. Gender sensitization programs educate both students and community members on gender equity and rights.

Celebration of Social Responsibility Days:

The college observes significant days like Voters' Day, Save Girl Child Day, and World Environment Day, during which students participate in rallies, poster-making, and educational talks, encouraging community involvement.

Talks and Sessions:

Talks on issues like prevention of sexual harassment, pollution awareness, and drug abuse aim to build awareness in both students and their families. Students engage in hands-on activities, such as tree planting, cleanliness drives, and workshops on sustainable agriculture to benefit the local agrarian community.

Skill-Building in Social Work:

Through these activities, students develop skills like leadership, teamwork, and public speaking, which are essential for effective community engagement and social work.

iv. Evidence of Success

Enhanced Community Engagement:

The college has noted increased participation from students in community service, fostering a stronger connection between the institution and the local community.

Positive Social Impact:

Initiatives on health awareness, sanitation, and gender sensitization have led to observable changes in community attitudes, including better hygiene practices and increased awareness of gender equality.

Student Empowerment:


Students report feeling more empowered and confident as they gain practical experience in addressing social issues. These activities have fostered a strong sense of pride and commitment to their roots.

Recognition of Efforts:

The college's initiatives have been well-received by the local community, with positive feedback from villagers, local leaders, and community organizations, enhancing the institution's reputation as a centre of positive social influence.

v. Conclusion

Through "Social Responsibility: Giving Back to Society," Government Degree College Kaffota encourages students to develop as compassionate, active citizens committed to societal welfare. This practice aligns well with focus on holistic development, emphasizing values of civic duty and social responsibility. By empowering students to contribute to their communities and act as agents of social change, the college fulfils its mission to foster socially aware graduates who understand the value of giving back to society.

File Description	Document
Supporting Documents & Additional Information	

5.4.4. Discourses in Democracy: Towards a Socially Conscious Campus

i. Objectives of the Practice

- To cultivate a socially conscious campus where democratic sensibilities are nurtured, and students learn the importance of equality, secularism, and justice.
- To provide students with an interactive platform that encourages open dialogue, critical thinking, and informed perspectives on current social and political issues.
- To bridge the gap between theoretical knowledge gained in classrooms and the practical societal realities students face, fostering a holistic educational experience.
- To prepare students as responsible, socially aware citizens who are not only employable but also attuned to and engaged with broader societal issues.

ii. The Context

Situated in a rural Himalayan region with a strong cultural heritage, Government Degree College Kaffota recognizes the importance of building awareness around democracy and social justice among its students. In an environment where traditional agrarian values are predominant, and students come from backgrounds with limited exposure to diverse political and social perspectives, fostering democratic discourse is crucial. Given the recent recognition of the Hatti tribes as Scheduled Tribes, the college is well-positioned to introduce students to topics of social equality, inclusivity, and national identity.

iii. The Practice

The college encourages dialogues and discussions through regular activities such as debates, seminars, workshops, and roundtable discussions on social and democratic issues. These activities provide students a space to voice opinions, question prevailing narratives, and develop balanced viewpoints. Some core aspects of this practice include:

Discourse Sessions:

Students participate in guided discussions on current issues, such as secularism, gender equality, climate change, and economic justice.

Debate and Dialogue Workshops:

These sessions focus on respectful debate etiquette and critical thinking, enabling students to articulate and defend their views effectively.

Lectures from Experts and Community Leaders:

Guest lectures and talks from academicians, social activists, and community leaders provide insights into real-world democratic challenges and solutions.

Celebration of National Days and Events:

Through Independence Day, Republic Day, and Constitution Day celebrations, students reflect on democratic principles, and faculty encourage discourse on the relevance of these values in contemporary India.

iv. Evidence of Success

Enhanced Student Participation:


Students actively engage in discussions, with noticeable improvements in their analytical skills and ability to critically evaluate issues.

Increased Social Awareness:

Students demonstrate greater understanding and sensitivity to socio-political issues, reflecting an appreciation for democratic values and national diversity.

v. Conclusion

Through "Discourses in Democracy," Government Degree College Kaffota strives to create a campus that is not only academically competent but also socially conscious. By focusing on democratic values and social responsibility, the college is moulding students into well-rounded citizens who are prepared to contribute meaningfully to society.


File Description	Document
Supporting Documents & Additional Information	

5.5. Collaborations:

5.5.1. With Peer Educational / Research Institutions

Response: Yes


MoUs signed with three educational institutions.

File Description	Document
Supporting Documents & Additional Information	

5.5.2. Other Government Bodies/industry

Response: Yes


MoU signed with the Himachal Pradesh Chamber of Commerce and Industry.

File Description	Document
Supporting Documents & Additional Information	

6. FACULTY PROFILE & RESEARCH ACTIVITIES

6.1. % of Teachers with Ph. D.

Response: Less than 50%


File Description	Document
Supporting Documents & Additional Information	

6.2. Teachers as Research Guides

Response: Nil

6.3. No. of Orientation Programmes, Refresher Programmes, Faculty Development Programmes and Workshops of one week or more Attended by Teachers (in last three year)

Response: 30% of Faculty

File Description	Document
Supporting Documents & Additional Information	

6.4. Projects/Patents fellowships/ Associateships:

6.4.1. Major

Response: Nil

6.4.2. Minor

Response: Nil

6.4.3. Patents

Response: Nil

6.4.4. Fellowships

Response: Nil


6.4.5. Associateships

Response: Nil

6.5. No. of Paper Presented in Conferences/ Seminars/ Symposia (in last three years)

6.5.1. International

Response: 02

File Description	Document
Supporting Documents & Additional Information	

6.5.2. National/Regional/State level

Response: Nil

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

6.6.1. International Level

Response: Nil

6.6.2. National Level

Response: Nil

6.6.3. State Level

Response: Nil


6.7. No. of Paper Published

6.7.1. UGC Care List Journals

Response: Nil

6.7.2. Non-UGC Care List Journals

Response: 06


File Description	Document
Supporting Documents & Additional Information	

6.7.3. Citations

Response: 34

12 Dr. Rajesh Trehan

22 Nalin Kumar Ramaul

File Description	Document
Supporting Documents & Additional Information	

6.8. Teachers' Special Innovative Ideas (Brief description thereof):

6.8.1. Promoting Health, Hygiene, and Gender Equity at Government Degree College Kaffota through the PM-USHA Gender Inclusion and Equity Grant

i. Initiative Title:

Promoting Health, Hygiene, and Gender Equity at Government Degree College Kaffota through the PM-USHA Gender Inclusion and Equity Grant

ii. Context and Background

Government Degree College (GDC) Kaffota in Sirmaur District, Himachal Pradesh, serves a rural, interior population that includes the scheduled tribe Hatti community. In response to gender-based health disparities, the college has

pioneered an impactful initiative under the Gender Inclusion and Equity Initiative (GIEI) component of the Pradhan Mantri Uchchar Shiksha Abhiyan (PM-USHA) scheme wherein Sirmour district has been allocated a grant of ₹ 10 crore. Recognizing the unique challenges faced by young women in this setting, the initiative is focused on supporting gender equity, health, and inclusivity, addressing specific barriers in accessing education and physical fitness opportunities.

iii. Objectives:

Enhance Nutritional Health:

Address deficiencies among students, especially female students from marginalized communities, by providing free vitamin and mineral supplements.

Promote Menstrual Hygiene:

Ensure access to free sanitary napkins to support menstrual health and reduce absenteeism.

Encourage Sports and Physical Fitness:

Improve participation in sports and physical activities by addressing health and hygiene barriers.

Foster Gender Equality and Inclusion:

Create an inclusive supportive educational environment that encourages female students, especially from the Hatti community, to pursue all areas of student life.

iv. Implementation Approach:

- Organized systematic distribution of vitamin and mineral supplements to counter nutritional deficiencies common in the interior rural areas.
- Set up accessible, stigma-free access points for sanitary napkins, available free of cost to ensure young women do not miss classes or physical activities due to menstrual issues.
- Conducting workshops and seminars on health, hygiene, and gender inclusivity with a special focus on the cultural and health needs of the Hatti community.
- Integrated information on nutrition, hygiene, and self-care into the curriculum, including importance of fitness and physical activity for overall well-being.
- Introduced mentoring programs for young women to encourage their participation in fitness and sports, breaking down cultural stigmas associated with female sports participation.

v. Impact and Outcomes

Enhanced Physical and Mental Health:

Regular access to supplements and sanitary products will improve physical health and confidence among female students, translating to greater participation in physical activities.

Increased Sports Participation:

Addressing health and hygiene challenges will lead to improved participation of girl students in sports and inter-college activities, which is especially vital for the girl students from the Hatti community, who often face additional social and logistical barriers.

Improved Academic and Attendance Rates:

Nutritional support and hygiene resources will lead to higher attendance rates, enabling more consistent participation in academics, sports, and fitness programs.

vi. Sustainability and Scalability:

Ongoing Support through PM-USHA:


Leveraging the PM-USHA grant ensures sustainability in maintaining the resources for continued support.

Model for Other Rural Institutions:

This initiative provides a replicable model for other colleges in rural, underserved areas, especially those serving scheduled tribes, addressing unique cultural and health needs that impact gender equity in education.

vii. Conclusion and Future Plans:

The initiative at GDC Kaffota exemplifies how targeted, innovative measures by educators can create transformative change in higher education, health, and sports for rural female students. Moving forward, the college plans to expand this support by incorporating additional resources for sports and fitness and creating pathways for young women to participate more actively in inter-college events. Through this initiative, GDC Kaffota is fostering a holistic approach to gender equity and inclusion in academia, creating a more supportive and engaging environment for students, especially those from the Hatti community.


File Description	Document
Supporting Documents & Additional Information	

6.9. No. of Books Published/ Chapter in Books

Response:

Books: 03

Chapter in Books: 2

File Description	Document
Supporting Documents & Additional Information	

6.10. Teachers Academic and Extension Activities

6.10.1. Resource person

Response: Nil


6.10.2. Member of Board of Studies/Subject experts etc

Response: Yes

4 points * (Number of Activities) = 4*4=16

(Max. 10 points from all categories)

Therefore, Score =10

File Description	Document
Supporting Documents & Additional Information	

6.10.3. Popular articles


Response: Nil

6.11. Awards by Recognised & Reputed Organisations

6.11.1. International


Response: Yes

Award by Asian Athletics

File Description	Document
Supporting Documents & Additional Information	

6.11.2. National

Response: Yes

File Description	Document
Supporting Documents & Additional Information	

6.11.3. State


Response: Nil

7. MISCELLANEOUS

7.1. Any Other Important Information or initiative not Covered Above e.g. Institution Incubation Centre, R&D cum-innovation centre, B.voc, Self Finance courses, Add-on courses, Internship, OJT, Green audit, Academic audit etc.



7.1.1. Academic Audit:

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

File Description	Document
Supporting Documents & Additional Information	

7.1.2. Quality Audits: Green Audit and Environment Audit:

Quality auditing involves evaluating the eco-friendly practices and environmental impact of the college campus. The college has initiated the tradition of assessing its performance by conducting Green and Environment Audits and implementing its recommendations. The college conducted green audit and environmental audit to enhance its sustainability practices and evaluating the institution's environmental performance. The audits were carried out by a team of faculty and student volunteers. These quality audits are expected to inculcate the sense of environmental responsibility among the students.

File Description	Document
Green Audit	
Environment Audit	

7.1.3. Appreciation and Celebration of Hatti Tribal Culture of Sirmaur District of Himachal Pradesh

The initiative of "**Appreciation and Celebration of Hatti Tribal Culture of Sirmaur District**" at Government Degree College Kaffota is a unique and enriching initiative that highlights the cultural heritage of the Hatti Tribal community of the Trans-Giri region of Sirmaur District. This area has recently been declared as a **Scheduled Tribe** by the Government of India. By engaging students and the local populace, the college fosters respect and pride in the traditional customs, values, and practices that define the region's cultural identity. This initiative is crucial for preserving the rich heritage of the region and ensuring that future generations stay connected to their roots.

i. Objectives:

- To preserve and promote the Hatti tribal culture among the students and the local community.
- To create awareness and respect for the cultural traditions of the Hatti community through active participation in various cultural programs.
- To encourage students to stay connected with their cultural heritage, promoting holistic development and the inculcation of moral values.

ii. Implementation Process:

Cultural Identity and Participation in Traditions:

The Hatti tribal culture, known for its simplicity, hard work, and rich traditions, is celebrated through various events organized at the college. Students from rural areas, deeply rooted in their traditions, actively participate in these events, showcasing their skills in folk music, dance, and other cultural art forms such as Rasa, Harul, and Mujra. These performances are part of the college's efforts to keep the students connected to their culture.

Inclusion of Tribal Culture in College Programs:

Cultural activities celebrating Hatti tribal traditions are incorporated into all major college events. For instance, during annual functions and other important ceremonies, students present traditional dances and folk performances. This not only keeps the culture alive but also inspires pride in the students' cultural identity.

Promotion of Tribal Cuisine:

Traditional Pahadi cuisine is a vital part of the region's cultural identity. The college has taken the initiative to serve local food to guests and teams visiting for inspections or affiliations. This includes delicacies like Aski, Dhindke, Beedoli, Siddu, Gulgule, and Kodo ki Roti. The college also organized a food festival, where students prepared, displayed, and served local dishes, further connecting them to

their culinary heritage. These efforts provide a platform for students to showcase and take pride in their local traditions while creating awareness about the rich and diverse tribal food culture.

Creativity through College Magazine:

The college magazine, named 'Bhyuri', serves as a repository of the region's cultural identity. This publication encourages students to express their creativity through articles, stories, and poems written in the Pahadi dialect. These writings cover local folklore, festivals, proverbs, and traditions, offering readers a window into the Hatti tribal culture. By engaging students in this process, the college ensures that the younger generation remains connected to their linguistic and cultural roots.

Recognition of Tribal Culture in Special Events:

During significant college events, such as the **annual prize distribution ceremony**, dignitaries are honoured with traditional Hatti symbols of respect, such as a distinct cap and shawl, in line with the tribal culture. The presence of folk dances like Nati, performed by students, further enhances the cultural atmosphere and encourages students to take pride in their heritage.

NSS Camps and Cultural Awareness:

The National Service Scheme (NSS) camps conducted by the college integrate cultural programs alongside community service. Volunteers engage in folk dances and music performances such as Mujra and other traditional arts, ensuring that the Hatti culture remains an integral part of their overall development. The students' participation in these cultural events strengthens their connection to the region's cultural legacy.

iii. Outcomes:

Preservation and Promotion of Tribal Culture:

The students and community members actively engage in preserving the Hatti tribal traditions, ensuring that the rich cultural heritage continues to thrive among the younger generation.

Increased Cultural Awareness and Participation:

Students take immense pride in showcasing their culture, which has not only helped promote the Hatti tribal identity but has also fostered respect for local customs, traditions, and values. The inclusion of cultural elements in every college event has made these traditions a regular and celebrated aspect of college life.

Fostering Creativity and Cultural Understanding:

Through the college magazine and various cultural competitions, students have been able to explore their creativity and express their connection to their roots. The

use of Pahari language in writing and speech has allowed students to enhance their linguistic and cultural understanding.

Strengthening Community Ties:

By recognizing and celebrating the Hatti culture, the college has strengthened its ties with the local community. The cultural performances, food festivals, and traditional activities have fostered a sense of community belonging, with students and locals coming together to celebrate their shared heritage.

Recognition and Respect for Tribal Status:


The celebration of Hatti culture reflects the college’s acknowledgment of the Scheduled Tribe status granted to the Hatti community. By promoting their traditions, the college helps further the understanding and respect for the community’s newfound recognition.

Cultural Respect and Moral Development:

Participation in these cultural events has instilled a sense of moral values and cultural respect among students. They have learned to appreciate their identity, developing a deeper understanding of the significance of their culture in shaping their personal and community life.

iv. Conclusion:

The **Appreciation and Celebration of Hatti Tribal Culture** at Government Degree College Kaffota is a commendable initiative that ensures students remain connected to their cultural roots while fostering respect and pride in their heritage. By incorporating traditional elements in everyday college activities, organizing cultural festivals, and promoting regional language and cuisine, the college plays a vital role in preserving and celebrating the rich Hatti culture. This initiative not only helps students develop a strong cultural identity but also contributes to their overall holistic development.

File Description	Document
Supporting Documents & Additional Information	

7.1.4. Recognition of Persons who Donated Land for the College

The initiate entitled "**Recognition of Persons who Donated Land for the College**", reflects the institution's deep gratitude towards the individuals who generously donated their land, totalling **35.2 bighas**, for the establishment of Government Degree College Kaffota in remote rural area of Sirmaur District in Himachal Pradesh. This initiative ensures that the contributions of these donors are

continuously recognized and their active involvement in the college's development is celebrated.

i. Objectives:

- To honour and recognize the selfless contributions of individuals who donated land for the establishment of the college.
- To maintain an active relationship with the land donors and acknowledge their role in the growth of the institution.
- To instil a sense of pride among students and faculty by highlighting the significance of community contributions towards educational development.

ii. Implementation Process:

Publication in College Magazine:

The college publishes the names and photographs of all the 24 land donors prominently in the annual college magazine. This serves as a record of their contributions and a tribute to their generosity, ensuring that future generations of students are aware of the history and the people who helped establish the institution.

Online Recognition:

The college has also taken the initiative to upload the names and photographs of the land donors on the official college website. This makes the recognition accessible to a wider audience, including alumni, parents, and community members who visit the site.

Installation of Honour Boards:

To further commemorate their contributions, the college has installed honour board on campus, which display the names of all 24 individuals who donated their land. This honour board serves as a permanent and visible reminder of the donors' invaluable support and is placed in a prominent location within the college, ensuring that both students and visitors are constantly reminded of their contributions.

Engagement with Donors:

The college actively involves these land donors in various college events and programs, inviting them as guests of honour for functions and celebrations, further fostering a sense of connection and ongoing contribution to the college community.

iii. Outcomes:

Community Engagement:

The initiative has strengthened the relationship between the college and the local community by acknowledging the land donors' role in its establishment. This has created a sense of ownership and pride among the donors and their families, encouraging continued support for the college.

Increased Awareness:

Publishing the names and photographs of the land donors in the college magazine and website has raised awareness among students and the broader community about the history of the college's establishment, reinforcing the value of philanthropy in educational development.


Inspiring Generosity:

By publicly recognizing the contributions of the land donors, the college inspires a culture of generosity and community service among students, faculty, and the surrounding community. It sets an example of how individuals can contribute to the greater good by supporting educational institutions.

Permanent Record:

The installation of honour boards and the publication of donors' names create a lasting legacy that will be remembered by future generations of students and faculty, preserving the history of the college's formation and the key individuals who made it possible.

This initiative emphasizes the college's commitment to recognizing and celebrating the contributions of individuals who played a pivotal role in its establishment. It not only honours the land donors but also fosters a culture of gratitude and respect within the college and the broader community.

File Description	Document
Supporting Documents & Additional Information	

7.1.5. Institution of Career Guidance Series in the memory of former Cabinet Minister Late Sh. Guman Singh Chauhan

"**Shri Guman Singh Chauhan Memorial Career Guidance Series**", is a new significant initiative designed by Government Degree College, Kaffota, Himachal Pradesh to support and guide students in their career development. This series is launched in the memory of **Late Shri Guman Singh Chauhan**, a former Cabinet Minister and the father of **Shri Harshwardhan Chauhan**, the Hon'ble Minister of

Industries in Himachal Pradesh. The initiative reflects the college's commitment to providing valuable career guidance to students and enhancing their professional prospects.

i. Objectives:

- To honour the memory of Late Shri Guman Singh Chauhan by contributing to the academic and career growth of students in the region.
- To provide career guidance and support to students through expert-led talks, lectures, and workshops.
- To equip students with the necessary knowledge and skills to make informed decisions about their career paths.
- To inspire students by bringing successful professionals and industry experts to share their experiences and insights.

ii. Implementation Process:

Institution of the Series:

The college formally instituted the "**Shri Guman Singh Chauhan Memorial Career Guidance Series**" as an annual event. The series was designed to provide a platform for career-related guidance through various forms of interaction, including expert talks, lectures, and workshops.

Lecture Series and Workshops:

The series features career-oriented lectures and workshops aimed at helping students navigate the complex world of career choices. These sessions focus on a wide range of topics, from higher education opportunities, competitive exams, to industry-specific career advice, and workshop on horticulture, etc.

Involvement of Experts:

The college invites professionals, industry experts, and academicians to participate in the series. These experts offer valuable insights and advice on career planning, development of soft skills, and other essential areas that help students prepare for the job market.

Interactive Sessions:

As part of the series, students have the opportunity to participate in interactive sessions with the invited speakers, allowing them to ask questions, seek clarification, and engage directly with industry experts. These sessions foster a deeper understanding of career opportunities, and the skills required to succeed.

Annual Memorial Event:

The **Shri Guman Singh Chauhan Memorial Career Guidance Series** is held annually, ensuring that each new batch of students receives career guidance and

support. The event also serves as a platform to remember and honour the contributions of Late Shri Guman Singh Chauhan to the region and its people.

iii. Outcomes:

Enhanced Career Awareness:

The series shall significantly increase students' awareness of various career opportunities and the pathways to pursue them. Students will be better informed about the different options available to them, both in terms of higher education and professional careers.

Development of Career-Related Skills:

Through workshops and interactive sessions, students will gain essential skills, including communication, interview preparation, and soft skills. These skills are crucial in helping them stand out in the competitive job market.

Strong Community Engagement:

The initiative shall strengthen the bond between the college and the local community by involving prominent figures and experts in the guidance series. The series is not only a tribute to Late Shri Guman Singh Chauhan but also a meaningful contribution to the educational development of the region.


Empowerment of Students:

The series will empower students by providing them with the tools and knowledge needed to make well-informed decisions regarding their future careers. The access to professional advice and real-world insights will help students feel more confident about their career choices.

Creation of a Lasting Legacy:

The memorial series serves as a lasting tribute to Late Shri Guman Singh Chauhan. It highlights his contributions to society and ensures that his legacy continues to benefit future generations of students. The initiative has established a tradition of career guidance that will be sustained by the college for years to come.

This initiative showcases Government Degree College Kaffota's commitment to honouring local leaders while simultaneously investing in the career development of its students. By creating a structured and recurring platform for career guidance, the college ensures that students receive the support they need to succeed in their professional endeavours.

File Description	Document
Supporting Documents & Additional Information	

7.2. Spot evaluation of institutions by the Officers from the Directorate of Higher Education/representative of the Director of Higher Education

Response: Yes

Government Degree College Kaffota has undergone spot evaluations by officers from the Directorate of Higher Education, Government of Himachal Pradesh, to ensure adherence to educational standards and institutional quality. As part of these evaluations:


i. Library Inspection:

The college library was thoroughly inspected by representatives from the Directorate as part of a statewide initiative to grade and rank libraries in government colleges across Himachal Pradesh.

ii. Affiliation Inspection:

A committee from Himachal Pradesh University, Shimla, along with a representative from the Directorate of Higher Education, conducted an on-site inspection to assess the college's facilities, resources, and academic environment. This evaluation was essential for securing Permanent Affiliation for Government Degree College Kaffota.

These evaluations underscore the college's commitment to maintaining academic standards and enhancing the quality of resources and facilities for its students and staff.

File Description	Document
Supporting Documents & Additional Information	

7.3. AG Audit paras settled upto date


Response: Yes

Government Degree College Kaffota, an educational institution under the Government of Himachal Pradesh, has settled all Accountant General (AG) Audit Paras up to date. It is essential to note, however, that no formal audit has yet been conducted by the Accountant General (Audit) Himachal Pradesh for the college. Regular audits are carried out only for specific activities, such as those related to the National Service Scheme (NSS), focusing on its financial and operational aspects.

As a government institution, the college's funds — including staff salaries, medical reimbursements, travel expenses, and office expenses — are disbursed through the Himkosh treasury system and subject to audit by the Indian Audit and Accounts

Department under the Principal Accountant General (Audit) Himachal Pradesh, Shimla. An audit team appointed by AGHP Shimla conducts these audits based on constitutional mandates, the Comptroller and Auditor General's (Duties, Powers, and Conditions of Service) Amendment Act, 1971, and additional state and central legislation.


Service records are also reviewed by the AG's office to ensure compliance with procedural and financial standards. The college remains fully prepared for any formal AG audits and upholds a commitment to transparency and accountability in its financial practices.

File Description	Document
Supporting Documents & Additional Information	

7.4. Local Audit Paras settled up to date

Response: Yes

Government Degree College Kaffota, an educational institution under the Government of Himachal Pradesh, has settled all Local Audit Paras up to date. However, it is important to note that no formal audit has been conducted by the Local Audit Department thus far. Currently, only the National Service Scheme (NSS) audits are conducted regularly, focusing on the financial and operational aspects related to NSS activities within the college. The institution remains prepared for any future audits by the Local Audit Department and is committed to ensuring transparency and compliance in all financial matters.

File Description	Document
Supporting Documents & Additional Information	

7.5. Timeline adhered to in filing reply of court cases / RTI Applications/ Public grievances received through Mukhyamantri Seva Sankalp 1100 and Timeline adhered to in filing reply of court cases / RTI Applications/ Public grievances received through Mukhyamantri Seva Sankalp 1100 and Centralised Public Grievance Redress and Monitoring system (CPFRAMS)

Response: Yes

Government Degree College Kaffota is committed to maintaining transparency and accountability, ensuring all legal and public inquiries are handled within the prescribed timelines. This dedication to timely response reflects our focus on effective communication, trust-building, and responsible governance.

i. Compliance Framework

The college has a well-structured compliance framework, appointing designated officers and a support team responsible for managing inquiries. This setup enhances efficiency and ensures adherence to timelines for each process, be it RTI responses, court case replies, or public grievance redressal.

ii. Timely Response to Court Cases

The institution follows strict protocols to ensure timely filing of replies for court cases, aligning with judicial requirements. Upon receipt of a notice, the designated officer evaluates and drafts a response within the stipulated period to support smooth legal proceedings.

iii. Timely Responses to RTI Applications


The college diligently adheres to the RTI Act's mandate for a 30-day response time, ensuring transparency in all aspects. In 2023-24, while no institution-specific RTIs were received, the college processed general RTI queries routed from the Directorate of Higher Education efficiently, reinforcing our commitment to compliance.

iv. Public Grievance Handling via Mukhyamantri Seva Sankalp 1100 and CPGRAMS

Public grievances received through platforms like Mukhyamantri Seva Sankalp 1100 and CPGRAMS are prioritized, with responses targeted within 15 working days. The college's systematic approach demonstrates its dedication to addressing community concerns promptly and fostering a responsive governance system.

v. Conclusion

Government Degree College Kaffota remains committed to upholding timelines and standards across all legal and public interactions. Through diligent adherence to RTI and grievance protocols, the college ensures that it meets the public’s expectations for transparency and accountability. Our ongoing dedication to service, combined with process improvements, strengthens our institution’s standing as a trusted, responsive educational establishment.

File Description	Document
Supporting Documents & Additional Information	


7.6. Invited speakers on various themes relevant to holistic development of students

Response: Yes

Government Degree College Kaffota is committed to fostering the holistic development of its students by providing enriching experiences that go beyond academics. To nurture well-rounded individuals, the college organizes a diverse range of talks and lectures, inviting experts to share insights across a broad spectrum of themes.

These events are carefully selected to complement students’ academic journey with essential skills and awareness, such as critical thinking, effective communication, ethical leadership, and social responsibility. By engaging with professionals from different fields, students gain exposure to real-world challenges and solutions, enriching their understanding and preparing them to meet the demands of modern life.

The college prioritizes topics that encourage intellectual curiosity, emotional intelligence, and a sense of responsibility towards society. This approach ensures that students not only achieve academic growth but also develop key personal attributes. The sessions foster resilience, adaptability, and a deeper awareness of the world around them, enabling students to thrive both professionally and personally.

File Description	Document
Supporting Documents & Additional Information	

7.7. Skill Development Training (at least 20% students benefited)

Response: Yes, more than 20% students benefited.

Government Degree College Kaffota provides **Skill Development Training** as an integral part of its undergraduate curriculum, positively impacting more than 20% of its student. These skill training initiatives are rooted in the **Skill Enhancement Courses (SECs)**, which are mandated by the affiliating Himachal Pradesh University, Shimla for 2nd and 3rd-year students within the Choice Based Curriculum Framework (CBCS). This outcome-based framework requires each student to complete at least four Skill Enhancement Courses (SECs) over two years, emphasizing skills essential for both academic and career success.

The **key aspects** of the Skill Development Training program are:

i. Course Variety:

Skill Development Training through numerous Skill Enhancement Courses (SECs) cover a comprehensive range of industry-aligned skills tailored to address evolving job market demands. Courses include.... .., each aimed at enhancing students' adaptability and skilfulness in professional environments.

ii. Hands-on Learning:

Designed with a practical focus, the Skill Enhancement Courses (SECs) incorporate real-world applications, assignments, and projects. This hands-on approach ensures that students gain the confidence to apply their skills effectively, enabling them to be job-ready upon graduation.

iii. Career Readiness:

Skill Development Training through Skill Enhancement Courses (SECs) equip students with competencies crucial to professional success, such as practical expertise, analytical thinking, and effective communication. These courses aim to build a strong foundation for workplace integration, encouraging students to rise confidently to professional challenges.

iv. Impact:

By embedding Skill Development Training in its curriculum, Government Degree College Kaffota not only aligns with university requirements but also bolsters employability for students, many of whom come from Hatti scheduled tribe and socio-economically disadvantaged backgrounds. The college's emphasis on these courses enables students to explore diverse career pathways, fostering both competitiveness and confidence in their professional pursuits.

With the Skill Development Training through these Skill Enhancement Courses (SECs), Government Degree College Kaffota effectively cultivates skills essential

for meaningful participation in the workforce, empowering students to make impactful contributions in their fields.

File Description	Document
Supporting Documents & Additional Information	