

Government Degree College Kaffota District Sirmaur, Himachal Pradesh

Ranking of Government Colleges in HP – 2025

Criterion 7: Miscellaneous

Key Indicator 7.1: Any Other Important Information or initiative not Covered Above

Metric 7.1.3: Hatti Sanskriti Samvardhan — Institutional Celebration and Promotion of Hatti Tribal Cultural Identity



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RANKING FRAMEWORK

7 MISCELLANEOUS

7.1. Any Other Important Information or initiative not Covered Above

7.1.3. Hatti Sanskriti Samvardhan — Institutional Celebration and Promotion of Hatti Tribal Cultural Identity

“Hatti Sanskriti Samvardhan,” meaning Preservation and Enrichment of Hatti Culture, represents a structured college initiative to institutionalize awareness, appreciation, and creative celebration of the Hatti tribal tradition of the Trans-Giri region, Sirmaur District, Himachal Pradesh.

i. Objectives

The objectives of the Practice are:

1. Preservation & Promotion of Hatti Culture: Actively preserve, promote, and disseminate the unique traditions, values, customs, folk arts, language, performing arts (such as Rasa, Harul, and Mujra), folklore, proverbs, and intangible heritage of the Hatti tribal community.
2. Integration into College Life: Integrate Hatti cultural elements, symbols, attire, and customs into routine academic, co-curricular, extension activities, and even formal administrative and ceremonial functions of the college.
3. Student Development & Participation: Encourage active student involvement in folk arts, music, dance, language, and cultural practices to foster holistic development, creativity, aesthetic sensibility, moral values, and a strong sense of Cultural Swabhimaan (Self-Respect).
4. Awareness & Social Recognition: Raise awareness about the Hatti community’s recent Scheduled Tribe (ST) status and promote respect, pride, and appreciation for indigenous tribal identity among students, faculty, and the local community.
5. Community-College Linkage: Strengthen bonds between the college and the Hatti community by positioning the institution as a custodian and active celebrator of local tribal heritage and history.
6. Documentation & Sustainability: Document the intangible cultural heritage through student-led initiatives (e.g., college magazine) and provide a

sustainable platform for the continuation of rare performing arts among tribal youth.

7. Overall Impact: Nurture cultural pride, social harmony, intercultural understanding, and ensure the continuity of Hatti tribal cultural legacy within the academic environment.

In essence, the initiative aims to embed Hatti tribal culture deeply into the college's identity, turning the institution into a vibrant center for cultural preservation, student empowerment, and community partnership.

ii. The Context

Government Degree College Kaffota, situated in the Trans-Giri region of Sirmaur district in Himachal Pradesh, serves a predominantly tribal population belonging to the Hatti community, which was recently granted Scheduled Tribe status by the Government of India (2023). This region represents a distinct cultural landscape marked by egalitarian values, communal harmony, agrarian simplicity, and a rich heritage of folk traditions including music, dance, rituals, language, attire, and cuisine.

However, like many indigenous communities, the Hatti society is experiencing increasing pressure from modernization, migration, and the spread of urban monoculture. These changes have contributed to a gradual weakening of intergenerational transmission of cultural knowledge, especially among the youth, who may become disconnected from their roots through formal education and changing lifestyles.

Recognizing this challenge, Government Degree College Kaffota has taken a proactive and institutional approach by introducing Hatti Sanskriti Samvardhan as a continuous and structured initiative rather than a one-time program. The central idea behind this effort is to ensure that higher education acts as a bridge to cultural identity rather than a pathway away from it.

The initiative integrates cultural preservation into the academic environment by promoting experiential learning through various aspects of Hatti culture such as folk art, literature, language, music, rituals, and traditional cuisine. It also actively engages students by positioning them as custodians and ambassadors of their cultural heritage, encouraging pride and participation in their traditions.

By embedding these practices into everyday institutional life, the college has made cultural preservation an integral part of its functioning. Ultimately, Hatti Sanskriti Samvardhan reflects the belief that modernization and tradition are not mutually exclusive, but can coexist when guided by ethical awareness and cultural sensitivity, thereby ensuring both academic excellence and the safeguarding of a living cultural heritage.

iii. The Practice

The practice of **Hatti Sanskriti Samvardhan** at Government Degree College Kaffota is implemented as a **continuous, campus-wide cultural framework** integrated into both academic and co-curricular activities. It is coordinated by the Cultural Committee, NSS, and college administration, and embedded into the institution's standard procedures to ensure year-round engagement rather than isolated events.

The initiative operates through several interconnected components. At the institutional level, **cultural protocols are formally integrated**, such as honouring guests with traditional Hatti caps and shawls instead of conventional bouquets, thereby elevating indigenous symbols of respect. Cultural elements are also made mandatory in major college events—annual functions, prize distributions, orientations, and national celebrations—ensuring consistent exposure and participation.

A strong emphasis is placed on **preserving performing arts**, with students actively trained and encouraged to perform traditional folk forms like Nati, Rasa, Harul, and Mujra during college programmes and NSS activities. These performances, often presented in traditional attire, promote cultural continuity and expression. Alongside this, **tribal cuisine and hospitality practices** are incorporated into official events, helping students understand the cultural significance of food and community bonding.

The initiative also promotes **literary and linguistic preservation** through the college magazine *Bhyuri*, which includes dedicated sections in the Pahari dialect. Students contribute poems, essays, folklore, proverbs, and oral histories, turning the publication into a living archive of Hatti heritage.

Through NSS and outreach programmes, students engage in **community-level cultural immersion**, participating in village interactions, cultural exchanges, and activities rooted in the Hatti concept of *Shram-Sanskriti* (labor culture). These efforts link cultural identity with social responsibility and civic engagement.

Additionally, the college focuses on **symbolism and recognition**, using tribal motifs in ceremonies to reinforce pride in cultural roots as a foundation for modern success. Cultural practices and performances are also systematically documented, with plans to establish a heritage documentation corner to preserve artefacts, recordings, and visual records for future learning.

Overall, the practice ensures that Hatti culture is not treated as an occasional celebration but is deeply embedded in everyday institutional life, fostering sustained cultural awareness, participation, and preservation among students.

iv. Evidence of Success

a. Institutional Integration of Culture

Hatti folk performances and traditional modes of felicitation—such as the use of cap and shawl—are consistently incorporated into all major college events, ensuring a sustained cultural presence on campus.

b. Literary and Linguistic Preservation

The annual college magazine Bhyuri serves as a vibrant cultural archive, featuring substantial student contributions in the Pahari dialect, including folklore, poems, stories, and proverbs. Multiple editions have documented rare oral traditions, particularly from first-generation learners.

c. Enhanced Student Engagement through NSS

NSS activities actively integrate cultural programmes, linking community service with cultural awareness and significantly increasing student participation.

d. Psychological Empowerment and Identity Formation

A noticeable shift in student confidence and self-perception has emerged, with tribal identity now embraced as a source of pride rather than seen as a limitation.

e. Revival of Cultural Practices

Students have rediscovered and actively participate in traditional folk dances, music, and instruments that were gradually fading from everyday life.

f. Creative and Cultural Expression

Increased student involvement in cultural writing, performances, and forums is evident, with over 50 contributions in Bhyuri alone reflecting strong creative engagement.

g. Community Collaboration and Bonding

The initiative has strengthened ties between the college and local communities, with elders, artisans, and folk artists participating as mentors, performers, and judges.

h. Enhanced Institutional Visibility and Recognition

The college has gained regional recognition as a hub for authentic representation of Hatti culture and is now a preferred venue for district-level cultural events. Cultural symbols such as traditional attire and cuisine have become integral to its public identity.

i. Alignment with National Education Policy (NEP 2020)

The initiative supports the goals of NEP 2020 by promoting Indian Knowledge Systems (IKS) and integrating local culture into education.

j. Sustained Participation and Cultural Continuity

Every major institutional event includes at least one Hatti-themed component, ensuring continuous engagement and preservation of traditions.

k. Strengthened Cultural Identity and Pride

Students actively showcase their heritage with confidence, reflecting increased awareness and respect for their Scheduled Tribe identity.

l. Positive Community and Institutional Feedback

The initiative has received appreciation from stakeholders, including district cultural authorities, for promoting heritage-based education and contributing to students' moral and cultural development.

v. Problems Encountered and Resources Required

a. Problems Encountered

The implementation of Hatti Sanskriti Samvardhan faced several practical and cultural challenges. Logistically, organizing traditional attire, props, and authentic musical instruments for large events proved difficult due to limited financial resources and availability. The lack of written documentation of many oral traditions also created challenges, requiring additional effort in field research and documentation.

Academically, balancing cultural activities with regular academic schedules was a concern, along with ensuring continuity of the initiative as student batches change each year. Encouraging consistent student participation—especially contributions in the Pahari dialect for the magazine—required sustained motivation.

Culturally, variations in microregional dialects sometimes led to differences in interpretation of songs and rituals. Additionally, the growing influence of modernization and youth inclination toward contemporary entertainment initially reduced interest in traditional arts. Some students were also hesitant to engage in folk performances in formal settings, though this improved over time with faculty support.

Overall, the key challenges revolved around resource constraints, documentation gaps, sustaining engagement, and balancing tradition with modern academic demands.

b. Resources Required:

The initiative requires modest financial, institutional, and community support to function effectively. A small annual budget (approximately ₹10,000–₹20,000) is needed for traditional attire, props, musical instruments, event logistics, and publication of the Bhyuri magazine, along with a dedicated cultural fund for honoraria and symbolic items like caps and shawls.

Strong faculty coordination through the Cultural Committee and NSS, along with active student participation, forms the backbone of implementation. Institutional infrastructure such as the college auditorium, stage, and sound system also supports regular cultural activities.

Collaboration with external bodies like the Department of Language, Art & Culture, Himachal Pradesh, local Panchayats, and community elders (Syanas) is essential for artistic guidance, authenticity, and occasional sponsorship.

Additionally, archival support, including basic recording equipment, is required to document oral traditions and build a digital cultural repository. Overall, the initiative depends on a combination of minimal financial input, institutional commitment, and strong community involvement.

vi. Notes (Optional)

Hatti Sanskriti Samvardhan is a holistic, low-cost, and sustainable institutional practice that integrates Hatti tribal culture into the core functioning of the college, rather than treating it as isolated events. It promotes cultural pride, moral values, and a sense of belonging among tribal students while reinforcing their Scheduled Tribe identity.

The initiative aligns with NEP 2020 by emphasizing Indian Knowledge Systems, cultural rootedness, and holistic education, and also contributes to SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Communities). It demonstrates that a rural institution can balance modern education with deep cultural anchoring.

Recognized as the signature practice of the college, it strengthens both individual self-esteem and community connection, positioning the institution as a custodian of living tribal heritage.

Future plans include establishing a dedicated Hatti Cultural Studies and Heritage Documentation Centre, organizing inter-college cultural conclaves, and creating a digital archive (“Echoes of Hatti Himalaya”) to preserve songs, traditions, and cultural knowledge.



छात्रों ने हाटी संस्कृति, इतिहास और खानपान की परंपराएं जानीं



नाहन। कफोटा कालेज में हाटी संस्कृति ने जागरूकता कार्यक्रम में जाने माने समाज सेवी कुंदन सिंह शास्त्री ने छात्रों का मार्गदर्शन किया। इस दौरान उन्होंने छात्रों को हाटी जनजाति के इतिहास, खानपान, परंपराएं, रीति-रिवाज और विभिन्न लोक गाथाओं से अवगत करवाया। इस अवसर पर राजेंद्र शर्मा ने कई लोक गाथाएं सुनाई और लोक गाथाओं के बारे में छात्रों को विस्तार से बताया। कालेज के कार्यवाहक प्राचार्य डा. नलिन रमोल ने सभी अतिथियों का आभार व्यक्त किया। छात्रों ने उत्साहपूर्वक कार्यक्रम में भाग लिया और विशेषज्ञों से प्रश्न पूछकर अपनी शंकाओं का समाधान किया। इस अवसर पर समाज सेवी भाव सिंह कपूर, अध्यक्ष हाटी कला मंच, संत राम चौहान समाज सेवी और राजेंद्र शर्मा खदराई शामिल हुए।

Figure 1: Newsclip 1



Figure 2: Sirmaur Folk Dance



Figure 3: Felicitating Guests with Traditional Cap and Shawl



Figure 4



Figure 5



Figure 6



Figure 7



Figure 8



Figure 9



Figure 10



Figure 11