



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**NETAJI SUBHASH CHANDER BOSE MEMORIAL GOVT.
COLLEGE, HAMIRPUR (H. P.)**

**NETAJI SUBHASH CHANDER BOSE MEMORIAL GOVERNMENT COLLEGE
HAMIRPUR, HIMACHAL PRADESH**

177005

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

NSCBM Government College Hamirpur embarks on its sixth decade of a distinguished journey since its inception in 1965. Our institution aspires to attain the status of excellence, progressively establishing itself as a premier center of higher education in Himachal Pradesh. Our primary aim is to transform students into enlightened, responsible, and accountable citizens. Originally named Govt. College Hamirpur, in 1995 it was honored with the addition of 'Netaji Subhash Chandra Bose' to its name. Situated amidst the hilly terrain of Hamirpur, a district headquarters, the college holds the recognition of being covered under sections 2(f) and 12(B) by the UGC. In its second accreditation cycle, NAAC bestowed a 'B++' Grade with a score of 2.83 points.

Our college offers diverse undergraduate programs in Humanities, Science (Medical/Non-Medical, Physical Sciences), and Commerce. Additionally, postgraduate courses are available in English, Hindi, Commerce, Economics, Physics, Chemistry, Botany, Zoology and Mathematics. We also provide self-financing options in BBA/BCA/PGDCA, along with Add-on courses in Tourism & Travel Management, Journalism, and Computer Application.

Encompassing a sprawling campus of nearly 22 acres, the college includes a well-equipped playground for various outdoor sports. Indoor gaming facilities and a gymnasium cater to fitness enthusiasts. Science labs, including computer labs with internet access, are well-appointed. Departments are interconnected through VPN Broadband & Lease Line services. The college library employs the Library Management Software 'SOUL' developed by INFLIBNET. Our stadium, featuring a 400-meter synthetic track, is an integral part of the campus. Additionally, construction of a modern indoor stadium is underway, with a budgetary allocation of Rs. 572.01 lakhs. The college also inaugurated seven newly built Type-IV residential quarters and four Type-II quarters. Separate hostels for boys and girls, each accommodating up to 100 students, contribute to a conducive living environment.

The college thrives on a range of activities including sports, cultural events, NSS, NCC, Rovers & Rangers, and Rotaract, which effectively harness and channelize students' potentials. Throughout the years, the college has garnered an exemplary reputation by excelling in academics, sports, culture, and co-curricular engagements.

Vision

To build a holistic and vibrant learning environment founded on value-based academic principles that inculcate mental and spiritual strength as well as clarity of thought, aiming to develop the character of the students.

The Motto of our institution is: Valour and Sacrifice

To achieve this, we use to consider the following steps and principles:

- **Inculcation of Core Values:** Core values guide every aspect of our educational philosophy and practices which include integrity, respect, empathy, and excellence.

- **Curriculum Development:** Developing a curriculum that integrates not only academic subjects but also character education.
- **Mindfulness and Meditation:** These practices can help students develop mental and spiritual strength, emotional intelligence, and clarity of thought.
- **Ethical Decision-Making:** Teach students how to make ethical decisions and to use real-life experiences to facilitate discussions on moral dilemmas.
- **Community Engagement:** We encourage students to engage with the community through volunteer work and service-learning projects which helps them to develop empathy and a sense of responsibility.
- **Character Education Programs:** We implement specific character education programs that focus on virtues like honesty, compassion, responsibility, and resilience through workshops, seminars, and guest speakers.
- **Cultivate a Respectful Environment:** We cultivate a culture of respect and inclusivity within the institution which ensure that all students and staff feel valued and included regardless of their background or beliefs.
- **Flexibility and Adaptation:** We are open to evolve institutional approach based on changing needs and feedback. Education is a dynamic field, and what works best may change over time.
- **Leadership:** We ensure that the students participation curricular, co-curricular, cultural and sports activities develops leadership qualities which eventually champion the institution's values.
- **Regular Assessment:** We continuously assess the effectiveness of institutional efforts. We use to collect feedback from students, parents, and teachers to gauge the impact of your value-based education initiatives.
- **Parent Involvement:** Our institute involves parents in the educational process through PTA. We share our institution's values and encourage parents to reinforce these values at home.
- **Celebrating Success:** We recognize and celebrate the achievements of students who demonstrate exceptional character and values which motivate and inspire others to follow suit.

Mission

To awaken the latent potentials of the students, develop among them a sense of responsibility, a spirit of social service, communal harmony, discipline, environmental consciousness, leadership and mutual cooperation, which unequivocally helps in transforming them into awakened and responsible citizens.

To achieve the mission of the NSCBM Govt. College Hamirpur following are the steps to be used:

- **Discipline and Self-Regulation:** We maintain discipline and self-regulation skills. Which help students to understand the importance of time-management, stress-management, and self-control in achieving their goals.
- **Holistic Education Philosophy:** We adopt a holistic education philosophy that recognizes the multifaceted nature of human development. This approach values not only academic excellence but also personal growth, character development, and social-responsibility.
- **Student-Centered Learning:** We try our best to shift the focus from teacher-centered to student-centered-learning. Encourage students to take ownership of their education by setting goals, making choices, and pursuing their passions.
- **Experiential Learning:** Emphasize experiential learning methods by providing students with opportunities for hands-on experiences, projects, internships, and field trips to help them discover and develop their unique talents and interests.
- **Character-Education:** To implement character education programs that explicitly teaches values such

as responsibility, integrity, empathy, and respect. Incorporate these values into daily activities and discussions.

- **Environmental-Education:** By integrating environmental education into the curriculum, we teach students about environmental issues, sustainability, and the importance of responsible stewardship of the planet.
- **Social-Service and Community-Engagement:** We encourage students to participate in volunteer work, community-projects, and service-learning opportunities which helps them to develop a sense of responsibility and empathy.
- **Cultural-Sensitivity and Communal-Harmony:** We promote cultural sensitivity and communal harmony by organizing cultural exchange programs, diversity workshops, and events that celebrate different cultures and traditions.
- **Peer-Mentoring and Mutual-Cooperation:** We have established peer mentoring programs where older students mentor younger ones and encourage collaboration, mutual-cooperation among students through group projects and activities.
- **Role-Models and Guest-Speakers:** We invite guest-speakers, successful-alumni, and community-leaders to share their experiences and insights with students.
- **Evaluation and Measurement:** We have established clear-metrics and assessment methods to measure the development of students' potentials and their progress in becoming responsible and awakened citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths are institutional advantages that significantly contribute to the college's achievement of its objectives:

Ideal Location and Connectivity: The college enjoys a strategic location with excellent connectivity, offering benefits such as accessibility, networking opportunities, exposure to cultural centers, and community engagement. Situated at the heart of both the district and the state, the college benefits from its proximity to premier educational institutions like NIT, Medical College, HPTU, Neri Shodh Sansthan, and more.

Outstanding Sports Infrastructure: Our college takes pride in its exceptional sports infrastructure, which plays a vital role in our overall excellence. Our state-of-the-art facilities promote physical fitness, well-being, and a healthy lifestyle among students.

Modern Library Infrastructure: The college library stands as a core strength with its modern and well-designed infrastructure. Equipped with advanced INFLIBNET software and RFID-tagged books, both students and staff enjoy seamless access to an extensive range of resources.

Utkrisht-Mahavidyalaya Recognition: NSCBM Govt. College Hamirpur has earned the esteemed recognition as one of the Utkrisht-Mahavidyalayas. Established in 1965, it holds a rich legacy and stands as one of the oldest colleges in the state. Our college takes pride in its well-qualified and professionally competent faculty members.

ICT-Enabled and e-Governance:The college boasts ICT-enabled classrooms and efficient e-governance facilities. These resources streamline administrative processes, including admissions, examinations, and fee

payments.

Green Campus: With lush gardens, well-maintained lawns, and abundant trees, our college nurtures an environment that promotes sustainability and harmony with nature. Emphasizing eco-friendly practices such as rainwater harvesting, waste management, and energy conservation, the college is committed to a green ethos.

Hostel Facilities: The college provides hostel facilities for both girls and boys, particularly catering to SC/ST students. Additionally, there are 15 staff residences for teaching faculty members.

Safe and Well-Connected Campus: The campus ensures safety through CCTV monitoring and offers full Wi-Fi access with a 50 Mbps lease-line facility. Accessibility to facilities like ATMs, banks, post offices, and dispensaries is convenient.

Vocational and Skill Enhancement Courses: The college offers vocational and skill enhancement courses, such as Retail Management, Hospitality, English for Employability, and Entrepreneurship. These courses have gained significant industrial demand, bridging the gap between education and practical skills.

Active Participation in Extracurriculars: The college is highly active in various extracurricular activities, including sports, cultural events, NSS/NCC/RR initiatives. Societies like Red Ribbon, Rotaract Club, and Eco-Club engage extensively in social outreach programs.

Diverse Post Graduate Courses: The college offers a range of ten postgraduate courses, supplemented by hosting an IGNOU/ICDEOL Centre and an NPTEL local chapter. It also serves as an examination center for various competitive exams.

Institutional Weakness

A weakness is an internal factor that requires improvement within the institution:

Government Appointed and Managed Faculty: The faculty appointments and management are under the purview of the government.

Deputation of Staff: Occasionally, faculty members are deputed to other colleges facing teacher shortages in specific subjects. While this practice aims to address immediate staffing needs, it can adversely impact teaching and learning quality at the home institution.

Vacant Posts and Overburdened Staff: A significant weakness is the presence of vacant positions, both among teaching and supporting staff. This results in an overburdened workforce, affecting overall efficiency.

High Student-Teacher Ratio: One of the notable weaknesses is the high student-teacher ratio. The disparity between student numbers and available teaching staff affects the quality of education and personalized attention. Delivering individualized guidance, addressing unique learning needs, and providing timely feedback become challenging. Consequently, the learning experience, student engagement, interactive discussions, and collaborative learning opportunities may suffer.

Infrastructure Shortcomings: Despite impressive infrastructure, accommodating the expanding student body remains a challenge.

Limited Hostel Facilities: The availability of hostel facilities for both male and female students is limited.

Research and Innovation: The institution's research and innovation component seems weak, with inadequate resources and support systems. Addressing this deficiency is imperative to strengthen the research infrastructure.

Financial Constraints: The institution relies entirely on government funding and other financial aids for growth and development, operating under the management of the Department of Higher Education, Govt. of Himachal Pradesh. This lack of autonomy in both academics and finances is a limitation.

Frequent Faculty Transfers: Given its government status, faculty members experience frequent transfers to other colleges, often every three years, either voluntarily or per government orders. These transfers can disrupt the teaching-learning process and outcomes, as well as hinder research progress. The constant turnover disrupts mentorship and guidance continuity, hindering faculty-student relationships. This situation also affects students due to vacancies created by transferred teachers, impacting their learning experience negatively.

Institutional Opportunity

An opportunity is an external situation that, when capitalized upon, can bring positive outcomes for the institution:

Skill Development Courses: The college can tap into a variety of skill development courses to enhance the employability of students, increasing their chances of placement.

Alumni Engagement: There's potential to boost alumni engagement, leveraging their expertise as guest lecturers in their respective fields.

Tourism Potential: The district's tourism potential could be harnessed by offering skill enhancement or add-on courses related to the tourism industry.

Sports Excellence: The college's synthetic ground and indoor stadium, shared with the Sports Authority of India, could be a platform for state and national sports champions to contribute as coaches, fostering excellence in sports.

Geographical Advantage: Situated in an urban area with excellent road connectivity, the college's accessibility attracts academically inclined students and offers opportunities for practical work alongside studies. Its strategic location enhances inclusivity and diversity while facilitating visits by eminent personalities.

Government Backing: As a government-owned institution, the support of the government enhances its credibility and security, making all stakeholders, including students, feel assured.

Employment Opportunities: Centrally located, the institution provides students ample part-time employment opportunities to support their studies.

New Education Policy: The New Education Policy opens doors for the college to elevate its status to a Center of Excellence, given its potential and available resources.

Access to Academic Facilities: The institution's location offers a distinct advantage in terms of easy access to libraries and educational resources.

NCC/NSS/RR Opportunities: The college's NCC/NSS/RR wings provide students pathways to join the Armed Forces as soldiers and officers. Participation also offers chances to attend state and national camps, fostering life skills, personality development, leadership, and adventure-based training.

Institutional Challenge

A challenge is an external factor or situation that, if not addressed, could render the institution vulnerable:

Attaining College of Excellence Status: The aspiration to achieve the status of a College of Excellence poses a significant challenge.

Enhancing ICT Resources: The need to equip each classroom with advanced Information and Communication Technology resources is a pressing challenge.

Land Acquisition for Expansion: Securing additional land for constructing hostels and green spaces poses a challenge to accommodate growth.

Industry-Academia Collaboration: Establishing meaningful MOUs for collaboration and funding with industries and academia to facilitate internships, research, and development opportunities for UG and PG students poses a challenge.

Drop-out and Enrollment Ratios: Maintaining favorable drop-out and gross enrollment ratios necessitates promoting orientation, counseling, and guidance by teaching faculties.

English Communication Skills: Addressing the deficiency in English communication skills among rural students, which affects their performance in competitive and other examinations, presents a significant challenge.

High Student-Teacher Ratio: The non-creation of new posts and limited recruitment for functional positions due to financial constraints impairs classroom interactions and individual student attention.

Staffing and Funding Constraints: Abolishing non-teaching staff and outsourcing, without sufficient grants, poses staffing and operational challenges.

Balancing Activities: Achieving a balance among academic, co-curricular, and extracurricular activities is a complex challenge.

Inadequate Government Funding: The insufficiency of government funding negatively impacts research quality and recurrent expenses, hindering development and expansion.

Program Design and Implementation: Lack of financial support for new programs prevents the institution

from fully utilizing its academic autonomy.

Placement for Fundamental Programs: Students from fundamental or basic knowledge programs struggle to find matching placements, given the absence of knowledge-intensive job opportunities.

Comprehensive ERP Implementation: The implementation of a complete Enterprise Resource Planning (ERP) software for managing institutional activities remains a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

N.S.C.B.M. Govt. College, Hamirpur, demonstrates a proactive and dedicated approach towards enriching its curriculum, constantly adapting to evolving educational trends to foster progress and ensure a dynamic learning experience. As an affiliated college of HPU Shimla, we strictly adhere to the curriculum developed by the University. Efficient curriculum delivery is assured by adhering to a well-planned academic calendar, facilitating access to curriculum resources through a well-maintained timetable, and transitioning to a blended teaching mode. Moreover, the college establishes a robust assessment and evaluation system and places a strong emphasis on nurturing excellence through feedback.

Value-added and certificate programs have become integral to modern education, serving as catalysts for personal and professional growth. These supplementary courses go beyond the core curriculum, designed to provide students with specialized skills, knowledge, and experiences that enhance their academic journey and future career prospects. Currently, the college offers 29 such value-added/certificate programs, benefiting a substantial number of students. The college is now a member of the SWAYAM/NPTEL local chapter, encouraging faculty and students to enroll in online courses offered by SWAYAM and other online learning platforms.

Our institution promotes practical learning by endorsing projects, field trips, internships, and industrial training. Through these hands-on experiences, students gain valuable networking opportunities and soft skills, fostering creativity and personal growth. This proactive strategy effectively readies students, especially those in their final year/semester, to thrive in the professional world and make meaningful contributions to society.

A comprehensive feedback analysis from students, parents, alumni, and faculty plays a pivotal role in shaping educational excellence. This process offers insights into curriculum effectiveness, student support, and overall experiences, driving continuous improvement, aligning offerings with stakeholder expectations, and cultivating a responsive and thriving educational environment. Guided by these insights, the institution promptly takes corrective measures, ensuring a progressive and responsive teaching-learning ecosystem.

The college truly embodies a vigilant and committed stance towards curriculum enrichment, facilitating continuous progress by integrating innovative components to address emerging challenges and ensuring an engaging and evolving learning environment.

Teaching-learning and Evaluation

Admission to the institution is based on eligibility criteria and procedures established by HPU Shimla. Student

selection for various academic programs relies on merit, academic grades, and entrance exams. The admission process is open, and students enroll according to the roster followed by the affiliating university. The college has annually served an average of nearly 4,500 students over the past five years, with an admission rate of 95%. Students are treated fairly in the admission process, regardless of their geographical, socio-economic, cultural, educational, caste, gender, or religious identities. Notably, there has been an increase in the admission of reserved students, with 75% of reserved seats filled. IRDP students receive fee concessions, and SC/ST/OBC/EWS students receive various scholarships from the state government.

The campus provides Wi-Fi access and online resources for both teachers and students. Most classrooms are equipped with digital flat screens, specialized desktops and laptops, multifunction printers, and copiers. The seminar hall features a Smart Board, and the multipurpose hall on the ground floor houses an updated RFID-enabled library with access to approximately 35,000 textbooks, around 2,000 e-books, reference materials, journals, newspapers, and magazines for students. The college gains access to a wide range of electronic content through INFLIBNET, SWAYAM, NPTEL, etc., and an IT laboratory containing over 100 computers to enhance teaching and learning.

Faculty recruitment by the State Public Service Commission, HPPSC, adheres to UGC norms. The institution does not determine the adequacy of recruitment procedures. However, to ensure teaching quality, faculty members are encouraged to attend development programs, conferences, and workshops, with financial support and study leave provided. The college has 78 positions, with 74 currently filled, and 65% of the teaching staff hold PhD/NET/SET qualifications.

The college places a high priority on transparency in the evaluation process. Internally, if students encounter issues with their CCA grades, they can apply for reevaluation. Department heads, the Examination Committee, and the Principal oversee this process. For annual/term-end exams, discrepancies are reported to the university for review. University-level reevaluation by alternate examiners guarantees fairness and consistency.

Research, Innovations and Extension

It can be summarized that research, innovations, and extension activities are crucial requirements for institutional growth and progress. In the last five years, the institution received only Forty-Seven Thousand Rupees in grants from both governmental and non-governmental agencies for research projects and endowments during the academic session 2020-21.

We have cultivated an environment conducive to innovation and knowledge advancement within our institution. We provide a diverse range of opportunities and resources that foster intellectual growth, practical learning, and interdisciplinary collaboration. These are achieved through exploring biodiversity and natural processes, utilizing advanced equipment for innovations, creating living laboratories for sustainable practices, promoting focused study, and encouraging practical learning. Over the past five years, our institution has organized and conducted twenty-five workshops, seminars, and conferences at the state, national, and international levels, covering various themes.

Our faculty members have published 82 research papers in journals listed on the UGC Care list, which includes both peer-reviewed and non-peer-reviewed papers. Additionally, they have contributed 57 books and chapters to edited volumes, along with papers published in national and international conference proceedings, averaging per teacher over the last five years.

Numerous extension activities, such as tree-plantation drives, blood donation campaigns, AIDS awareness rallies, and anti-tobacco or anti-drug campaigns, have been undertaken by college students, particularly by the NCC, NSS, Eco-Club, RR, and Rotaract club members, within the local community. These activities have had a significant impact in sensitizing people to social issues for their holistic development over the past five years. The institution has conducted approximately 170 extension and outreach programs through organized forums including NSS, NCC, RR, Rotaract-club, and Eco-club, involving the community actively.

Dr. Amarjit Lal, Associate Professor of Sociology, received a Certificate of Appreciation in recognition of his outstanding efforts and dedication in volunteer service, promoting the goals and objectives of Rotary during the year 2019-2020.

Overall, the institution has entered into a total of eight MoUs/linkages with institutions/industries in Himachal Pradesh for on-the-job training, project work, student/faculty exchange, and collaborative research over the last five years.

Infrastructure and Learning Resources

It is evident that infrastructure and learning resources constitute a crucial aspect of any institution, and this QIF-Criterion mirrors the institutional physical infrastructure and the facilities provided for the welfare of students. The college campus spans over 22 acres of land with a total built-up area of 16,987.02 square meters. The college boasts 37 classrooms and 28 laboratories for the teaching-learning process. Approximately 40% of the classrooms and seminar halls are ICT-enabled, facilitating blended learning. Additionally, the college features an ICT-enabled Conference Hall/Seminar Hall to facilitate group discussions, seminars, and presentations. An Examination Hall cum auditorium is also present to conduct examinations and host cultural events, conferences, seminars, workshops, and more.

During the past five years, around 42% of the total expenditure was allocated for infrastructure development and augmentation, excluding salaries. The library is equipped with sophisticated infrastructure, including an RFID system and a Digital Library Card for stakeholders. With a seating capacity for 400 individuals, the college library holds a substantial collection of 34,634 books and reference materials. An online database for books and journals is maintained, offering access through fully automated ILMS software (Version 2.0), which provides access to 1,99,500 e-books and over 6,000 e-journals. The institution provides 138 computers for student use, 11 for office purposes, and 25 for faculty members, resulting in a student-to-computer ratio of 35:1. The college has subscribed to an internet lease line with a 50 Mbps bandwidth through BSNL. Over the last five sessions, the college has invested Rupees 7,160,464/- to enhance IT infrastructure and bandwidth.

Furthermore, the college offers a Synthetic Track and Indoor Stadium for various indoor and outdoor games. A fully-equipped gymnasium, featuring the latest equipment and machines, is open to both students and staff. Expenditure amounting to 7.47% has been dedicated to the maintenance of physical facilities and academic support facilities, excluding the salary component, during the past five years. To ensure surveillance and security across all blocks, CCTV cameras have been installed throughout the campus area.

Student Support and Progression

It can be summarized that Student Support and Progression holds significant importance as a QIF-Criterion, serving as a reflection of institutional growth and progress.

Over the last five years, approximately 60% of the students among the institution's total strength have received scholarships or fellowships from various sources including the college, governmental and non-governmental organizations, and private individuals/organizations. The institution employs the following approaches to address student grievances, including cases of sexual harassment and ragging:

- Implementation of guidelines from statutory/regulatory bodies
- Institution-wide awareness and commitment to policies with zero-tolerance
- Mechanisms for submitting students' grievances online/offline
- Timely resolution of grievances through appropriate committees

The institution adheres to HP Government/ HPU guidelines for handling student concerns, including cases of sexual harassment and ragging.

Our active Guidance and Placement Cell maintains records of outgoing students and those progressing to higher education in previous years. Nearly 9% of all students have benefited from the institution's career counseling and competitive exam preparation over the past five years.

To enhance students' skills, the college organizes various events, including soft skills training, language and communication skills training, life skills training (yoga, exercise, health, and hygiene training), and ICT/computer skills training. These activities have benefited over 4500 students in the past five years.

Around 10% of the total outgoing students from the institution have successfully secured placements or progressed to higher education, about 1% have qualified in state/national/international level examinations (such as IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/IELTS/Civil Services/State government examinations) during the last five years.

Notably, more than 450 college students have received honors and medals for their exceptional athletic accomplishments at collegiate, national, state, and international levels in the past five years. Additionally, over the same period, the college has organized more than ten events annually (sports/cultural) in which numerous college students have participated.

Since its establishment in 2015, the college's alumni association has significantly contributed to the institution's growth by providing financial and other forms of support services.

Governance, Leadership and Management

It can be summarized that Governance, Leadership, and Management play pivotal roles as a QIF Criterion, reflecting the seamless governance of the institution, fostering leadership qualities among students through participation, and effectively managing human resources for the institution's overall development.

The institution adheres to the UGC-based PBAS performance appraisal system for teachers, librarians, and the Principal. For all other staff members, we follow the ACRs designed by the Directorate of Higher Education, Government of Himachal Pradesh. We have also established effective welfare measures related to leaves, health, and well-being for both teaching and non-teaching staff, offering a clear path for career development and progression.

Over the past five years, almost 20% of teachers have received financial support to attend conferences/workshops, including membership fees for professional bodies.

The institutional perspective plan is efficiently executed through annual committees and a well-structured timetable. The functionality of institutional bodies is evident from policies, administrative setup, appointment procedures, service rules, and various procedures. The institution embraces e-governance in its operations to ensure smooth administration, financial management, student admission and support, as well as examination conduct and evaluation.

During the last five years, approximately 18% of teaching and non-teaching staff have actively participated in Faculty Development Programs (FDP) and various professional development and administrative training programs.

The institution has formulated strategies for resource mobilization and optimal utilization of funds from different sources, including government and non-government organizations, to facilitate effective governance and institutional functioning. The institution conducts regular financial and other audits through both internal and external mechanisms.

The Internal Quality Assurance Cell (IQAC) holds regular meetings and identifies initiatives for quality improvement, implementing these strategies. Over the past five years, the NAAC-IQAC of the institution has played a significant role in institutionalizing quality assurance strategies and processes. The IQAC reviews the teaching-learning process, expenditure, audits, and learning outcomes at periodic intervals, documenting incremental improvements in various activities.

Institutional Values and Best Practices

Gender Equity: The College actively promotes Gender Equity through its policies and initiatives. A Gender Audit has been conducted, and an Annual Gender Sensitization Action Plan has been prepared. The institution has established both an Equal Opportunity Cell and a Women Grievances Redressal Cell. Various measures have been implemented to enhance the safety and security of female students and women employees. The college's campus is also disabled-friendly.

Environment Consciousness: The College follows a green policy and maintains an eco-friendly campus. Energy-efficient LEDs are utilized throughout the college, complemented by the use of solar power plants and solar lights. Green audits, Energy and Environment audits are performed to ensure sustainability. The institution has also established effective mechanisms for managing both biodegradable and non-degradable solid, liquid, and e-waste materials. Furthermore, rainwater harvesting systems have been successfully implemented. Ayush Garden, Botanical Garden, NavgrahVatika, and ChemigreenVatika have enhanced the beauty of college.

Inclusive Environment: The College provides education to students from diverse regions, cultures, religions, and socioeconomic backgrounds. Annual cultural functions like the CSCA cultural event and Himachal Pradesh University inter-college cultural events foster communal harmony. Various religious functions and festivals are celebrated within the college to promote an environment of inclusivity.

Sensitization to Constitutional Obligations: Sensitization to constitutional obligations is integrated into both the curriculum and extra-curricular activities. The Preamble to the Constitution is prominently displayed in multiple locations within college premises. Special occasions such as Independence Day, Republic Day, Constitutional Day, Human Rights Day, and World AIDS Day are celebrated to reinforce awareness about constitutional responsibilities.

Best practices: The College has successfully implemented following best practices.

- **Best Practice-1:** Empowering Youth through "**Main Bhi Nashe Ke Khilaf**" Anti-Drug Campaign: Promoting Sports to Combat Substance Abuse.
- **Best Practice-2:** "Eco Revolution: Nurturing Consciousness for a Sustainable Campus – Ek Prayaas at NSCBM Govt. College Hamirpur"

Institutional Distinctiveness: Fostering Excellence in Sports through State-of-the-Art Infrastructure.

The college's steadfast commitment to excellence in sports, underpinned by state-of-the-art infrastructure, emerges as a cornerstone of its institutional identity. The journey to instill holistic development, foster inclusivity, and shape societal transformation is intertwined with the institution's unwavering dedication to sports.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NETAJI SUBHASH CHANDER BOSE MEMORIAL GOVT. COLLEGE, HAMIRPUR (H. P.)
Address	NETAJI SUBHASH CHANDER BOSE MEMORIAL GOVERNMENT COLLEGE HAMIRPUR, HIMACHAL PRADESH
City	Hamirpur
State	Himachal pradesh
Pin	177005
Website	www.gchamirpur.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pramod Patial	01972-222227		-	
IQAC / CIQA coordinator	Vijay Kumar	01972-225832	8894312816	-	rana.phy08@gmail. com

Status of the Institution	
Institution Status	Government

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Himachal pradesh	Himachal Pradesh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	26-03-2014	View Document
12B of UGC	26-03-2014	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NETAJI SUBHASH CHANDER BOSE MEMORIAL GOVERNMENT COLLEGE HAMIRPUR, HIMACHAL PRADESH	Urban	22	16987.02

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA, Humanities And Social Sciences,	36	XII	English + Hindi	720	650
UG	BSc, Sciences, Non Medical and Medical	36	XII	English	720	519
UG	BCom, Commerce,	36	XII	English + Hindi	155	148
UG	BBA, Management,	36	XII	English	107	99
UG	BCA, Computer Application,	36	XII	English	107	107
UG	BVoc, Vocational Studies, Hospitality and Tourism and Retail Management	36	XII	English	80	71
PG	MA, Humanities And Social Sciences, Hindi	24	UG	English + Hindi	45	43
PG	MA, Humanities And Social Sciences, English	24	UG	English + Hindi	34	30
PG	MA, Humanities And Social Sciences, Economics	24	UG	English + Hindi	34	19
PG	MSc, Sciences, Botany	24	UG	English	23	22
PG	MSc, Science	24	UG	English	34	29

	s,Physics					
PG	MSc,Science s,Zoology	24	UG	English	23	23
PG	MSc,Science s,Mathematic s	24	UG	English	45	45
PG	MSc,Science s,Chemistry	24	UG	English	34	34
PG	MCom,Com merce,	24	UG	English + Hindi	34	26
PG Diploma recognised by statutory authority including university	PGDCA,Co mputer Application,	12	UG	English	64	42

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				19				43			
Recruited	1	0	0	1	15	4	0	19	26	14	0	40
Yet to Recruit	0				0				3			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	7	8	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				39
Recruited	13	11	0	24
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	16	4	0	20
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	14	1	0	8	4	0	28
M.Phil.	0	0	0	2	3	0	10	4	0	19
PG	0	0	0	0	2	0	7	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	0	0	1	
	1	0	0	1	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1606	29	0	0	1635
	Female	2312	28	0	0	2340
	Others	0	0	0	0	0
PG	Male	88	0	0	0	88
	Female	289	0	0	0	289
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	16	0	0	0	16
	Female	26	0	0	0	26
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	467	775	427	414
	Female	710	1106	586	604
	Others	0	0	0	0
ST	Male	72	78	53	65
	Female	75	74	58	67
	Others	0	0	0	0
OBC	Male	184	211	168	152
	Female	275	296	214	233
	Others	0	0	0	0
General	Male	1255	1192	1255	1263
	Female	1859	1642	1665	1693
	Others	0	0	0	0
Others	Male	0	0	0	6
	Female	0	0	0	13
	Others	0	0	0	0
Total		4897	5374	4426	4510

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>NSCBM Government College Hamirpur offers Choice-Based Credit System (CBCS) for both UG and PG courses, giving students the opportunity to select from a range of multidisciplinary and interdisciplinary courses. For example, within the B.Voc. Hospitality and Tourism Management course, faculty members from the Commerce, Management, and English departments actively engage in synthesizing and integrating knowledge across these disciplines. Within the CBCS PG courses (Humanities and Commerce), there exists a paper dedicated to Generic Elective interdisciplinary courses. This allows students to choose courses beyond their primary field of study. As an</p>
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	<p>illustration, the Department of Travel and Tourism Management offers a course titled "Products of Himachal Pradesh," accessible to students from any PG course. Similarly, under CBCS for UG classes in Humanities, a wide array of Multidisciplinary Generic Elective courses is available for selection during the final year.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The NSCBM Govt. college, located in the state of Himachal Pradesh, is affiliated with the University of Himachal Pradesh (H.P.U., Shimla), which has successfully implemented the necessary changes to adopt the NEP 2020. This new policy allows students to accumulate credits and provides provisions for multiple entries and exits, offering flexibility in their educational journey. To ensure widespread awareness, information about our college, its programs, and the NEP changes has been extensively communicated through the college website, class WhatsApp groups, and classroom interactions. Furthermore, our college takes pride in being a part of the SWAYAM NPTEL LOCAL chapter, which promotes online learning opportunities. In line with this, we have implemented a mandatory enrollment policy for postgraduate students in at least one course offered through this platform. Additionally, our dedicated faculty members have registered themselves as mentors in various courses, further enhancing the learning experience. To streamline the implementation of the NEP, including the specific provisions of the NEP 2020 such as ABC, a dedicated committee has been established at the college level. This committee is responsible for coordinating and overseeing the integration of the NEP guidelines into our academic programs, ensuring a smooth transition and effective implementation. Overall, our college is fully committed to embracing the changes brought forth by the NEP 2020 and is actively taking steps to inform and engage students, promote online learning, and coordinate the successful implementation of the policy.</p>
<p>3. Skill development:</p>	<p>Skill development courses play a crucial role in equipping students with the necessary expertise to thrive in today's rapidly evolving world. These courses are essential for preparing students to excel in a competitive and ever-changing job market. Under the Choice-Based Credit System (CBCS) for</p>

	<p>undergraduate courses, students have the opportunity to select skill enhancement courses based on their interests and career goals. For example, the B.Sc. program with a specialization in Botany offers Skill Enhancement Courses in areas such as Medicinal Botany, Floriculture and Gardening, Ethnobotany, and Mushroom Cultivation. Additionally, the Department of English provides a course specifically focused on developing soft skills and writing skills, further enhancing students' overall employability and communication abilities. These skill development courses ensure that students acquire a diverse set of skills that are in demand by employers and are valuable in their professional journey. Language and communication skills ? Workshops/seminars regularly conducted by Dept. of English ? EEE (English, Employability and Entrepreneurship) course started for the students. ? 06 months Language Certificate Programmes offered by IGNOU center of the college twice a year. ? Urdu Language ? Teaching of English as a Second Language ICT/computing skills ? The Departments of Computer Science and Commerce regularly organize workshops to familiarize students with the latest advancements in the realm of technology and electronic tools (E-tools).</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NSCBM Government College boasts an actively operating Sanskar Club and commemorates International Yoga Day annually. The Department of Sanskrit provides courses encompassing a range of ancient Indian texts. Furthermore, the college offers courses in Indian Literature both in English and Hindi at both undergraduate (UG) and postgraduate (PG) levels. The syllabus includes translated texts from Sanskrit to English and Hindi. The college also provides courses in Folk Literature under the B.A. English program, as well as Medicinal Botany and Ethnobotany. Notably, the college takes pride in maintaining a well-kept AYUSH garden and a NAVGRAH garden.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome Based Education is a student-centered approach that focuses on defining specific learning outcomes and designing educational experience to achieve those outcomes, ensuring students acquire the necessary skills and knowledge for success in real world contexts. Well -defined, measurable and aligned curriculum: The college ensures that learning</p>

	<p>outcomes are well -defined, measurable and aligned with the programme objectives. The college focuses on aligning curriculum with the assessment measures such as Formative and Summative Assessments</p> <p>Enhanced Faculty Development: Our College provides professional development opportunities for its Faculty to enhance their teaching skills, assessment techniques and understanding of Outcome Based Education Principles. Foster collaboration and feedback: A regular feedback from students can help identify areas for improvement in curriculum design and teaching methods</p> <p>Effective use of Technology: The college plans to leverage information technology tools such as LMS and other platforms to support OBE</p> <p>Engaging Industry and Stakeholders: The College plans to further strengthen the partnerships with industries and other stakeholders to ensure their maximum participation thereby making learning outcomes relevant to the demands of the job market.</p>
<p>6. Distance education/online education:</p>	<p>The NSCBM Govt. College is one of the four recognized ICDEOL centers of HPU, Shimla and a recognized IGNOU LSC offering distance learning courses in in various subjects. These centers cater to a wide geographic area of the state. Our college is a part of SWAYAM NPTEL LOCAL chapter, thus offering online courses to the students on a wide range of topics across all disciplines.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club has been set up in the NSCBM Government College Hamirpur with main objective of sensitizing the staff, student and society about their duties in the electoral process of country. Electoral Literacy Club works under the NSS unit of the college. It conducts various activities to promote electoral literacy in and outside the campus.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, students' coordinator and coordinating faculty members have been appointed by the College and the ELCs is fully functional. The composition of the ELC for the session 2023-24 is given below: • Dr. Uttam Kumar Sharma (Associate Professor) - Coordinating Faculty • Dr. N.D. Khanna (Assistant Professor) - Coordinating Faculty • Akashay Kumar (B.A. – III) -</p>

	<p>Student Coordinator • Gaurav Thakur (B.A. – III) - Student Coordinator • Priya Nidhi (B.A. – III) - Student Coordinator • Ishita (B.A. – III) - Student Coordinator</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The various initiatives of ELC of NSCBM Government College Hamirpur are: • Voter awareness campaigns in the nearby villages with a special focus on enhancing the participation of under privileged sections of society. • Motivate staff, student and society for casting their vote through different activities. • Educate new voters about voter registration and electoral process through various SVEEP activities. • Assisting district election administration in the registration of new voters and conduct of polls.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The College's ELC initiates awareness campaigns in the adjacent villages. Its primary focus is to educate the community about the significance of 'Every Vote Counts' and the principle of 'No Voter Left Behind'. Moreover, it offers explanations about the voting process using Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT) systems.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students who are above 18 years of age but have not yet registered as voters receive comprehensive awareness regarding the entire electoral process, particularly those in their first year. At the commencement of each academic session, the District Election Administration establishes a voter registration center within the college premises, providing all essential materials. The College's ELC actively encourages and assists new voters in completing their registration in the electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4897	5374	4426	4510	4257

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 123

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	65	65	66	63

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
77.76	171.24	524.45	111.94	108.93

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The NSCBM Govt. College Hamirpur is affiliated with HPU Shimla and thus operates in accordance with the rules and directives of Himachal Pradesh University Shimla. The college curriculum strictly adheres to the university's developed curriculum. For efficient curriculum delivery, the college follows the process outlined below:

Well-Planned Academic Calendar:

To ensure efficient curriculum delivery, the college engages in well-thought-out and documented academic calendar planning.

The college leadership, along with IQAC, Staff Council, and College Advisory Committee, meticulously plans and prepares the college academic calendar based on the university-developed curriculum at the start of the academic session.

Heads of the concerned departments hold brainstorming sessions to plan academic activities, such as the distribution of courses and an effective internal timetable in alignment with the program outcomes and program-specific outcomes.

The final academic calendar is published in the college prospectus and made available on the college website.

As an ICT-enabled campus, the college faculty also utilizes Learning Management Systems, particularly CANVAS and Google Classroom, to share timetables and individual teaching plans well in advance.

Facilitating Access to Curriculum Resources for Effective Learning:

Library:

The library serves as a valuable resource hub, facilitating access to a wide range of books, journals, digital resources, and online databases.

The library has ample seating capacity and an e-Learning Centre to foster effective learning.

The library is automated to further enhance accessibility, enabling students to seek knowledge beyond

the physical confines of the library.

Labs for Active Learning:

Our college boasts well-equipped science labs, computer labs, and a language lab that enrich student learning by involving them in active learning and hands-on experience. Such active learning contributes to a comprehensive and well-rounded education, preparing students for real-world challenges and opportunities beyond their classroom.

LMS (Blended Learning):

Post-pandemic, the college has adopted a blended learning approach to facilitate seamless communication and collaboration among students and teachers, fostering an engaging learning environment.

Multimedia tools such as PowerPoint presentations, video lectures, and discussions cater to different learning styles, making the learning experience more inclusive and personalized.

SWAYAM NPTEL Local Chapter:

Faculty and students are encouraged to enroll in online courses offered by SWAYAM or other online learning platforms.

Robust Assessment and Evaluation System:

The institution has implemented a robust evaluation system to meticulously track and evaluate students' academic progress.

At the beginning of the academic session, learning assessment tests are conducted to categorize students as advanced, medium, or slow learners.

Holistic assessment includes various facets such as classroom attendance, mid-term tests, assignments, seminars, and class tests.

The college's internal assessment incorporates performance in internal exams and in-class assessments.

The college adheres to university guidelines in implementing the CIE system, which includes 5% marks based on attendance records and 25% marks based on performance in assignments/mid-term exams.

Nurturing Excellence through Feedback:

The institution recognizes the significance of stakeholder feedback, which forms an integral part of the decision-making process.

Guided by the insights gained, the institution takes prompt corrective measures, ensuring a progressive and responsive teaching-learning ecosystem.

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

1.2 Academic Flexibility

1.2.1

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

Response: 08

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 1.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
309	1	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

N.S.C.B.M. Govt. College, Hamirpur, embraces a holistic approach that extends beyond subject-specific expertise and transcends the mere transmission of academic knowledge. The college accomplishes this majorly by incorporating cross-cutting issues, such as professional ethics, gender equality, human values, environmental consciousness, and sustainability, directly into its curriculum. This strategic integration equips students with the multidimensional skills, knowledge, and values necessary to confront and overcome complex societal challenges.

At its core, this strategy involves deliberately infusing crosscutting issues into various courses across different disciplines, thereby ensuring that students encounter these themes consistently throughout their academic journey. The goal is to create a dynamic educational experience that mirrors the complex interconnectedness of real-world challenges. For instance, within the context of business courses, ethical considerations are artfully interlaced, urging students to contemplate the moral dimensions of their decisions and actions. Similarly, the domain of social-sciences provides an apt platform for the exploration of gender issues, allowing students to grasp the multifaceted nature of social dynamics and disparities.

By embedding these crosscutting issues in a variety of courses, students are exposed to a diverse array of analytical perspectives. This exposure prompts them to develop multidimensional viewpoints, enriching their critical thinking abilities. Such multidisciplinary learning is pivotal in preparing students to grapple with the complex, interrelated challenges they will encounter beyond the classroom. It underscores the interconnectedness of societal issues, emphasizing that solutions rarely reside within the confines of a single discipline.

Furthermore, the tactical integration of crosscutting issues enhances the sense of relevance and applicability in students' education. As they traverse their academic journey, students witness firsthand how these issues are not confined to a single domain but transcend disciplinary boundaries. This recognition nurtures a proactive mindset, motivating students to identify these crosscutting themes within

their specific areas of interest and to seek innovative solutions.

Importantly, this approach highlights the universality of these themes, instilling in students the ability to transcend disciplinary boundaries. Armed with this versatility, they become better equipped to address complex problems. The ability to navigate across disciplines, drawing insights from different fields, is increasingly valuable in a world where the most pressing challenges are often multifaceted and cannot be neatly categorized.

Thus, Curriculum Mapping is a visionary educational strategy that fosters multi-dimensional learning and problem-solving. By embedding cross-cutting issues across disciplines, students are not only equipped with a deeper understanding of societal challenges but also with the ability to think critically, act ethically, and transcend disciplinary boundaries. This approach aligns education with the complexities of the real world, preparing students to be proactive, innovative, and compassionate leaders in an interconnected global society.

Additionally, activities like guest-lectures, workshops, project-based learning, and interactive discussions at the college also help to bridge the gap between theory and practice. These activities encourage critical thinking, collaboration, and problem-solving across diverse topics. Furthermore, community engagement initiatives carried out throughout the year, both on- and off-campus, empower students to address real-world societal issues, fostering a sense of responsibility, empathy, and commitment to principles like sustainability and social responsibility.

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

1.3.2

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

Response: 0

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

Response: 00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
1994	2274	2115	2052	1726

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2110	2382	2232	2064	1803

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 66.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
375	409	382	437	307

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

2022-23	2021-22	2020-21	2019-20	2018-19
571	629	612	569	496

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 76.52

2.3 Teaching- Learning Process

2.3.1

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

Response:

To equip the learners for the intensely competitive professional landscape, college teachers are now blending modern technology with traditional pedagogical methods, harnessing Information and Communication Technology (ICT) to optimize and elevate the delivery of education.

The campus offers Wi-Fi accessibility and furnishes both teachers and students with online resources. Interactive learning thrives through avenues such as group discussions, ICT integration, PPT presentations, demonstrations, online and offline quizzes, as well as seminars. The majority of classrooms are equipped with Digital Flat Panels, departmental desktops and laptops, All-in-One Printers, and Photocopiers. The Seminar Hall features a Smart Board, and the Multipurpose Hall houses a Library with RFID Facility on the Ground Floor, along with an Examination Hall on the Top Floor. The college boasts access to an extensive array of e-content through INFLIBNET e-resources. During the lockdown period, online classes were conducted across diverse platforms including WhatsApp, Zoom, Google Meet, Microsoft Teams, and Google Classroom. College educators utilize these platforms adeptly, facilitating the seamless sharing of information, study materials, and notices to ensure effective learning. Teachers employ a spectrum of ICT tools encompassing SPSS, programming languages, and simulations to orchestrate workshops. Student counseling is facilitated through applications like Zoom or Google Meet, with video lectures recorded to facilitate long-term learning and future reference. Moreover, the availability of various MOOC platforms, such as SWAYAM, NPTEL etc. further enriches the educational experience. Faculties utilize GOOGLE FORMS to create online quizzes, which are administered after the completion of each unit. Information Communication Tools play a pivotal role in orchestrating technical and management events like Poster making, Ad-mad shows, Project presentations, Business quizzes, Debates, and paper presentations.

Lecturers leverage LCD and overhead projectors to augment the interactivity and efficacy of the teaching and learning process. The college maintains a well-stocked library, enriched with a diverse array of books and magazines, with new reference materials being added annually to facilitate both collaborative and independent learning. A variety of co-curricular and academic activities, including debates, collage-making, poster-making, and photography, are also available. To foster experiential and participatory learning, students are actively encouraged to partake in educational tours, field trips, workshops, conferences, and industrial training. To facilitate such events, the college has made collaboration with number of premier institutes like NIT Hamirpur, CSIR-IHBT, Palampur, among others.

Some courses have seamlessly integrated experiential learning through internship programs into the curriculum. College students have actively engaged in and successfully completed skill development programs organized by HP Kaushal Vikas Nigam (HPKVN). Hands-on laboratory experiments and internships afford students practical exposure, complemented by entrepreneurial training that empowers them to create employment opportunities rather than solely seeking them. Skill Enhancement Courses (SEC) offered across various subjects provide invaluable practical experience to bolster skill sets.

Participatory learning is vigorously promoted, inspiring students to actively engage in an array of co-curricular and academic activities. The faculty members as mentors, beside providing guidance in academic affairs and problem solving, motivate the students to participate in debates, declamations, collage-making, poster-making, photography, and youth festival involvement. A spectrum of activities is conducted during different sessions by the National Service Scheme, National Cadet Corps, Rovers & Rangers, Clubs, Societies, and the College Student Cultural Association (CSCA).

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 83.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	78	78	78	76

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

2.4.2

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

Response: 70.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	46	46	47	44

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college uphold complete transparency in the continuous and comprehensive internal assessment of both our undergraduate and postgraduate students. As a government institution, we strictly adhere to the criteria established by our affiliated institution, HPU Shimla.

Prior to the commencement of each academic session, students are provided with a clear and comprehensive explanation of the parameters and mechanisms involved. The breakdown of internal assessment marks is explicitly detailed in the prospectus, which can be conveniently accessed through the "Downloads" section of our website (<https://www.gchamirpur.org>).

In undergraduate (UG) courses, Internal Assessment (IA) contributes 30% of the total 100 marks for each course. The IA is evaluated by our faculty based on three key factors: attendance in class (up to 5 marks), performance in midterm or half-yearly exams (up to 15 marks), and contributions to assignments, seminars, projects, and overall class engagement (up to 10 marks).

In postgraduate (PG) courses, IA constitutes 20% of the total 100 marks. It is determined by teachers based on class attendance (maximum 5 marks) and performance in midterm exams (maximum 15 marks).

Our assessment approach considers not only the aforementioned factors, but also encompasses behavioral traits, self-directed learning capabilities, and communication skills. To foster student satisfaction and promote self-evaluation, the answer scripts from midterm or half-yearly exams are evaluated and then shared with the class. Students are informed of their grades through a thorough evaluation process, with results displayed on the department's notice board or communicated via Class WhatsApp groups for easy access and inquiries.

In the event of any discrepancies, students are encouraged to promptly report them to the concerned teacher. To address matters related to internal evaluation, the College Advisory, PTA, and IQAC-NAAC meetings serve as platforms for resolution. Our administration is dedicated to swiftly addressing any concerns or grievances raised by our students. If a student is unable to attend an exam due to legitimate reasons, such as medical issues, they are granted the opportunity to retake the exam during the designated house examination period. To ensure impartiality and consistency, decisions made by the house-examination committee require prior approval from the Principal. Furthermore, students who wish to appeal low results must adhere to established procedures. Those dissatisfied with their internal assessment scores have the option to approach the concerned teacher or HOD. To ensure transparency, a student's performance is also displayed on the notice board.

All concerns regarding evaluation, including internal assessment marks, are diligently addressed at both the college and university levels. Internally, issues related to assessment marks are meticulously verified by HODs, the Examination Committee, and ultimately the Principal. In cases where students identify discrepancies in their evaluated answer sheets, they can submit applications to the college office, detailing the issues observed. These applications are then reevaluated by the respective teacher. Discrepancies associated with term-end or annual examinations are escalated to the university through the appropriate channels for necessary action. At the university level, students are afforded the opportunity to request a re-evaluation of their answer scripts by an alternate examiner, ensuring uniformity and impartiality in grading.

For a comprehensive understanding of the Internal Assessment process, we encourage you to consult our available resources.

Should you require assistance, please take advantage of the resources provided on our college website.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Aligned with the core tenets of Outcome Based Education (OBE), our institution diligently formulates Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) within each department offering distinct programs. This meticulous process involves extensive collaboration among faculty members and stakeholders, ensuring a unified consensus. Once achieved, these outcomes are disseminated through a multitude of avenues, embedding their significance into the very fabric of our

educational approach.

Our dissemination strategy is comprehensive, designed to reach every facet of our academic community. These outcomes are prominently showcased across various platforms including the Institutional Website, curriculum materials, textbooks, departmental notice boards, laboratories, and the Library. Their importance is highlighted during pivotal events such as student induction programs, Parent-Teacher Association Meetings, alumni gatherings, and routine faculty assemblies.

Turning to the student experience, the Heads of Departments (HODs) play a pivotal role in acquainting students with the essence of POs, PSOs, and COs. This awareness campaign extends across a spectrum of stakeholders in the academic journey, encompassing faculty members, class teachers, mentors, program coordinators, and course coordinators. This concerted effort ensures that each student is well-informed and attuned to the overarching objectives and outcomes.

Significantly, Program Specific Outcomes (PSOs) take center stage, encapsulating the specific skills and accomplishments anticipated of students at a micro level, to be achieved by the program's conclusion. PSOs typically involve collaborative efforts by program coordinators and HODs, culminating in the definition of four to five outcomes. Crafted in consultation with course coordinators, these PSOs are then deliberated upon by the Board of Studies (BOS) comprising the Head of Departments and Subject Specialization Experts. The final approval rests with the Principal, ensuring the integration of PSOs into the program's framework.

On the other hand, Program Outcomes (POs) are encompassing statements that encompass the broader professional achievements that the program endeavors to nurture. These span a range of interconnected knowledge domains, skills, and personality traits that students are anticipated to acquire throughout their academic journey. POs are comprehensive, encapsulating diverse elements that collectively contribute to holistic growth.

At the course level, Course Outcomes (COs) provide precise statements detailing the essential disciplinary knowledge and skills students should possess by the course's conclusion. These outcomes are meticulously crafted, clearly articulated, and effectively communicated. The COs are the result of collaboration between course coordinators and the relevant faculty members, followed by validation under module coordinators' scrutiny. They are discussed extensively during departmental Board of Studies (BOS) meetings, thoroughly examined course-wise, and officially endorsed.

These outcomes are effectively disseminated through the college's electronic infrastructure, chiefly via individual department sites hosted on the official college website (<https://www.gchamirpur.org/naac/criterion-2-teaching-learning-and-evaluation/>). This dedicated online space ensures accessible information for all stakeholders, facilitating a thorough understanding of these outcomes.

In interactions with students, a persistent endeavor is made to instill awareness about Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) right from the beginning of each academic session. This ongoing emphasis during student engagement activities solidifies our commitment to Outcome Based Education (OBE) principles, fostering a harmonious and purpose-driven educational journey for all our students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

A multi-dimensional approach is employed to evaluate the attainments of POs and COs wherein the overall holistic development of the learner is taken into consideration. For the attainment of the program outcomes, students are made aware of the POs/Cos, the indicators of attainment, the avenues, and the possibilities in the respective programs at the beginning of the session.

Evaluation System

The course outcomes are ensured through the completion of the syllabus and the entire evaluation process. At the Departmental level, the faculty engaged in teaching, strive to complete the courses in time. Students attaining 75 percent of attendance are eligible to appear in the final examination of the courses. The attendance contributes to 05 marks in the total of internal assessments (30 marks). The continuous evaluation is done through mid-term exams or Half-yearly exams which contribute 15 marks to the CCA, and assignments in the form of quizzes, projects, presentations, and home work given to the students contributing 10 marks to the CCA. The end semester examination or annual examinations of every course is based on the external examination system as prescribed by HPU Shimla. The question paper is set by the university on the recommendation of the Board of Studies. Students have the option of re-evaluation or re-appear if they are unable to pass the exams on the first attempt.

To promote experiential learning most of the subjects have practical courses. Students are involved in learning through hand-on practicals throughout the entire session. The outcome of which is evaluated at the end of the semester/year by conducting a final exam where the total practicals performed in the session, attendance, and viva voce are taken into consideration. Skill enhancement courses are embedded in the curriculum to enhance their pragmatic skills and ensure their preparedness for real-life challenges.

Extra-Curricular Activities

The learning outcomes are monitored and evaluated at the institutional level through formal and informal evaluation of students. Formally, the evaluation parameters include class discussions, mid-term tests, end-semester examination, assignments and projects as discussed earlier. In addition to this, students are assessed continuously through participation in cultural, NSS, NCC, Rovers & Rangers and extra co curricular activities like debate, declamation and quizzes etc., also reflect the outcome of the programs contributing to the holistic development of students. The performance of the students is recognized by giving prizes, medals and certificates. The results of learning outcomes are used to improve the potency of academic programs and activities.

The college also provides opportunities for the students to exhibit their talent through various co-curricular activities such as youth festivals, cultural activities, sports events, debate, declamation, poetic recitation, poster making, spot painting, cartooning, collage and clay modeling, etc. Students are also encouraged to participate in literary and creative activities like writing articles, poems, stories, and essays etc. in the college magazine "HAMIR".

Student Progression

The attainment of outcomes of a program is actually validated through the student's progression after the completion of a program. Consequently, the attainment of PO/COs is evaluated on the basis of various quality indicators, like upgradation to higher classes, progression to premier institutions, excellence in sports and cultural activities, and job selections.

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

2.6.3

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

Response: 81.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
753	1287	831	1026	1021

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

2022-23	2021-22	2020-21	2019-20	2018-19
952	1682	1039	1245	1143

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.51</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0.469	00	00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

We have created a conducive environment for innovation and knowledge advancement in our institution and offer a diverse range of opportunities and resources that promote intellectual growth, practical learning and interdisciplinary collaboration.

Exploring Biodiversity and Natural Processes: Departments of Botany and Zoology provide a rich collection of specimens in Museum/Herbarium and allow the students and researchers to get engaged in hands-on learning and exploration. This invaluable resource enhances the understanding of biodiversity, ecology and evolutionary processes, fostering a deep appreciation for the natural world.

An IPR Cell has been constituted in the institute to aware the teachers about the role of Intellectual Property Rights in Research and Books Publishing. It has also proposed the research lab facility and to organise seminars/conferences. Teachers also teach the students about IPR through their courses

specially in BBA, Chemistry and Commerce

Innovation through Advanced Equipments: We have established a Central Instrumentation Facility (CIF) to cater to the research needs of in-house and other students. The facility is equipped with sophisticated instruments that aid in conducting research activities. The facility aims to provide a conducive research environment by offering access to library resources such as journals, references, INFLIBNET databases.

Living Laboratories for Sustainable Practices: The college boasts of a well maintained **AYUSH-Garden, NAVGRAH-Garden**

- One of the distinctive highlights of our institution is the **AYUSH** (Ayurveda, Yoga & Naturopathy, Unani, Siddha, and Homeopathy) Garden. This serene and tranquil space is designed to showcase a diverse range of medicinal plants and herbs used in traditional healing systems. The AYUSH-Garden provides students, researchers, and visitors with a unique opportunity to explore the rich heritage of natural remedies and understand the therapeutic properties of various plants.
- The college has also established a **Chemi-Green-Garden and dedicated green spaces throughout our campus.** These green areas serve as living laboratories, providing hands-on learning experiences for students studying chemistry and environmental sciences. These green spaces not only enhance the beauty of our campus but also create a harmonious connection with nature, fostering a sense of well-being and ecological consciousness among our community.

Fostering Focused Study: Recognizing the importance of focused study spaces, we provide **separate cabins in our library exclusively** for Master's students. These dedicated areas offer a conducive environment for research, studying, and intellectual growth, enabling our postgraduate students to delve deeper into their respective fields of study.

Promoting Practical-Learning: To promote practical-learning and research-oriented education, we offer a **range of projects for our postgraduate students.** These projects provide hands-on experience, encouraging students to apply theoretical knowledge, conduct experiments, collect data, and develop valuable research skills under the guidance of experienced faculty members.

Higher Education Institution has recognized 6 MPhil/PhD guides, 02 award. Outcome of research is 32 journal publications, 57 book chapters/proceedings.

For an innovative ecosystem college established collaborations, signed 8 MoUs with national and international academic, research and industrial organizations to facilitate multi-and interdisciplinary research, training and developments. Every year college funded innovative projects for strengthening research culture. Visit to research institutes like NIT, college of Horticulture and Forest Neri etc., encouraged students for higher education and research programs.

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

3.2.2

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	5	4	1	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	7	5	8

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	3	0	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension activities are carried out through policies with the support and collaboration of various governmental organizations (GOs), non-governmental organizations (NGOs), and society. The primary objective of these activities is to impart life skills and transform students into responsible citizens.

The institute promotes regular engagement of stakeholders for holistic development. This is achieved by sensitizing them to work for social change through various activities performed by NCC/NSS/RR/Rotary Club, all of which aim to enhance community participation.

Support services, statutory cells, committees, the student council, and departments work collaboratively to organize activities that empower students to handle emergency situations, natural calamities, and disasters. These activities play a crucial role in preparing students to cope with unexpected situations and to become responsible members of society.

Activities are conducted through NSS and NCC Camps, where volunteers and cadets participate in cleanliness drives under the Swachh Bharat Abhiyan, donate blood to needy patients, or organize Blood Donation Camps in collaboration with the Health Department and Rotary Club. They also organize awareness rallies on occasions such as AIDS Awareness Day, World Environment Day, and Anti-Tobacco Campaigns. Additionally, they participate in plantation drives during the Van Mahotsav week in the monsoon session. Students and teachers also partake in International Yoga Day, performing various Yoga Asanas to showcase how fitness cultivates positive attitudes and energy levels in our bodies. Health and hygiene programs are organized to educate female students, while Disaster Management workshops are conducted to educate NCC Cadets and Rover-Rangers about disaster preparedness and risk reduction. Popularization of Science, Gender Equity, Women Empowerment activities, Youth and National Development Programs, and Day Celebrations, including the observation of birth/death anniversaries of renowned experts and Indian legends, also educate students about their roles in society. The Road Safety Club also raises awareness about traffic rules through Road Safety Campaigns to reduce road accidents.

These activities provide students with valuable experiences, aiding them in developing critical thinking, problem-solving, and decision-making skills. These skills are essential for students to succeed in their personal and professional lives.

Through these activities, the institute aims to foster a more inclusive and participatory environment, where stakeholders are empowered to play an active role in shaping their communities. By working together towards shared goals, stakeholders can construct a stronger, more resilient community better equipped to overcome challenges. Ultimately, the institute's efforts are directed towards creating a more just and equitable society, where everyone has the chance to thrive and reach their full potential.

Students in our institution gain enriching experiences through a variety of activities organized by different support services, statutory cells, committees, the student council, and departments.

One way that young people can contribute is by participating in blood donation camps. These events not only provide a valuable service to those in need but also help to foster empathy and compassion among donors. Additionally, they cultivate a sense of commitment and social-ethical responsibility, which can extend to other areas of life.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

In this institution, various activities are conducted with the aim of instilling social awareness, values, and life skills. The ultimate goal is to foster a lasting desire for learning and a spirit of service. These activities are referred to as extension activities and are carried out both within and around the institute. Encouraging participation from the local community is crucial as it plays a pivotal role in shaping a better society.

The extension activities are designed to complement the teaching and learning process. They create an environment conducive to holistic development and character building. Through these activities, students encounter real-life situations that require them to apply the knowledge and skills acquired in the classroom. This not only reinforces learned concepts but also nurtures critical thinking abilities.

The extension activities encompass a wide range of interests, covering areas such as community service, environmental conservation, health and wellness, cultural activities, and entrepreneurship. Engaging in these activities enables students to cultivate a sense of responsibility, empathy, and respect for others.

Encouraging the participation of the local community is highly emphasized as it cultivates collaboration and mutual understanding. Through these activities, the community gains insight into the role of education in building a better society. The partnership between the institution and the community is instrumental in achieving the shared goal of creating a more positive world.

In conclusion, extension activities constitute an integral part of the teaching and learning process within this institution. They provide a platform for students to develop social awareness, values, and life skills. Encouraging the involvement of the local community is essential, as it significantly contributes to the advancement of a better society. The overarching objective is to nurture a generation of responsible citizens dedicated to serving their communities.

Based on the institutional progress and development, our institute was honored with the status of Uthkrishit Mahavidyalaya by the Himachal Pradesh Government in 2020-21. Under this recognition, the college received a grant of 1 crore for enhancing physical infrastructure, establishing ICT labs, and upgrading IT and library facilities.

Dr. Amarjit Lal, Associate Professor of Sociology, was awarded a Certificate of Appreciation in recognition of his outstanding efforts and dedication in volunteer service, promoting the goals and objectives of Rotary during the 2019-2020 year. This recognition was presented by Sunil Nagpal, District Governor 2019-2020, Rotary International District 3070, during the year 2019-20 for his exceptional

volunteer service and commitment to the goals and objectives of Rotary.

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

3.4.3

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

Response: 152

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	43	13	20	21

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

3.5 Collaboration

3.5.1

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

Response: 13

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

NSCBM Govt. College Hamirpur boasts adequate infrastructure and physical facilities to support the teaching-learning process, including classrooms, laboratories, and computing equipment.

Our college is divided into five blocks: the Old Academic Block, Commerce Block, Kargil Bhawan, Science Block, and Library Block. We possess a total of 41 classrooms (10 of which are equipped with LED panels and WiFi/LAN facilities), 17 UG Laboratories, and 7 PG laboratories (6 of the UG labs are ICT-enabled with LED panels or computers with WiFi/LAN facilities). Additionally, we have a Language lab with computers and LAN facilities, and a Seminar/Conference Hall with an approximate seating capacity of 100 people, featuring a LED panel and WiFi/LAN connectivity. ICT-enabled classrooms and laboratories utilize e-resources from MOOCs such as SWAYAM, NPTEL, e-Gyankosh, and CEC, along with a web-based Learning Management System (LMS) technology, effectively delivering educational content and conducting examinations through platforms like Google Classroom and Canvas.

The Computer Application and Physics departments each have dedicated labs equipped with computing equipment for practical sessions.

Our Multipurpose Hall houses the library, spanning two floors with seating for approximately 300 students. The top floor of the hall serves as an Examination Hall with a seating capacity of 800 students. There are 26 faculty rooms allocated to different departments for lecture preparation and assignments. Rooms are also designated for the NCC, NSS, and RR extension activities. Additionally, there's a Girls' Common Room/Rest Room available.

The institution provides ample facilities for cultural activities, sports, games (both indoor and outdoor), gymnasium, and a yoga center.

Cultural Facilities:

Within the music department, two streams (Instrumental and Vocal) are taught. A dedicated Music Practice Room allows music students to practice various instruments and learn different ragas, folk music, and classical songs and dance. An open-air theater serves as a venue for co-curricular activities, cultural practices, and theater rehearsals.

Sports Facilities:

We offer an outdoor 400m synthetic track for field and track events. An indoor gymnasium is available for exercise and sports activities. Outdoor spaces include a basketball ground and a Kho-kho ground. Indoor facilities comprise a badminton court, Table-Tennis, Judo, Wrestling, and Kabaddi. Our sports facilities have been reflected in our past results, showcasing the sports culture of our institution.

The NCC Caretaker/ANO assists cadets in preparing for "BEE/CEE Certificate" exams through online and offline resources. Every year, on June 21st, International Yoga Day is celebrated with various asanas performed by NCC Cadets, NSS Volunteers, and RR members.

Additional facilities encompass Principal and staff residences, a computerized Administrative Office, a Library with high-speed internet connectivity (50mbps), IQAC Cell, Career Guidance Cell, Vermi-Compost Pit, Rain-Harvesting Tank, AYUSH Garden, Botanical Garden, and Chemie Green Garden.

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

4.1.2

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

Response: 26.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
33.058	122.089	29.714	42.189	38.44

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is automated with digital facilities utilizing the Integrated Library Management System (ILMS), and it subscribes to a wide range of e-resources and journals. NSCBM Govt. College Hamirpur's Library is regarded as one of the finest libraries in comparison to other colleges. It covers an area of 1181.8 square meters. Housed in a separate two-story building, the library's two floors are designated for library purposes, while the top floor serves as an Examination Hall. The library is conveniently located near the Old Academic Block.

The collection comprises over 34,634 printed books, approximately 200,000 e-books, 5 journals, and more than 6,000 e-journals, along with 9 volumes of magazines/periodicals. Over the past five academic sessions, around 1,000 books have been added to the collection. This diverse collection spans subjects ranging from languages and literature to humanities and pure sciences to social sciences. The library features a spacious reading hall and reference section, with a dedicated newspaper reading area on the ground floor. The library subscribes to 11 newspapers daily (5 in Hindi and 6 in English).

The library is fully automated using the integrated library management software SOUL 2.0 (Software for University Libraries) developed by INFLIBNET. It also incorporates RFID technology, with all books embedded with unique barcodes. Various library management tasks such as data entry, book issuance and return, renewal, and member logins are conducted through the software. The reading and reference sections are distinct, and the books are classified according to subjects.

Books are barcoded, and users are assigned unique barcode IDs. Apart from printed books, the library offers access to e-resources via N-LIST, which is part of the e-Shodh-Sindhu consortium of INFLIBNET. Users are educated about and granted access to browse and download e-books, e-journals, databases, and more. Newly acquired books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the academic year to acquaint them with the facilities,

services, and resources available in the library.

Reprographic and internet services are available within the library. The Internet room is equipped with four computer systems boasting internet speeds exceeding 20 Mbps. Security is enhanced through the installation of 16 closed-circuit cameras and 11 fire safety extinguisher units. The library also offers Wi-Fi connectivity. Surveillance of students is ensured through the use of 16 CCTV cameras to safeguard the library's collection.

The library is optimally utilized by both faculty and students. Books are organized in subject-wise almirahs. Faculty members frequently visit the library to consult reference books for their UG/PG classes. They guide students on using reference books for note-taking and exam preparation, including tests like MBA/SLET/NET/JAM/GATE and allied service or job exams. Students visit the library daily to read newspapers and stay updated about global and local affairs. UG/PG students utilize their library cards to access the reading section, making notes from reference books and textbooks. They can borrow books for 15 to 30 days using their library cards. An attendance register is maintained at the library entrance for both students and teachers to sign upon entering.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Various digital and technological facilities are available in the college, and we consistently update them before the start of each new academic session for the benefit and welfare of students and teaching/non-teaching staff. There are 11 smart classrooms, 1 digitally equipped conference hall, and 7 smart/digitally equipped laboratories in the college. The ENGLISH LANGUAGE LABORATORY was installed in the college based on the recommendations of the IQAC-NAAC Cell to assist PG and UG students in linguistics and literature. This helps students develop good listening skills and aids in enhancing communication skills. Additionally, a well-equipped computer lab operates within the college, accessible to students.

The Old Academic Block, Kargil Bhawan, Commerce Block, Science Block, and Library Block buildings are all equipped with Wi-Fi connectivity. Recently, we have upgraded the Wi-Fi connectivity

from 20MBPS to 50 MBPS (under the RUSA scheme) in 2023. Open Wi-Fi access is provided to all students and staff members of the college. All departments are furnished with computers and related accessories. Teaching staff members use ICT in classrooms and laboratories as needed. Different educational sites are shared with students using digital devices, and students are also informed about e-resources from platforms like SWAYAM, NPTEL, and eGyankosh. Much of the official work is executed with the assistance of ICT, and the college ensures regular maintenance of its IT facilities.

Here are some basic facilities for updating:

- Computers are regularly formatted.
- The college performs computer formatting free of charge, with the help of a computer operator.
- Anti-virus software is routinely installed on all computers.
- Wi-Fi connectivity is available in various locations including the Principal's chamber, Office room, IQAC room, departments including PGDCA, library, and laboratories.
- CCTV cameras are installed in certain classrooms and important college locations, with direct internet connectivity.
- The college website is maintained by professors from the Computer Application, BCA, and PGDCA departments.
- An online admission software was installed in 2019-20 and used for the entire admission process.
- The library is fully automated with the integrated library management software SOUL 2.0 (Software for University Libraries) of INFLIBNET, which was renewed in 2020-21.
- Our library employs RFID technology where all books are embedded with unique barcodes and operate through internet connectivity.

For IT infrastructure and bandwidth updates, the college has allocated an amount of Rupees 7,160,464/- over the last five academic sessions.

Session-wise expenditure for IT infrastructure and bandwidth updates is as follows:

- Rs. 282,214 in 2022-23
- Rs. 4,109,661 in 2021-22
- Rs. 2,208,098 in 2020-21
- Rs. 210,170 in 2019-20
- Rs. 350,321 in 2018-19

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

4.3.2

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

Response: 35.49

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

Response: 138

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

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 7.47</p>														
<p>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17.37</td> <td>8.96</td> <td>14.47</td> <td>13.81</td> <td>19.71</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	17.37	8.96	14.47	13.81	19.71
2022-23	2021-22	2020-21	2019-20	2018-19										
17.37	8.96	14.47	13.81	19.71										
File Description	Document													
Institutional data in the prescribed format	View Document													
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document													
Provide Links for any other relevant document to support the claim (if any)	View Document													

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 59.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
2988	3121	2749	2520	2651

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 9.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	623	370	462	420

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0326	521	426	368	400

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

2022-23	2021-22	2020-21	2019-20	2018-19
753	1287	831	1026	1021

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

5.2.2

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

Response: 0.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	4	7	7

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

5.3 Student Participation and Activities

5.3.1

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

Response: 201

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

2022-23	2021-22	2020-21	2019-20	2018-19
038	17	0	55	91

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

5.3.2

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

Response: 2

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

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

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Old Students Association (OSA) of Government College, Hamirpur, was founded in 2010 and registered in 2015 with the aim of fostering a sense of belonging and camaraderie among past students. The association provides a platform for alumni to reconnect with their alma mater and gives them an opportunity to contribute back to the college and society.

The OSA regularly organizes alumni meets, inviting former students to revisit the campus and relive their college memories. These events serve as a social gathering where alumni from different batches can interact and share their personal and professional experiences. It is heartwarming to witness the reunion of old friends and acquaintances who have not seen each other in years, as they reminisce about their college days and marvel at the growth and development of the institution.

The association also plays a crucial role in bridging the gap between alumni and current students. Through various mentorship programs, workshops, and guest lectures, the OSA provides guidance and support to the younger generation. Seasoned professionals who once walked the same corridors offer valuable insights, career advice, and networking opportunities to the budding talent of the Government College.

In addition to fostering relationships among alumni, the OSA actively engages in community service activities. Many former students have joined various jobs like Officers in Armed Forces (Army and Navy), HAS/HPS, Scientists in BARC, ONGC/NTPC, Assistant Commandant in BSF, Faculties in abroad, IIT Mandi, HPU Shimla, Panjab University Chandigarh, Jawahar Lal Nehru University, College Cadre, School Lecturers, School Teachers and others have joined MNCs, pharmaceutical and Banking sectors. Many students are doing social services by joining politics and few of them have been MLAs.

They usually come forward to contribute to society in meaningful ways. These endeavors not only make a positive impact on the community but also serve as a reminder of the social responsibility that comes with education.

Financial assistance is another significant aspect of the Old Students Association. OSA often engage in fund-raising activities to support the college's growth and development. Alumni contributions play a vital role in funding scholarships, infrastructure development, and other academic initiatives. The association also takes pride in felicitating outstanding students who excel in their academic endeavors, motivating them to strive for excellence.

To keep the bond between alumni and the college intact, the OSA actively stays in touch with former students through newsletters, social media platforms, and website. These channels serve as a means of communication and enable alumni to stay updated on the latest college news and events. Regular communication strengthens the sense of belonging and encourages alumni to contribute in whatever way they can.

In conclusion, the Old Students Association of Government College, Hamirpur, is an essential entity that connects the past, present, and future of this esteemed institution. It serves as a bridge between former students, current students, and the college administration, promoting a sense of belonging and giving back to society. With a legacy of over half a century, the OSA continues to play a pivotal role in maintaining the bond and fostering the spirit of camaraderie among alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Since the establishment of NSCBM Govt. College Hamirpur in 1965, the institution has grown as one among the best colleges of state because of teachers' and students' dedication, determination and devotion. The progress and governance of the institution is being reflected by its Vision and Mission.

Vision

The institution aspires to build a holistic and vibrant learning environment founded on value based academic principles, that inculcate mental and spiritual strength and clarity of thought in order to develop the character of the students.

Mission

The Institution's mission is to awaken the latent potentials of the students, develop among them a sense of responsibility, spirit of social service, communal harmony, discipline, environmental consciousness, leadership and mutual cooperation, which unequivocally helps in transforming them into awakened and responsible citizens.

Governance Mechanism

The institution's toolset for effective governance aligns with its Vision and Mission. Our vision and goal come to life via teamwork and creative techniques that make the most of the opportunities available to us.

Governance through Committees

Decentralized and participatory management are the fundamental pillars and sound practices in the college. In this regard, various committees have been established like: College Prospectus and Timetable Committee; IQAC Committee for research, academic and student's facilitation and promotion; Mid-term cum House-exam Committee; Sports Activities related Committee; Library Affairs and Purchase Committee; College Development and Construction Monitoring Committee; Water and electricity Committee; Career Counselling & Guidance Cell; and Scholarship Committee *etc.* One senior faculty member serves as the convener of the respective committees along with the members. These committees carry out their respective task after adhering to all procedural requirements. These committees are set up to ensure the maximum involvement of faculties from various departments.

Cells and Clubs to Develop Personality, Attitude and Motivation

A variety of organizations, including the NCC, NSS, R&R, Students' Union, Eco Club, and other forums, are in place to keep pace with the Vision and Mission of the Institution. These organizations also arrange a number of extension programs that serve all facets of society and shape the students into responsible adults. The College is committed to equity and empowerment through its Equal Opportunity Cell, Women Development Cell, and Internal Grievances-Redressal Committee etc. The College Students Central Association (CSCA) is an institution of democratic learning and governance to the students, for the students and by the students.

Special Focus on Weaker Section of Students

The college promotes cultural diversity by admitting students from all backgrounds, irrespective of their caste, gender, religion, or nationality. To promote socioeconomic diversity, carefully planned efforts are implemented, including: Tuition Fee exemption for the female students and students with impairments, remedial classes, additional programmes taught by College staff, and focus on the personality development and life skills. Some teachers provide free books to the needy students.

NEP Implementation

The New Education Policy will be promoted by college as per UGC and affiliating Himachal Pradesh University, Shimla. NEP Awareness committee is being formed in the institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

A college's strategic perspective facilitates staff members' academic progress, enhancing their teaching strategies, research capabilities, and professional growth. The IQAC-NAAC Committee ensures the maintenance of high-quality education, physical infrastructure, and institutional integrity.

We provide opportunities for students to engage in co-curricular and extra-curricular activities, leadership training, volunteer work, cultural events, and athletic pursuits. This promotes personal growth and cultivates a strong sense of sociality. A Student Feedback Mechanism is being developed to assess

teacher performance and student satisfaction regarding the provided infrastructure facilities. We offer students and teachers access to various facilities, including classrooms, laboratories, libraries, computer and IT infrastructure, sports and recreational amenities, residential facilities, MPH-cum-auditoriums & event venues, transportation services, green spaces, environment, safety, and security measures.

We promote faculty research by providing incentives such as TA/DA. Additionally, we encourage engagement in research for PG students through targeted initiatives and programs. We extend internships to BVoc/PG students and offer mentorship programs to all students.

We involve alumni in creating networking opportunities, organizing employment fairs, and implementing mentorship programs to support current students.

We ensure fairness in examinations and transparent assessments, administering exams in an impartial and transparent manner. Students receive prompt and constructive feedback on their exam performance.

As a State Government institution, we adhere to the governance and regulation policies of HPU Shimla, UGC New Delhi, Directorate of Higher Education, and the Government of Himachal Pradesh.

The Principal manages internal management and administration at the higher education institution (HEI), under the direction of the Director of Higher Education.

You can find the organizational hierarchy in the college website's organizational chart.

The faculty members are appointed by the Himachal Pradesh government through a competitive selection procedure by HPPSC Shimla. Non-teaching staff are appointed by HPSSC Hamirpur.

For self-Financing programs, the Principal-cum-director (HEIS) appoints faculty, and temporary faculty is provided by PTA based on the suggestion of a properly formed selection panel using an appropriate selection procedure.

The Central Civil Services Rules applicable to Himachal Pradesh Government Employees include:

- Government of Himachal Pradesh, Finance (Regulations) Department Notification No. Fin(C)B(15)6/2013 dated: 28-03-2016
- Fundamental Rules (FR) and Supplementary Rules (SR)
- Pension (CCS) Rules, 192 prior to 15-05-2003
- GPF (CCS) Rules-1960
- Leave (CCS) Rules-1972
- Commutation of Pension (CCS) Rules-1981
- Temporary Service (CCS) Rules-1965
- CCS Conduct Rules-1964
- GoI Acts: RTI Act-2005; Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act-2013

HP Govt. Rules & Acts include:

- HPFR-2009
- HPTR-2017

- RTI-2006
- Office Manual-2011
- HPPS Guarantee Act-2011
- HPU Ordinances (Volume I & II)
- Himachal Pradesh Educational Institutions (Prohibition of Ragging) Act, 2009
- UGC (Affiliation of Colleges by Universities) Regulations, 2009
- Recognition of Institution/College Regulations, 1974 (F. 3334/65 (CD)(CP) Pt. IV) dt. 12.07.1974
- UGC (Curbing the Menace of Ragging in HEIs) Regulations, 2009. No.F.1-16/2007 (CPP-II) dt.17.6.2009
- University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

To evaluate the performance of the staff, the institution follows the UGC- Performance Based Appraisal System (PBAS) for the Teaching-staff whereas for the Principal and Non-Teaching Staff, we follow the ACRs framed by the Directorate of Higher Education, GoHP.

The Annual Confidential Reports for Principals include their performance for the growth and development of the institution and for the welfare of students, teaching and non-teaching staff, and is verified by the Director, Higher Education, Shimla.

The PBAS for the teachers is based upon their individual performance throughout the year, which is verified by Principal and Director of Higher Education in three categories:

Teaching and Evaluation Related Performances is based upon:

- Lectures/Practicals/Tutorials/Contract classes taken.
- Use of Participatory-Innovative Teaching-Learning Methodologies.
- Updating of Subject Content/Course Improvement/Examination Related Work etc.

Co-curricular, Extension and Profession Related Activities and Participation in the Corporate Life of the Institution is based upon:

- Extension and Co-curricular Related Activities.
- Contribution to Corporate Life and Management of the Institution.
- Professional Development Related Activities.

Research and Publications and Academic Contributions is based upon:

- Research Article/Review Article/ Book Chapter/Book Published/Paper-Presentation.
- Conferences(International/National)/Workshops/Seminars-attended /participated/organized.
- Orientation Courses/FDP/Refresher Courses of specific-discipline/interdisciplinary-subjects.

The ACRs of Librarian/Non-Teaching Staff are verified by the Principal on the basis of their behavior with colleagues and their work performance in their respective fields throughout session.

The ACRs of Laboratory Assistants (SLA/JLA/LA) are verified by Head of the respective departments and finally by Principal.

For professional development of the staff, following welfare measures are available:

- Career advancement benefits to those who obtain MPhil or PhD degrees as per the Government norms, Faculties are eligible for study-leave of 2-years.
- Medical leave is given to the employees as per the Govt. norms.

- There is provision of maternity/paternity leave as per the Govt. norms.
- Duty-leave is given to the employees for attending seminars/conferences/OC/RC/FDP/FIP.
- All the employees are covered under GIS (General-Insurance-Scheme) and the premiums are deducted from the salary.
- TA/DA is given for the employees whenever they visit for official work. Various allowances like HRA/CA/DA are given as per State Govt. notifications and full medical-reimbursement of medical-expenses or medical-treatment.
- All the employees are covered under GPF/CPF/NPS and enjoy the benefit of retirement gratuity, death gratuity, commutation of pension and family pension of the deceased. Encashment of maximum 300 Earned Leave is allowed at the time of retirement.
- Faculty-members are encouraged for participation in National/International-Conferences/Seminar/Workshops and to publish research papers/book chapters in journals of international/national repute.
- Faculty is also encouraged to take up membership/life-membership of various National/State/Local level research bodies/societies.
- Faculty is also inspired for attending Professional Development Programmes organized by the agencies such as HIPA-Shimla/IIPA-NewDelhi/GCTE-Dharamshala/HRDC-UGC Academic Staff Colleges etc.
- Also, the staff-members can discuss their problems, demands and new proposals in the staff-meeting convened by staff-secretary in consultation with Principal. Outcomes of the meeting are recorded as the minutes-of-meeting and are then put forward for execution. The ministerial/non-teaching staff also discusses their problems, demands and suggestion amongst themselves and eventually forwarded to the Principal who discusses it further with the advisory-committee and gives needful recommendations.

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

6.3.2

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

Response: 22.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	0	0	34	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 12.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	14	9	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	44	39	42	41

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Being a Government institution, this college is fully funded by state-government in all respects. These include allotments from the State-Govt. infrastructure development grants under RUSA/UGC/Uthkrishth Mahavidyalaya Yojna.

Purchase committee, on the recommendation of NAAC-IQAC mobilize the funds for the infrastructure improvement, building and campus upkeep, sports and gymnasiums, labs, and learning resources in the library.

The college gets fees and other revenues from the students, which are used to fund extracurricular-activities, teaching-programs, contractual-staff salaries, and other college expenses.

The PTA funds are utilized to run programmes for the students and give rewards to deserving college students. The needy students receive financial-aid in the form of scholarships/fee-reductions.

The majority of funding for college operations comes from the Department of Higher Education, Government of HP (GoHP), which also pays for employee salaries/pensions/TA-DA/medical-bill reimbursements, infrastructure, and office expenditures. The state's whole budget is managed through **Himkosh, an online treasury-portal**. The college submits its “**development plans**” from time to time to the competent authority (Department of Higher Education, GoHP).

As such the college does not have any Resource Mobilization Policy of its own. Whenever a shortage of teachers and ministerial staff is felt, additional resources for their engagement on need basis and for

carrying out minor development activities are generated through the PTA Fund. The Students’ Amalgamated Fund is another resource for expenditure related to student-welfare projects. Money from this fund is used for various activities like sending teams for youth festivals, and organizing college functions in the course of the academic year. Permission for expenditure is granted by the Principal and the Bursar. A utilization certificate is submitted by the convener of the concerned committee after the money is spent.

The maintenance and operational costs are maintained through different finance heads. College Development Committee prepares an ‘investment plan’ which reflects detailed projections keeping in mind the projected growth and the risk involved.

Towards the end of the academic session, the HODs and conveners of various committees/societies submit their requirements to the Principal who allows them to take sanction on the sanction book of the college. It is reviewed and approved by the Principal. Quotations are invited for the purchase of items and orders are placed as per the quality specifications and cost-effectiveness. Purchase committee monitors the calling of quotations for various purchases.

The OSA of college also plays an active role in the college. Membership-fees/donations collected from OSA-members provide another resource for the development of college.

Internal and External Audits

- Being a Govt. institution, government funds such as staff-salary, medical-reimbursement, travelling expenses, office expenses, etc. are audited by the Accountant General of Himachal Pradesh.
- Local government funds such as Amalgamated-Funds (AF) are audited by Local Audit department of HP Government.
- Funds generated under self financing courses i.e. BBA/BCA/PGDCA are audited by the independent Chartered Accountant.
- Funds of Parent-Teachers-Association are audited by the CA. PTA also appoints internal auditor.
- College local funds are internally scrutinized by the Bursar appointed by the Principal.
- Office Superintendant handles the accounts and documentation alongwith his/her subordinates *i.e.* Senior-Assistant/Junior-Assistant/Clerk.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &

methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Established in July 2004, IQAC functions with sole motive to bring qualitative changes in the academic environment of the college. Internal Quality Assurance Cell has been instrumental in institutionalizing the quality assurance strategies and processes. IQAC helps to create a cordial atmosphere in the college by working on the basic needs and requirements of the students and institution. The role of the IQAC is enumerated as follows;

- It identifies the institutional strengths and weaknesses and suggests remedial measures for improvement of overall quality.
- It collects and analyzes feedbacks from students and parents, and suggests measures to be taken on the basis of the same.
- It also measures the construction repair work of college. The construction of college canteen is completed.
- Teachers regularly organize academic activities like workshops & seminars for the students and faculty.
- IQAC emphasizes maximum utilization of infrastructural facilities and the available ICT resources and we have also developed various ICT resources.
- IQAC maintains the records regarding research work, publications and individual achievements of the staff members. It has taken the initiative to evolve best practices in the college.
- Automatic vending machines are also installed in girls' washroom and Women empowerment days are celebrated in the institution to maintain gender equity and motivate female students.
- Drinking water facility and sanitation–hygiene is also maintained for the welfare of students.

IQAC found that the teaching should be more interactive and visual based for the benefit of the students. A number of steps, have been initiated for making the teaching learning more interactive:

- Seminars and Workshops are conducted for the faculty.
- Making seminars compulsory for the PG students.
- Mid-Term Tests are conducted for evaluation of the students.
- Extra classes are taken for course completion on time, if needed.
- Remedial classes for slow learners have been arranged.
- As a part of auxiliary education, teachers are facilitated to guide the students regarding career avenues available in their domains.
- To boost up the confidence of students, teachers assign presentations to the students. The students are encouraged to improve their analytical abilities, critical thinking, problem solving and decision making for effective learning.
- Procuring necessary facilities like Seminar/Conference Halls, Smart Class Room, Laboratories, Multi Purpose Auditorium. Automation and digitalization of library.
- Provision of Wi-Fi facility in the campus, LAN points in the classrooms and smart classes.
- The Academic Council, consisting of the Principal and senior faculty members, plans, monitors and reviews teaching learning and other activities of the institution The suggestion/complaint box is placed in college.
- Suggestions of students and stakeholders are taken into consideration while framing policies of the institution.

- The staff meeting is held in the beginning of the session to discuss the plan for the session. Students are encouraged to play an active role in the learning process where constructive feedback is encouraged.
- The college has a digital library with Internet and Wi-Fi Facility along with e-books, e-journals, INFLIBNET for enhancing the learning process and now we have installed RFID for the safety of and issuance of books.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

The college is committed to promoting gender equity within its premises and has established policies and initiatives to ensure this objective. Given the diverse socio-cultural backgrounds of our students, we proactively engage them in discussions around gender equity. The following initiatives exemplify the college's dedication to this cause:

1. Gender Audit: The college conducts a comprehensive gender audit every five years to assess the gender balance within the institution. The results of these audits are transparently presented on the college website.

2. Annual Gender Sensitization Action Plan: At the onset of each academic year, the Women Grievances Redressal Cell devises an Annual Gender Sensitization Action Plan. This plan guides the implementation of various gender equity activities throughout the year.

3. Equal Opportunity Cell: An Equal Opportunity Cell has been established within the college to organize diverse programs aimed at promoting gender equity and inclusivity.

4. Women Grievances Redressal Cell: This dedicated cell addresses issues concerning female students and staff members. It conducts meetings, activities, and counseling sessions to empower women against injustice.

5. Women Safety and Security: Our college prioritizes women's safety and security. Facilities such as a Girls Common Room equipped with a sanitary vending machine and a comfortable seating area, along with strategically placed CCTV cameras across the campus, contribute to this effort. Additionally, our Girls Hostel is designed to provide a secure living environment.

6. Day Care Center for Young Children: A Day Care Center has been established to cater to the young children of both teaching and non-teaching staff. A trained teacher and child care attendant ensure the well-being of the children, particularly infants.

7. Anti Ragging Committee: Our college maintains an Anti-Ragging Committee to prevent any incidents of ragging within the campus. This committee also addresses any gender-based issues, offering support to new students.

8. Counseling: The Women Grievances Redressal Cell and Career Counseling Cell actively engage in counseling sessions. These cells provide health, hygiene, career, and psychological counseling to female students.

9. Age Relaxation: Female students are provided age relaxation during UG and PG admissions in accordance with the guidelines set by the Himachal Pradesh government.

10. Gender Equity in Curricular Activities: Our curriculum includes courses that incorporate content related to gender issues, human values, and ethics, ensuring that all students are exposed to these concepts.

11. Gender Equity in Co-curricular Activities: Various cells, including the Women Grievances Redressal Cell, Equal Opportunity Cell, NSS/NCC, and R&R, organize a range of activities aimed at promoting gender equity within the college.

12. Suggestion/Complaint Box: To foster an open environment, the college has installed a suggestion/complaint box at its entrance. This enables students to voice their ideas, concerns, and grievances, which are promptly addressed by the college administration.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Response:

Initiatives for Fostering an Inclusive Environment:

NSCBM Govt. College Hamirpur is dedicated to providing education to students from diverse regions, cultures, religions, and socio-economic backgrounds. The college has implemented several initiatives to cultivate an inclusive environment that benefits both students and faculty members.

1. Cultural Diversity: The college actively encourages cultural exchange by organizing various events that allow students to showcase their unique cultural heritage. Annually, the college hosts the CSCA cultural function, along with participating in inter-college cultural events organized by Himachal Pradesh University. These events foster a sense of unity among students from various cultural backgrounds.

2. Regional Integration: The college welcomes students from different parts of the state, including Lahaul and Spiti District of Himachal Pradesh. This diverse student body provides an enriching platform for students to learn, adapt, and appreciate regional differences.

3. Language Inclusivity: Recognizing the linguistic diversity among students, the college arranges elocution and debate competitions on various themes and occasions. These initiatives help bridge linguistic gaps and create a sense of camaraderie among students.

4. Promoting Communal Harmony: The college celebrates religious functions and festivals of various communities, fostering an environment of communal harmony. These events highlight the importance of unity among students from different communal backgrounds, including Hindu, Sikh, Muslim, and Buddhist.

5. Equity and Socio-economic Inclusivity: To ensure equal opportunities for students from diverse socio-economic backgrounds, the college offers fee concessions and various scholarships. The admission process remains open to all, further emphasizing the commitment to inclusivity.

Sensitization of Students and Employees to Constitutional Obligations:

The college places great emphasis on sensitizing both students and employees to their constitutional obligations. This is achieved through curriculum integration as well as extra-curricular activities. Students hailing from different backgrounds are united under the guiding principles of the Constitution, regardless of caste, religion, race, or gender.

1. Curricular Integration: Many courses within the college's curriculum incorporate topics that raise awareness about constitutional obligations. Compulsory courses such as "Constitution of India" and "Environment Science" at the undergraduate level provide insights into constitutional duties, environmental acts, wildlife protection, global environmental concerns, and more.

2. Visible Representation: The Preamble to the Constitution of India is prominently displayed across the campus, including the Principal's office, serving as a constant reminder of rights, duties, and responsibilities.

3. Awareness Initiatives: The NCC, NSS, and R&R organize various awareness programs focused on citizens' rights and responsibilities. Periodic seminars and workshops cover topics such as RTI, Sexual

Harassment, and Gender Equity.

4. Commemorating Important Days: The college actively observes significant days like Independence Day, Republic Day, Constitutional Day, Human Rights Day, and World AIDS Day. These celebrations reinforce awareness of constitutional obligations and principles. The playing of the National Anthem during important events instills respect for the nation.

5. Voter Literacy Campaign: Recognizing the importance of democratic participation, the college's Electoral Literacy Club engages in voter awareness programs under the SVEEP initiative. These efforts aim to promote awareness and education around the voting process and its significance.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice: 1

Title of the Practice: Empowering Youth through "Main Bhi Nashe Ke Khilaf" Anti-Drug Campaign: Promoting Sports to Combat Substance Abuse.

Objectives of the Practice:

- To underscores the institution's commitment to Institutional Social Responsibility.
- To prevent youth from falling prey to drug abuse.
- To promote sports in the youth.
- To foster community bonds, and bridge generational divides.

The Context:

The global specter of drug addiction casts its shadow across societies, affecting individuals, families, and communities. Drug abuse jeopardizes physical health and socio-economic well-being. This campaign addresses this menace by educating youth about drug perils and redirecting their energy into sports, nurturing a robust and productive citizenry.

The Practice:

NSCBM Govt. Degree College, Hamirpur, envisions holistic student development, intertwining academic excellence with ethical values. Faculty and students ardently engage in year-round Institutional Social Responsibility (ISR) initiatives, extending their reach to serve society.

Collaborating with local panchayat bodies, the college's Physical Education Department spearheads the anti-drug campaign, rallying support against substance abuse. This collaboration taps into the collective strength of the community, making the campaign's impact more profound.

Initiatives Taken:-

- **Sensitizing Youth:** Targeting ages 6 to 15; the campaign capitalizes on the child's surroundings as a crucial learning window. By involving children in physical fitness and sports, the initiative aims to inoculate them against drug use from an early age. The integration of play and fitness within their routines fosters resilience against harmful influences.
- **Diverse Activities:**
- **Sports:** Activities encompass Cross Country Races, sprints, cycling races, cricket, kabaddi, basketball, and volleyball, catering to a wide range of interests.
- **Recreational:** Mothers of participants partake in engaging events like tug-of-war, skipping rope, and balloon races, promoting a sense of camaraderie and shared fun.
- **Engaging Elders:** Acknowledging mothers' pivotal roles, the campaign empowers and encourages them to instill healthy habits in their children. Intergenerational understanding flourishes through the inclusion of senior citizens, building a harmonious continuum between generations.
- **Inclusive Participation:** The involvement of a Chief Guest from the community amplifies public engagement, fortifying backing for the campaign. This presence symbolizes the collective dedication to a drug-free future.
- **Encouragement through Prizes:** Rewarding all participants fosters a sense of participation and sportsmanship, transcending mere competition. This inclusive approach ensures that everyone feels acknowledged and motivated.

Evidence of Success:

- Robust youth participation underscores the allure of sports activities, reflecting the growing popularity of healthy pastimes.
- Panchayat bodies pledge to establish and maintain playgrounds, symbolizing enduring commitment to providing spaces for recreation.
- Several panchayat bodies volunteer to host parallel events, expressing eagerness for a sustained collaboration that extends the campaign's reach.

Problems Encountered and Resources Required:

- **Problems Encountered:**

- Inadequate playground facilities in select villages remain an obstacle to full community engagement.
- Budgetary constraints hamper campaign reach, necessitating creative resource allocation strategies.
- Coordinating the efforts of diverse local bodies poses a challenge, emphasizing the need for streamlined communication.

- **Resources Required:**

- Allocation of funds to ensure seamless campaign execution.
- Adequate staffing to orchestrate effective planning and management.

Best Practice: 2

Title of the Practice: "Eco Revolution: Nurturing Consciousness for a Sustainable Campus – Ek Prayaas at NSCBM Govt. College Hamirpur"

Objectives of the Practice:

- Pioneering the creation of an eco-friendly campus through proactive initiatives.
- Cultivating environmental consciousness among staff, students and stakeholders through diverse activities.
- Optimizing water and energy utilization within the college through sustainable practices.
- Harnessing renewable energy sources and energy-saving devices to reduce the carbon footprint.
- Establishing a scientific waste management system in the college.
- Preserving and enhancing the lush green cover.

The Context:

In the contemporary era, environmental consciousness takes center stage at numerous National and International platforms. As human activities continue to disrupt the delicate balance of our ecosystems, addressing environmental degradation becomes paramount. NSCBM Govt. College Hamirpur, an esteemed institution sprawling across 22 acres in Himachal Pradesh, with nearly 5000 students and 100 dedicated staff members, emerges as a trailblazer in the pursuit of Environmental Conservation and Sustainable Development.

The Practice:

- **Green Initiatives:**

- **Ayush Garden:** It brings staff and students closer to Ayurveda and nature and increases their knowledge about Indian medicinal plants.
- **Botanical Garden:** It helps students to know about plants, their collection and their classification. It also serves for the conservation of rare and endangered species.
- **NavgrahVatika:** In the Vatika, each plant represents a different celestial force and it gives the power of navgrah. It removes vastudosh, purifies air and creates positive energy.
- **ChemigreenVatika:** It has been created to develop love for nature and to instill environment consciousness in the college community.

- **Green Cover:** To enhance the greenery and beauty of college, many ornamental plants have been planted.
- **Solar Energy Initiatives:** The college has installed a 22KWP (Grid Connected) solar power plant atop the main building. Solar water heaters have been installed in both hostels.
- **Energy Efficiency Initiatives:** All CFLs and incandescent lamps have been replaced with LED bulbs. The college employs solar lights throughout the campus, replacing conventional sodium lamps.
- **Water Conservation Initiatives:** The College has installed a 4000-liter rainwater harvesting system and strategically dug rainwater collection pits to recharge groundwater.
- **Waste Management Initiatives:** The college applies diverse methodologies for management of biodegradable and non-degradable solid, liquid, E-waste materials. The college has a vermin compost unit for organic waste. For E-Waste Management, college has signed a MOU with a recognized agency. The college has been declared a burning-free and plastic-free zone.
- **Green and Energy Audits:** The College conducts green and energy audits, refining its environmental endeavors for maximum efficacy.
- **National Seminar on Environment Conservation:** A National seminar on Environment was organized on 19th March 2022.

Evidence of Success:

- Ayush Garden, Botanical Garden, NavgrahVatika, and ChemigreenVatika has enhanced the beauty of college and made it a unique college in the state.
- Use of solar energy ensures uninterrupted electricity supply within the college and also reduces electricity bills.
- Being a clean and green sanctuary, college attracts more students.

Problems Encountered and Resources Required:

Problems Encountered:

- Limited financial resources.
- Coordination with external agencies.
- Maintaining the motivation level in voluntary work.

Resources Required:

- Budget for creating different facilities.
- Budget for their annual maintenance.
- Adequate staff.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

Theme: Fostering Excellence in Sports through State-of-the-Art Infrastructure.

Context:

In the contemporary digital landscape, the youth find itself susceptible to the entanglements of digital and substance-related dependencies. Recognizing the gravity of this predicament, there arises a compelling necessity to redirect youthful energies and stimulate productive pursuits. Engaging the youth in sports activities emerges as an unparalleled solution, not only diverting their focus but also nurturing a holistic and vibrant campus ethos. It is within this context that N.S.C.B.M. Govt. Degree College Hamirpur, committed to holistic student development, positions itself as a vanguard institution.

Significance of Sports Infrastructure:

A Catalyst for Transformation: The institution’s resolute belief in the transformative power of sports manifests through its commitment to cultivating a culture of excellence in sports. By offering top-tier sports infrastructure, the college instills a renewed sense of purpose among budding athletes, propelling them towards achieving loftier aspirations. The institution aspires to pave the way for a new paradigm in sports by harnessing its state-of-the-art facilities. This ambitious pursuit signifies the college's aspiration to emerge as a leader in the realm of sports, while concurrently nurturing values of resilience, discipline, and collaborative teamwork.

Promoting Health, Perseverance, and Social Responsibility: The college's emphasis on sports is underscored by the understanding that it not only bolsters physical fitness but also inculcates mental health and stress management. By fostering an environment conducive to both physical and mental well-being, the institution demonstrates its steadfast dedication to nurturing the holistic development of its students, extending well beyond the confines of academics. Moreover, the college’s approach to sports serves as a driving force behind the students’ commitment to shatter preconceived barriers, challenge stereotypes, and effect positive social transformation.

Strides towards Uniqueness: The institution's distinctiveness is epitomized by its unparalleled sports infrastructure, which stands as a benchmark within the state. The college boasts a synthetic athletics track spanning 400 meters, a well-equipped football ground, a hockey ground, a basketball court, and a state-of-the-art indoor stadium. The latter boasts facilities for diverse disciplines including boxing, weightlifting, wrestling, judo, tennis, badminton, and a fully equipped gymnasium.

Elevating the Sports Culture: the College's initiatives and innovations within the sports domain bear testimony to its commitment to fostering an environment of sporting excellence. Regularly hosting a diverse spectrum of state and university-level sports competitions, the institution opens its doors to schools, colleges, and various governmental bodies, cementing its role as a community hub for sporting endeavors. Notably, the college actively collaborates with entities such as the Sports Authority of India (SAI) and the District Youth Services Sports Department (DYSO), positioning itself as a beacon of excellence by being designated as a **National Centre of Excellence** by the Government of India.

Empowering Beyond Borders: The impact of the college's sports infrastructure extends beyond its immediate confines. With student participation witnessing an upsurge, the institution has positioned itself as a frontrunner in sporting events across the state. Additionally, the college's achievements in both regional and national competitions stand as a testament to the caliber of training and resources provided to its athletes. These accomplishments augment the institution's reputation and attractiveness to prospective students, thereby enhancing its image on a broader scale.

Catalysts of Social Change: The far-reaching effects of the college's sporting pursuits are manifest in the societal benefits it facilitates. By offering a training ground akin to the actual recruitment rally site, the college equips aspiring military recruits with an advantage, leading to numerous selections within the Indian armed forces. This resonates deeply in stories such as Shivansh's triumph in the U-19 National Badminton Championship, further accentuating the college's impact on individual achievements.

Anticipating and Addressing Challenges:

- The path to maintaining and upgrading sports infrastructure necessitates substantial financial investment. To counter this challenge, the college is committed to judiciously allocating resources, ensuring the continuity of its state-of-the-art facilities.
- The college understands the significance of regular monitoring, preventive maintenance, and collaborative efforts with maintenance experts to address wear and tear issues effectively. Through these measures, the institution pledges to uphold the pristine condition of its sports facilities, allowing them to continue serving as vehicles of empowerment.
- Furthermore, the institution acknowledges its responsibility in fostering an inclusive environment. By ensuring that sports facilities are accessible and accommodating to all students, including those with disabilities, the college seeks to eliminate barriers.

Resourcing the Path to Excellence:

- **Skill Enrichment for Sports Staff:** Recognizing the vital role of sports staff, the college is committed to their continuous development. Training programs in the latest coaching methods, sports science, and inclusivity practices are envisioned. This investment promises to elevate the quality of sports programs.
- **Inclusivity Initiatives:** The institution remains steadfast in its commitment to inclusivity. By steadfastly working towards ensuring that sports facilities are welcoming to all, the college fosters

an environment where every individual can harness their potential. This ongoing effort underscores the institution’s ethos of embracing diversity.

- **Financial Endeavors:** Acknowledging that robust infrastructure development requires financial backing, the institution is devoted to sourcing the necessary financial support. This is fundamental to upholding the quality of its sports facilities and fortifying its journey towards excellence.

Embracing a Future of Promise:

- **Host of Prestigious Events:** As a steppingstone to sporting eminence, the college aspires to host both national and international level sporting events. Such endeavors not only bolster the college's reputation but also enrich the sporting landscape of the region.
- **Collaborative Endeavors:** By engaging with sports clubs, national sports bodies, and industry experts, the college anticipates a continuous influx of resources, expertise, and opportunities. This synergy has the potential to redefine the institution's role in shaping the sports narrative.
- **Uncompromising Quality:** The institution recognizes the importance of ongoing assessments and upgrades. These measures ensure that sports infrastructure, equipment, and programs remain aligned with evolving trends, thereby underscoring its commitment to unwavering excellence.
- **Student-Centric Philosophy:** A hallmark of the institution's approach, tailoring sports programs to cater to student preferences and needs is poised to foster higher engagement and participation rates. This personalized approach cements the institution's student-centric ethos.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college's urban location serves a diverse population, addressing both urban and rural communities. Our faculty, including Dr. Chandan Bhardwaj, Dr. Amarjeet Singh Atri, Dr. Rattan Chand Sharma, Mr. Ravinder Paul, Mr. Ravi Dutt, and Mr. Bhagwati Prasad Sharma, actively participate in Rotary Clubs. Their involvement has inspired students to establish the Rotaract Club, engaging in impactful outreach initiatives such as Blood Donation and Tree Plantation. Our institution's contribution to the community extends to hosting the Hamirpur Radio Station on our premises.

Several faculty members, like Mr. Prakash Thakur and Dr. Sangeeta Singh, contribute as panelists for the Radio Station's auditions, adding value to its programming. Mr. Arun Kashyap is an announcer and Drama narrator at the Radio Station. Noteworthy achievements include Mr. Rahul Sharma, a Music Department student, making it to the top 48 of the reality show "Sa-Re-Ga-Ma-Pa" on ZEE TV and winning the title of Voice of Himachal.

For sports and fitness enthusiasts, our institution's synthetic track and indoor stadium provide optimal facilities. These resources serve as havens for daily commuters seeking physical activities.

In conclusion, the college's location and active engagement with community-oriented projects, such as the Rotaract-Club and the Hamirpur Radio Station, reflect our commitment to holistic development and societal well-being. Additionally, our achievements in music and sports underscore our dedication to nurturing diverse talents among students.

Concluding Remarks :

In conclusion, NSCBM Government College Hamirpur stands as a distinctive institution in Himachal Pradesh, fostering excellence in sports and academics through state-of-the-art infrastructure.

Our legacy is marked by excellence in academics, co-curricular activities, culture, and sports. We meticulously adhere to the curriculum set forth by HPU Shimla, maintaining a structured academic calendar and sports schedule. With an enrollment of approximately 2000 students per academic session, we ensure an optimal student-faculty ratio and a conducive learning environment. Our dedicated faculty, many possessing Ph.D./MPhil degrees and NET/SET qualifications, contribute to a robust teaching and evaluation framework. The high pass percentage of our students is a testament to their dedication and the quality of instruction they receive.

Our faculty actively engages in professional development activities, including FDPs, OPs, conferences, research publications, and books/textbooks published. The dedication of our students is reflected in their outstanding performance in extension and outreach programs, including the vibrant NCC/NSS/RR units that commemorate significant national and international events.

Our campus boasts excellent physical infrastructure, complemented by cutting-edge ICT and LMS resources that facilitate effective teaching and learning. In the realm of student support and progression, we take pride in nurturing meritorious individuals who excel not only in academics but also in culture and sports, both at the state and national levels. Numerous students have earned government and non-government scholarships, and

many have progressed to prestigious institutions.

Our approach to leadership, governance, and management is grounded in e-governance principles. Through internal and external audits, we uphold transparency and accountability in administration, finance, admissions, and examinations. We adhere to UGC and State guidelines for the appraisal of both teaching and non-teaching staff, providing comprehensive welfare measures.

Undoubtedly, our institution's essence is reflected in its best practices, particularly the impactful campaigns "**Empowering Youth through 'Main Bhi Nashe Ke Khilaf'**"—an Anti-Drug Campaign—and "**Eco Revolution: Nurturing Consciousness for a Sustainable Campus – Ek Prayaas.**" These initiatives exemplify our commitment to social responsibility and sustainability.

Hence, our institution has been bestowed the prestigious title of "**Utkrisht Mahavidyalaya**" by the Government of Himachal Pradesh.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :08</p> <p>Remark : Input edited as Diploma and PG Diploma programs offered by the IGNOU study center can not be considered.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>625</td> <td>66</td> <td>45</td> <td>17</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>309</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as Diploma and PG Diploma programs offered by the IGNOU study center can not be considered.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	625	66	45	17	20	2022-23	2021-22	2020-21	2019-20	2018-19	309	1	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
625	66	45	17	20																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
309	1	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 784</p> <p>Answer after DVV Verification: 00</p> <p>Remark : HEI has provided only student list, some of the irrelevant report and news letter given which are not considered.</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
568	635	554	543	434

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
375	409	382	437	307

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
764	855	781	751	621

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
571	629	612	569	496

Remark : Input edited category wise number of students should be less than or equal to number of seats earmarked.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	48	48	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	46	46	47	44

Remark : Input edited excluding teachers joined on year 2023 and MPhil, MBA, MSc, etc. without NET/ SET. Only NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D degree will be considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.2	0	.469	1.9	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0.469	00	00

Remark : Grants for conference and workshop will not be considered.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	14	15	9	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	7	5	8

Remark : Input edited as per the given links and date mentioned on the same.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	24	11	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	3	0	1

Remark : Input edited as per the given cover pages with ISBN number and dates mentioned on it.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	47	15	21	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
55	43	13	20	21

Remark : Input edited excluding days celebration.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41.13	133.17	119.36	61.99	66.40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33.058	122.089	29.714	42.189	38.44

Remark : Input edited as per the clarification response.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	158	86	82	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0326	521	426	368	400

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
753	1287	831	1026	1021

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
753	1287	831	1026	1021

Remark : Input edited as per the clarification response.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	69	0	130	170

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
038	17	0	55	91

Remark : Input edited as per given awards.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	9	0	1	20

Answer After DVV Verification :

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

Remark : Input edited as one sports event and one cultural day has been selected. Event should not be split into activities. NSS camp will not be considered here.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	29	26	14	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	14	9	13

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	44	39	42	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	44	39	42	41

Remark : Input edited excluding repetition of teacher for same year and days less than 5.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 133 Answer after DVV Verification : 123</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>75</td> <td>75</td> <td>76</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>65</td> <td>65</td> <td>66</td> <td>63</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	74	75	75	76	73	2022-23	2021-22	2020-21	2019-20	2018-19	64	65	65	66	63
2022-23	2021-22	2020-21	2019-20	2018-19																	
74	75	75	76	73																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
64	65	65	66	63																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>77.76</td> <td>171.24</td> <td>524.45</td> <td>111.94</td> <td>108.91</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>77.76</td> <td>171.24</td> <td>524.45</td> <td>111.94</td> <td>108.93</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	77.76	171.24	524.45	111.94	108.91	2022-23	2021-22	2020-21	2019-20	2018-19	77.76	171.24	524.45	111.94	108.93
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