Self-Assessment Report 2025

for

Ranking of Government Colleges in HP – 2025

Government Degree College Kaffota District Sirmaur, Himachal Pradesh

Submitted to:

The Director of Higher Education

Government of Himachal Pradesh, Shimla

Contents

Declaration by the Head of the Institution

Govt. Degree College Kaffota

Tehsil Kamrau, Distt. Sirmaur (H.P) 173029
Email: gdckaffota123@gmail.com Website- www.gckaffota.ac.in
Phone No. 01704-273307, 273310

Declaration by the Head of the Institution

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

This SAR is prepared by the institution after internal discussions and in accordance with the criteria for ranking of Government Degree Colleges and Sanskrit Colleges of Himachal Pradesh vide notification No. EDN-HE(3)F(4)-55/2025 dated 17th October 2025 of Director of Higher Education, Himachal Pradesh, Shimla.

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

Place: Kaffota
Date: 27/12/2025

(Dr. Kuldip Singh)
Principal
Government Degree College Kaffota
District Sirmour (HP) 173029
Principal
Govt. Degree College
Kafota, Distt. Sirmour (H.P.)

CLUSTER/ ZONE/ CATEGORY DETAILS OF THE INSTITUTION FOR RANKING

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

PROFILE OF THE COLLEGE

1.   Name and Address of the College:

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

2.   Contacts for Communication:

Designation	Name	Telephone With STD code	Mobile	Fax	Email
Principal	Dr. Kuldip Singh	01704-2733010, 27331007	94181-58784		gdckaffota123@gmail.com gdckaffota.iqac@gmail.com
IQAC/ SAR Coordinator	Dr. Nalin Kumar Ramaul	01704-2733010, 27331007	98168-58644		nalinramaul76@gmail.com
IQAC/ SAR Assistant Coordinator	Sh. Rinku Aggarwal	01704-2733010, 27331007	89881 01450		rinkuaggarwal2007@gmail.com

3.   Type of the Institution:

By Gender	Co-education
By Shift	Regular

4.   Establishment Details:

Date of establishment of the college	05-12-2015	PDF

5.   University to which the college is affiliated /or which governs the college (If it is a constituent college):

State	University name	Document
Himachal pradesh	Himachal Pradesh University	PDF

6.   Details of UGC recognition:

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

7.   Location and Area of Campus:

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

RANKING FRAMEWORK

1. TEACHING LEARNING

1.1. Mode of teaching

1.1.1. Lecture method only

Response: Lecture method also used.

The lecture method is one of the instructional approaches adopted by the institution and forms an integral part of the teaching–learning process. It is primarily used for introducing new topics, explaining core theoretical concepts, and providing structured academic inputs to students.

The lecture method is particularly suitable for courses and subjects with relatively large class sizes, such as History and Political Science, where it enables systematic coverage of the prescribed syllabus within the stipulated academic timeframe. It also facilitates summarisation of study material and clarification of complex concepts through illustrations and contextual explanations.

The institution follows a blended pedagogical approach, wherein the lecture method is complemented with interactive discussions, question–answer sessions, student presentations, assignments, and other participatory learning practices, as and when feasible.

The extent of use of ICT-enabled teaching tools is influenced by the availability of infrastructure. In the absence of adequate ICT facilities such as smart classrooms, projectors, and high-speed internet connectivity, the lecture method continues to serve as a reliable and effective mode of instruction.

While the lecture method is effective for structured content delivery, the institution recognises the importance of experiential and learner-centric pedagogies. Efforts are made to integrate participatory, activity-based, and problem-solving learning approaches to enhance student engagement and learning outcomes.

File Description	Document
1.1.1 Lecture Method	PDF

1.1.2. "Technology based teaching only or Blended teaching

Response: Blended teaching

Government Degree College Kaffota, Himachal Pradesh follows a blended mode of teaching, integrating conventional classroom teaching with appropriate technology-enabled instructional tools. In a true blended learning environment, both the student and the teacher should be physically located in the same space. The blended approach combines the lecture method with ICT-supported teaching–learning practices to ensure effective curriculum delivery, student engagement and improved learning outcomes.

In the contemporary digital age, integrating technology into education is indispensable, yet a complete shift to technology-based teaching alone would be impractical, especially in a remote institution like Government Degree College Kaffota. It must be admitted that the infrastructural constraints in this remote area limit the extent of technology integration compared to urban institutions. Thus, while adopting blended teaching practices, the institution remains mindful of infrastructural limitations and ensures that technology complements, rather than replaces, face-to-face teaching.

Faculty members increasingly incorporate ICT tools—such as PowerPoint presentations, audio-visual aids, online resources, and e-content—into their teaching wherever feasible. To support this, the college encourages professional development through participation in faculty development programmes organised by bodies like UGC Human Resource Development Centres (HRDCs), Himachal Pradesh State Council for Educational Research and Training (HPSCERT), Himachal Institute of Public Administration (HIPA), and various universities. Many teachers also pursue online courses to enhance their ICT competencies.

File Description	Document
1.1.2 Technology based teaching only or Blended Teaching	⬇ PDF

1.1.3. Flipped Classroom

Response: Yes

The flipped classroom is an innovative pedagogical strategy that inverts traditional teaching and learning dynamics. In this method, students first explore new content on their own, usually through online resources, videos, or reading materials, outside the classroom. The goal is to use class time for active learning and social interaction, while moving content delivery outside of class. Thus, classroom time

is dedicated to discussions, problem-solving, and applying the knowledge in interactive, collaborative activities under the guidance of the teacher.

This student-centred approach promotes deeper engagement, critical thinking, collaborative learning, and application of knowledge, aligning with the objectives of outcome-based education and the National Education Policy (NEP) 2020.

At Government Degree College Kaffota, located in a remote rural area of Sirmaur district, faculty members have made conscious efforts to incorporate elements of the flipped classroom methodology where feasible. Teachers occasionally assign pre-class preparatory materials – such as textbook readings, shared notes, or freely available online videos – to enable students to acquaint themselves with basic concepts beforehand. Classroom sessions are then utilised for interactive discussions, clarification of doubts, group activities, and practical application of concepts.

However, full-scale implementation of the flipped classroom is constrained by several contextual factors prevalent in this rural institution. The college primarily caters to students from economically weaker and underserved backgrounds, many facing challenges related to limited access to personal devices and reliable internet connectivity in remote villages. These issues contribute to the digital divide, affecting consistent pre-class engagement. The government will have to take initiatives for digital inclusion by bridging digital divide and providing adequate ICT facilities in the college.

The pre-class learning response is low among some students who might be struggling with self-motivation and lack of time management.

Moreover, creating high-quality pre-class digital content requires significant time and resources, which is challenging amid faculty workload and limited ICT infrastructure. The ongoing rationalisation of teaching staff in government colleges by the government will need to consider that flipped teaching methodology cannot be effectively and efficiently implemented if there is overload of work on the teachers. Instead of the quantity, quality of education should be emphasized.

The college continues to prioritise enhancement of ICT facilities and faculty development to progressively adopt more experiential and innovative teaching methods for improved learning outcomes.

File Description	Document
1.1.3 Flipped Classroom Teaching	↓ PDF

1.1.4. As per need of different groups of students

Response: Yes

Government Degree College Kaffota, situated in a remote rural area of Sirmaur district, caters to a heterogeneous student population with diverse learning abilities, primarily from economically and socially underrepresented backgrounds. The college has institutionalised mechanisms to assess learning levels through entry-level evaluations, classroom interactions, and performance in house examinations, enabling the identification of advanced learners and slow learners. Based on this assessment, students are broadly identified as advanced learners and slow learners, and appropriate academic support mechanisms are implemented.

i. Support for Slow Learners

Remedial classes are conducted in addition to regular teaching, primarily during off-hours, to strengthen conceptual understanding and address learning gaps. Faculty members provide personalised academic guidance, simplified explanations of core concepts, and doubt-clearing sessions at the departmental level. Bridge Courses are organised for first-year undergraduate students prior to the commencement of regular classes to bridge gaps in subject knowledge, improve communication skills, and enhance academic confidence.

ii. Support for Advanced Learners

Advanced learners are encouraged through enrichment activities such as class seminars, student presentations, group discussions, and subject-related assignments to promote critical thinking, academic articulation, and independent learning. These activities provide opportunities for intellectual growth and development of a professional outlook.

iii. Quiz Drive

To promote inclusive participation and academic engagement, the college conducted **three mandatory written quizzes** for all students. Based on performance, top-performing students were grouped into teams, and **four table quizzes** were subsequently organised to encourage collaborative learning and healthy academic competition.

Through these differentiated and learner-centric instructional practices, the institution strives to ensure inclusive education, academic progression, and improved learning outcomes for all students.

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

1.2. Curriculum Planning and Implementation

1.2.1. Teaching schedule

Response: Followed 100%

Government Degree College Kaffota ensures systematic and effective curriculum planning and implementation in alignment with the academic calendar of the affiliating university (Himachal Pradesh University, Shimla) and UGC guidelines.

i. Academic Calendar

The college prepares a comprehensive Academic Calendar at the beginning of each academic session through a structured process involving the College Advisory Committee, IQAC, and inputs from all departments. This calendar is synchronised with the University Academic Calendar and incorporates tentative schedules for curricular, co-curricular, and extracurricular activities, including commencement of classes, internal assessments, vacations, and university examinations.

The Academic Calendar is published in the College Prospectus/Handbook and uploaded on the college website for easy access by stakeholders. It serves as a guiding framework for timely curriculum delivery and evaluation.

In rare cases requiring adjustment (e.g., due to unforeseen circumstances), decisions are taken collectively by the Principal in consultation with the Advisory Committee and IQAC.

ii. Timetable

The Timetable Committee, constituted annually, prepares a master timetable adhering to UGC workload norms and programmatic requirements. Department-wise and class-wise timetables are drafted in consultation with HoDs, ensuring equitable distribution of classes based on faculty specialisation and student strength. Individual teacher timetables are finalised and formally notified after approval. The approved timetable is displayed on the college website, notice boards, and shared with all concerned. It is treated as binding, and any changes require prior approval from the Timetable Committee and Principal.

Regular monitoring of syllabus coverage is undertaken through departmental meetings, where progress is reviewed, and remedial measures are initiated if required. Feedback from students and faculty on timetable effectiveness and curriculum delivery is periodically collected and addressed to ensure smooth implementation.

File Description	Document
1.2.1 Teaching Schedule	↓ PDF

1.2.2. Whether learning outcomes defined

Response: Yes, 100%

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

i. Course Outcomes (COs)

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

ii. Programme Specific Outcomes (PSOs)

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

iii. Programme Outcomes (POs)

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

iv. Preparation of COs, PSOs and POs

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

File Description	Document
1.2.2 Learning Outcomes Defined	↓ PDF

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

Response: 4 x 4 (Number of Practices Observed) = 16

All four practices observed (Projects, Surveys, Educational Tours, Industry Visits)

Government Degree College Kaffota, Himachal Pradesh adopts multiple curriculum enrichment practices to supplement the university-prescribed syllabus and to enhance experiential, participatory, and skill-oriented learning. These practices are implemented at the departmental level in alignment with course objectives and local relevance.

i.   Projects

Students are assigned course-related projects as part of internal assessment and continuous evaluation. These projects encourage independent learning, application of theoretical concepts, data collection, analysis, and academic writing. Project work helps students develop research aptitude, critical thinking, and subject-specific competencies.

ii.   Surveys

Departments encourage students to undertake field-based surveys related to their respective disciplines. These surveys enable students to engage with real-life socio-economic, cultural, and environmental issues, particularly relevant to the rural and remote context of the region. Survey-based activities enhance observational skills, data interpretation, and practical understanding of theoretical concepts.

iii.   Educational Tours

Educational tours and field visits are organised to provide students with experiential learning beyond the classroom. These tours are designed to complement curricular requirements and expose students to historical sites, ecological settings, cultural heritage, and academic institutions, thereby enriching their understanding through direct observation and interaction.

iv.   Industry Visits

Industry visits are organised to familiarise students with industrial processes, organisational structures, workplace practices, and emerging trends. Such visits help bridge the gap between theoretical knowledge and practical application, and enhance students' awareness of employment opportunities and professional environments.

File Description	Document
1.2.3 Curriculum enrichment practices	PDF

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

Response: Followed by all the Departments

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

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

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

i. Frequency

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

ii. Conduct of Internal Examinations

Internal examinations are conducted under the supervision of the Internal Examination Committee, following procedures similar to those adopted for university end-semester examinations. Invigilation duties are assigned as per prescribed norms. Seating plans are displayed in advance, student identity cards are mandatory, attendance is duly recorded, and answer scripts are collected and submitted to the examination control room for further processing and evaluation.

iii. Variety in Modes of Assessment

Faculty members are encouraged to adopt diverse and appropriate methods of Continuous Internal Evaluation, including assignments (handwritten), seminars, quizzes, class tests, presentations, viva-voce, group discussions, and project work, in alignment with course objectives.

iv. Special Provisions for Students Participating in Sports and Co-curricular Activities

Students representing the college in sports, NSS, and other recognised co-curricular activities are provided academic flexibility, including attendance benefits and extended timelines for submission of assignments and projects. In exceptional cases, assessment through alternative modes is permitted as per university norms.

v. Option of Retest

Students who are unable to appear in internal examinations due to genuine reasons are provided the option of retest, subject to institutional guidelines, ensuring inclusivity and fairness in assessment.

vi. Resubmission of Assignments

Students failing to secure minimum qualifying marks in internal assessment are allowed resubmission of assignments, enabling academic improvement and reinforcement of learning.

vii. Examination Stress Awareness and Student Support

The college facilitates student participation in awareness initiatives related to examination preparedness and stress management, including the viewing of nationally organised academic interaction programmes such as *Pariksha Pe Charcha* by Hon'ble Prime Minister of India, aimed at promoting positive attitudes towards examinations.

File Description	Document
1.2.4 Internal assessment mechanism	↓ PDF

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

Response: Within 7 Days

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

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

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

- To provide students with easy and timely access to their assessment results.

- To enhance transparency and trust in the assessment process.

- To encourage student engagement and self-evaluation based on their performance.

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

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

File Description	Document
1.2.5 Prompt communication of assessment	↓ PDF

1.3. Add-on Courses/ Certificate Courses

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

Response: One

Score = 2.5

Entrepreneurship Development

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

Response: Students benefitted> 50%

Score = 10

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

1.4.1. Sample size

Response: >25%

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

1.4.2. Students satisfaction

Response: 91-100%

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

1.4.3. Action on feedback

Response: 91-100%

File Description	Document
1.4.3 Action on Feedback	↓ PDF

1.5. Examination Results

1.5.1. % of Students Passed

Response: >81%

File Description	Document
1.5.1 % of Students Passed	[PDF]

1.5.2. % of students with A Grade and Above

Response: >20% with A grade and above

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

1.5.3. No. Of Students in University Merit

Response: Nil

2. STUDENT SUPPORT, SERVICES AND PROGRESSION

2.1. Pre and Post Admission Counselling

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

Response: Publicity through any 3 means

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

i. College Prospectus

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

ii. Newspaper Announcements

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

iii. College Website

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

iv. Social Media Platforms

To enhance accessibility, the college leverages social media channels, including WhatsApp groups and Facebook. Dedicated WhatsApp groups have been created for current students, parents, and alumni, allowing direct communication and easy

dissemination of admission-related information. Members are also encouraged to share this information within local community groups, helping the college extend its reach to remote areas.

v. College Notice Board

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

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

File Description	Document
2.1.1 Admission Schedule	↓ PDF

2.1.2. Pre-admission counselling

Response: Yes

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

i. Mode of Counselling

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

ii. Personalized Guidance

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

iii.   Fostering Informed Choices

The counselling sessions aim to clarify any uncertainties students may have about course selection, college life, and future career pathways. Faculty members work closely with prospective students, ensuring they feel confident in their decisions and are aware of the opportunities that align with their goals.

iv.   Focus on Inclusivity and Support

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

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

File Description	Document
2.1.2 Pre-admission counselling	↓ PDF

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

Response: Post admission Counselling/induction

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

i.   Principal's Induction Program

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

ii.   Introductory Sessions with Faculty and Staff

Students attend introductory sessions with faculty members, where they are assigned mentors who help guide them through academic and extracurricular

opportunities. These meetings familiarize students with the faculty, staff, and support services, establishing connections that can enhance their learning experience.

iii.   Academic Information and Requirements

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

Academic Calendar:

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

Course Requirements and Credits:

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

Continuous Comprehensive Assessment (CCA):

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

iv.   Access to College Guidelines and Resources

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

v.   Induction for Stream-Specific Guidance

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

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

File Description	Document
2.1.3 Student Orientation	↓ PDF

2.2. Scholarship

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

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

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

i.   Institutional Nodal Officer and Scholarship Committee

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

ii.   Awareness Campaigns

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

iii.   Faculty Guidance

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

iv.   Social Media Guidance

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

v. Dedicated Support for Vulnerable and Special-Needs Students

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

vi. Documentation Assistance and Help Desk

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

vii. Parental Involvement

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

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

File Description	Document
2.2.1 Awareness about different Scholarship Schemes	↓ PDF

2.2.2. Scholarships other than Government Schemes

Response: Yes

2.3. Sports and Cultural Activities

2.3.1. % of students participating in sports activities

Response: > 20%

File Description	Document
2.3.1 % of students participating in sports activities	↓ PDF

2.3.2. % of students participating in cultural activities

Response: > 20%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.3.3. Medal/Trophy won in Sports/Cultural activities

   i. National/ Inter-University:

Response: Nil

  ii. State/ Inter college:

Response: Yes

 iii. District level (also includes cluster level):

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

2.4.1. NSS

Response: Yes.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.4.2. NCC

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.4.3. Rangers & Rovers

Response: Yes.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.4.4. Road Safety

Response: Yes.

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

2.5.1.   National camps/RD Parade

Response: Yes

Rovers and Rangers National Camp

2.5.2.   State camps/ Parade

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.5.3.   Award won in these activities

i.   **National**

Response: Nil

ii.   **State**

Response: Yes

iii.   **Cluster level**

Response: Nil

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.6.   Anti-Drug Awareness Programmes

2.6.1.   No. of awareness programmes organised

Response: 4 and above

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.6.2. % of students benefitted

Response: More than 50%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.6.3. Counselling of suspected addicts

Response: Yes

At Government Degree College Kaffota, addressing substance abuse is handled with utmost confidentiality and sensitivity. Some students were identified as drug addicts by the Anti-Drug Squad. During the mentoring sessions, a few students identified to be exhibiting signs of drug dependence were counselled by the mentors. These sessions provided a safe space for students to openly discuss their challenges and receive guidance on overcoming addiction.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.7. Gender Equity

2.7.1. No. of health/sensitization programmes organised

Response: 3 and above

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.7.2. % of students benefitted

Response: more than 20%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.7.3. Women anti sexual harassment committee constituted as per norms

Response: Yes

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.7.4. Grievances Redressal as per timeline

Response: Yes

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

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

Other grievances related to academics, administrative concerns, and general student welfare are managed by respective Grievance Redressal Committees, ensuring all complaints are acknowledged, investigated, and

resolved promptly. This structured approach fosters a transparent, responsive, and inclusive campus environment where issues are addressed effectively to maintain a positive atmosphere.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.8. Mentor-Mentee Groups

2.8.1. Sessions conducted per group of students

Response: 4 and more session

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

i. Structure

- **Teacher Mentors**: Each teacher mentor supervises a group of students (including peer mentors).

- **Peer Mentors**: Senior students (previous year class) assigned to 6–7 junior students.

- **Mentee Students**: Freshers/juniors who will be guided in academics, personal growth, and adjustment to college life.

ii. Roles & Responsibilities

a. *Teacher Mentors*

1. Provide overall guidance (academic, career, emotional well-being).

2. Monitor peer mentor activities and ensure positive interaction.

3. Maintain confidential records of mentoring sessions.

4. Identify students needing additional support and guide accordingly.

5. Conduct monthly meetings with assigned peer mentors and students.

b. *Peer Mentors*

1. Help juniors adjust to college environment (academic, social, rules, opportunities).

2. Share study techniques, exam strategies, and time management skills.

3. Encourage participation in extracurricular activities.

4. Act as the **first contact person** for mentees in case of academic or personal concerns.

5. Report serious concerns to the teacher mentor.

6. Maintain friendly, respectful, and professional conduct.

iii.   Points for Briefing Teacher Mentors

1. **Oversight Role** – Monitor and guide both peer mentors and mentees.

2. **Bridge Between Students & Administration** – Escalate important issues to Principal/concerned committee.

3. **Holistic Development** – Encourage students not just in academics but also in personality development, communication, and leadership.

4. **Mentor-Student Meetings** – Organize at least once-a-month formal mentoring session.

5. **Documentation** – Maintain mentoring records (attendance, key issues discussed, solutions).

6. **Training Peer Mentors** – Provide continuous guidance to peer mentors on handling mentees.

7. **Identify At-Risk Students** – Students with attendance shortage, poor performance, financial constraints, or emotional issues should be specially monitored.

iv.   Points for Briefing Peer Mentors

1. **Role Clarity** – You are not a substitute teacher, but a friend, guide, and role model.

2. **Confidentiality** – Respect mentees' privacy; sensitive issues should be escalated to teacher mentors.

3. **Positive Attitude** – Be approachable, empathetic, and encouraging.

4. **Professional Boundaries** – Avoid favouritism, gossip, or over-involvement in personal matters.

5. **Regular Interaction** – Meet mentees at least once in a weeks, keep communication open (WhatsApp group/meetings).

6. **Academic Support** – Share notes, help in understanding syllabus, explain exam patterns, guide on use of library/e-resources.

7. **Awareness of College Facilities** – Inform mentees about scholarships, counselling cell, NSS/NCC (likely to be started), cultural activities, grievance redressal mechanisms.

8. **Feedback & Reporting** – Give periodic updates to teacher mentor about mentees' progress and challenges.

v. Suggested Activities for the Mentoring System

- **Orientation Session** – Introduce mentees to teacher mentors and peer mentors at the beginning of academic year.

- **Monthly Interaction Sessions** – Academic discussions, career talks, peer learning workshops.

- **Skill Building Workshops** – Time management, communication, stress management.

- **Feedback Mechanism** – Anonymous feedback from mentees about usefulness of mentoring.

- **Recognition** – Acknowledge best performing peer mentors at the end of session.

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.9. Coaching for National level competitive examinations/ HAS

Response: Yes

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

i. Subject-Focused Sessions:

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

ii. Exam-Oriented Teaching:

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

iii. Supportive Learning Environment:

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

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

File Description	Document
Supporting Documents & Additional Information	⬇ PDF

2.10. Remedial Classes/Bridge Courses

2.10.1. % of students benefitted

Response: More than 20%

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

i. Remedial Classes for Slow Learners:

* These classes are designed to help students who need additional assistance in foundational subjects, particularly those who may face challenges adapting to the academic rigor of higher education.

- Faculty members provide targeted instruction to address specific difficulties students may face, including language proficiency and subject comprehension, with an emphasis on individual attention.

- By reinforcing core concepts, these sessions bridge learning gaps, boost confidence, and help students achieve better academic outcomes.

- Faculty members engage with students to understand their specific learning challenges and customize teaching methods accordingly.

ii. Bridge Courses for New Subjects:

- For students venturing into unfamiliar subjects or streams, bridge courses provide a foundational understanding, helping them acclimate to the course content and requirements.

- These courses are especially beneficial for students from rural, agrarian backgrounds who may have limited prior exposure to certain subjects.

- Topics include introductory sessions on subject basics, key terminology, and essential study skills to ease the transition and enhance their grasp of complex material.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.11. Capacity Building of Students

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

Response: Yes

Government Degree College Kaffota actively fosters students' life skills through structured programs and activities designed to build resilience, confidence, and effective communication, enabling students to excel in both academic and

personal spheres. Recognizing the diverse needs of students, including those from the Hatti Scheduled Tribe and socio-economically disadvantaged backgrounds, these capacity-building initiatives focus on developing a balanced, adaptable skill set. The Key Capacity-Building Programs include the following:

i. Yoga for Physical and Mental Well-being:

Holistic Wellness:

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

Mindfulness Practices:

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

ii. Problem-Solving Methodologies:

Curriculum Integration and Beyond:

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

Confidence and Decision-Making:

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

iii. Critical Thinking Development:

Case Study Analysis and Fiscal Discussions:

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

Engagement with Real-World Scenarios:

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

iv. Effective Communication Skills:

Phonetics and Active Listening:

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

Presentation and Interaction Skills:

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

v. Coping with Stress and Emotional Regulation:

Stress Management Techniques:

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

Support Systems and Counselling:

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.11.2. Language-cum- Graduate attributes Development programmes

Response: Pahari Boli Sankalan — Student-Led Documentation and Preservation of Hatti Tribal Linguistic Heritage

Government Degree College Kaffota is dedicated to strengthening the language skills and essential attributes of its students, especially considering the diverse backgrounds of its student, which includes a significant proportion from the Hatti Scheduled Tribe and other socio-economically disadvantaged sections. This **Language-cum-Graduate Attributes Development Programme** fosters language

proficiency and vital graduate attributes in both Hindi and English, recognizing that a balanced approach to language skills is essential for the students' academic and professional growth. The key components of the Programme are as follows.

i.   Bilingual Language Development:

English and Hindi Foundations:

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

Grammar and Syntax:

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

ii.   College Magazine 'Bhanuja':

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

iii.   Kavi Sammelan

iv.   Workshop on Art of Public Speaking

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.12. Career Counselling & Placement Cell

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

Response: More than 5

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.12.2. Number of Placement Drives

Response: Less than 2

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.12.3. Self-Employment Modules Organised

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.12.4. No. of students Benefitted

Response: More than 50%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.13. Student Progression

2.13.1. % of Students opted for Higher Education

Response: 20-30%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

2.14.1. Inter-University Events (Zonal/National)

Response: Nil

2.14.2. Inter-College events

Response: Nil

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

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

File Description		Document

Supporting Documents & Additional Information		↓ PDF

2.15. Annual Prize Distribution Function Organized

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.16. College Magazine Published

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

2.17. College website updated regularly or not

Response: Yes

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

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3. INFRASTRUCTURE & RESOURCES

3.1. Classrooms: Classrooms well maintained

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.2. Library Facilities

3.2.1. Whether adequate print books available

Response: 500 Books per hundred students

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.2.3. Whether access to e-resources available

Response: Yes

3.2.4. Seating Capacity in the Library

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

ile Description	Document

Supporting Documents & Additional Information	↓ PDF

3.2.5. Usage of library resources

Response: 75%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: No

3.3. ICT Facilities

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

Response: 2

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.3.2. % of teachers using ICT facilities

Response: >50%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.3.3. No. of students benefitted from ICT facilities

Response: >50%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.3.5. Use of ICT facilities

Response: 100%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.4. Facilities for Specially-abled Students

3.4.1. Ramps/ Wheelchair/ Support railing

Response: Yes

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

The campus is equipped with ramps at key entry points and buildings, ensuring smooth access to classrooms, and administrative offices for specially-abled students. These ramps are designed to be wheelchair-friendly, facilitating movement across different areas of the campus. Wheelchairs are available on

request for students who may need assistance with mobility. The support railing has been provided at various places across the college building.

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.4.2. Separate Washrooms

Response: Yes

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.5. Sports Facilities

3.5.1. No. of games/ sports activity conducted

Response: More than 5

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.5.2. Indoor sport facilities

Response: Yes

File Description	Document

Supporting Documents & Additional Information	↓ PDF

3.5.3. Adequate sports equipment

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.5.4. Gymnasium (Operational)

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.6. Auditorium/Hostels/Seminar Hall/Staff Quarters

3.6.1. Auditorium

Response: Yes

The Multi-Purpose Reading Room-cum-Auditorium provides adequate infrastructure for conducting cultural and co-curricular activities, accommodating up to 200 participants with necessary audio-visual support.

Many colleges, especially smaller or resource-constrained ones, adopt this dual-usage approach to optimize infrastructure. NAAC does not prohibit such multi-functional use; in fact, it appreciates "optimal utilization of available space" under Criterion 4 (Infrastructure and Learning Resources). During NAAC peer team visits, the team evaluates functional usage. The college is required to provide evidence that the room is regularly used for both purposes.

To ensure optimal utilization of infrastructure, the college maintains a large Multi-Functional Hall designated as the Library Reading Room. During regular academic hours, it serves as a quiet Reading Room equipped with tables, chairs, and access to reference materials, facilitating focused study and research for students. For institutional events, the seating arrangement is reconfigured into theatre style, and the hall is equipped with audio-visual facilities (Public address system, and

podium) to function as an Auditorium. This dual-purpose arrangement supports cultural activities, seminars, and guest lectures, thereby promoting holistic development while efficiently using available space.

3.6.2. Hostels

Response: No

3.6.3. Staff Quarters

Response: No

3.6.4. Seminar Hall

Response: Yes

The institution has dedicated Seminar Hall furnished with modern facilities including interactive smart panels, high-quality sound systems, and revolving chairs. The flexible seating arrangement without fixed desks enables versatile configurations suitable for seminars, workshops, panel discussions, and guest lectures.

NAAC guidelines do not mandate fixed tables or writing pads on every chair for a seminar hall. Seminar halls are primarily meant for lectures, presentations, workshops, guest talks, group discussions, and seminars — activities where participants mainly listen, view projections, and interact, rather than take extensive notes like in a regular classroom.

Revolving/movable chairs are actually an advantage: They allow flexible seating arrangements (e.g., U-shape, circle, theatre-style, or clusters for group discussions), which is a desirable feature for seminar halls.

The presence of smart panel and sound system makes it ICT-enabled, which NAAC highly values under Criterion 4 (Infrastructure).

Typical seminar hall features that this room already meets:

- Audio-visual facilities (smart panel + sound system)
- Comfortable, flexible seating
- Space for a podium/resource person at the front

3.7. Laboratories

3.7.1. Laboratories with adequate equipment according to syllabi

Response: Yes

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

3.7.2. Usage of available Lab infrastructure

Response: Yes

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.8. Computers

3.8.1. Adequate numbers of computers

Response: One system per 30 students

File Description	Document
Supporting Documents & Additional Information	↓ PDF

3.8.2. Usage of computer hardware

Response: 100%

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes to 7 Facilities {(2 point of each facility) x 7=14}: Max 10

- i. **Canteen: Yes**
- ii. **Staff Room: Yes**
- iii. **Space for NCC: Yes**
- iv. **Space for NSS: Yes**
- v. **Space for Rangers & Rovers: Yes**
- vi. **Examination Room: Yes**
- vii. **Medical Care Facilities: Yes**

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

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

i. Culture and Sports Committee, NSS, R&R and other Clubs etc.:

- These committees meticulously track all student involvement in cultural, sports, and competitive events at local, district, state, and national levels.

- It collects evidence of achievements, such as certificates and photographs, and compiles reports which are submitted to the Internal Quality Assurance Cell (IQAC).

- The Prize Committee, in collaboration with departments, identifies high achievers through university records, compiling these accomplishments for the annual prize distribution.

ii. Administrative Office:

- The office manages documentation related to administrative and financial aspects, tracking event expenditures, infrastructure maintenance, and student performance metrics.

- Faculty participation in professional development programs and achievements, such as research publications, are also recorded.

- Achievements of Staff are mentioned in Annual reports of the college as well as in their ACRs and service books.

iii. Internal Quality Assurance Cell (IQAC):

- IQAC serves as the central repository, organizing and documenting all institutional events.

- It compiles comprehensive reports from various committees and departments, incorporating them into the institution's overall documentation system for audits, accreditation, and assessment.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4. INSTITUTIONAL MANAGEMENT

4.1. Institutional Vision

4.1.1. Vision Document

i. Our Vision

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

ii. Our Mission

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

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

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

The motto of our college fully enshrines the mission statement:

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

> विद्या ददाति विनयम विनयाद याति पात्रताम्
>
> पात्रत्वात् धनम् आप्नोति धनाद धर्मं ततः सुखम्

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

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

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

> Vidya dadati vinayam vinayad yaati adhikaratam
>
> Patratvat Dhanam Apnoti Dhanad Dharmam Tatah Sukham

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

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

iii. Our Objective

- Preparing students for success in their chosen field or profession, through academic and practical training.

- Providing students with a broad-based education that encourages critical thinking, creativity, and lifelong learning.

- Fostering personal and professional growth, through opportunities for leadership, community service, and cultural enrichment.

- Developing students' communication, collaboration, and problem-solving skills, which are essential in today's job market.

- Preparing students for global citizenship, through exposure to diverse cultures and perspectives.

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.1.2. Institutional Development Plan (IDP)

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

Objectives of Institutional Development Plan and its Deployment

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

b. To list the activities that would help in achieving the goals.

c. To develop a resource-based view, identifying resource gaps and action plans to bridge these gaps.

d. To develop annual activity plans that would help achieving the institution's goals.

Procedure for formulation of Institutional Development Plan

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

Institutional Development Plan 2022-27

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.1.3. Plan of Action for above

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.2. IQAC

4.2.1. Number of meetings per year

Response: 4 meetings per year

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: 3 Activities {(2 point per facility) x 3=6}

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.3. Management of Institutional Funds

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

Response: utilized>90% of the funds collected annually

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.3.2. Periodic audit

Response: Yes

The institution is fully owned and administered by the Department of Higher Education, Government of Himachal Pradesh. The major sources of finance for the college are budgetary support from the State Government, grants, and special funds from UGC, RUSA and support from its stakeholders like PTA and Alumni.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.4. Grievance Redressal of Students and Employees

Response: Redressal within week

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

i.   Grievance Collection:

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

ii.   Committee Support:

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

iii.   CSCA Advisory Committee:

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

iv.   Direct Access to Principal:

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

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

File Description	Document
Supporting Documents & Additional Information	⬇ PDF

4.5. Green and Clean Campus

4.5.1.   Green initiatives of institution (at least 3)

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.5.2. Cleanliness in washroom, buildings/ campus

Response: Excellent

Given the relatively low student enrolment, the college is able to maintain high standards of cleanliness across campus facilities, including washrooms and buildings. Although the government has not appointed any janitorial staff, the college sometimes utilizes PTA (Parent-Teacher Association) funds to hire on daily minimum wage basis a sweeper for a few days a month. This ensures that the campus remains clean, well-maintained, and conducive to a healthy learning environment.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.6. Facilities for Students

4.6.1. Common room for girls

Response: Yes

4.6.2. Adequate toilets as per students' strength

Response: Yes

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

Response: Yes

4.6.4. CSCA room with proper furniture

Response: Yes

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

Response: Yes

4.6.6. Regular use of playground

Response: Yes

File Description	Document
4.6. Facilities for Students	↓ PDF

4.7. Regular Updation of Service Books/Service Records

Response: Yes

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.8. Timely Submission of ACRs

Response: Yes

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.9. Prompt Response to Official Correspondence

Response: Yes

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

i. Channels of Correspondence:

We receive official letters and notifications from:

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

ii. Entry in the Dairy Register:

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

iii. Dak File Organization:

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

iv.   Principal's Review:

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

v.   Compliance within Timeframe:

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

vi.   Special Provisions for Time-Sensitive Communications:

Assembly Questions:

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

Court Cases:

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

High-Level Meeting Preparations:

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

vii.   Dispatch Process:

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

viii.   Record Retention:

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

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

File Description	Document
Supporting Documents & Additional Information	PDF

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

Response: Yes

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

i. Cash Books and Financial Records:

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

ii. Stock Registers:

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

iii. Leave Records:

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

iv. Fine Fund Registers:

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

v. Administrative Oversight and Record Integrity:

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

By embracing a structured and systematic approach to record-keeping, Government Degree College Kaffota promotes both operational efficiency and

institutional accountability. These practices contribute to seamless administration and help maintain high standards of governance and transparency.

File Description	Document
Supporting Documents & Additional Information	[PDF]

4.11. Proper record of students' attendance and CCA

Response: Yes

File Description	Document
Supporting Documents & Additional Information	[PDF]

4.12. Whether ranked by NIRF, Other Agencies

Response: No

4.13. Whether accredited by NAAC

Response: No

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

Response: Not Applicable since the college is not accredited

4.15. Recognition for Exemplary Contributions of the Staff and Students

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

i. Recognizing Academic Excellence

GDC Kaffota acknowledges students who have excelled in academics. These high-achieving students serve as role models, enhancing the intellectual environment of

our college and motivating their peers to aim for similar achievements. Recognition of academic excellence is more than just an award—it's a celebration of the hard work, dedication, and passion that drive academic success.

ii. Honouring Extracurricular Achievement and Leadership

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

iii. Special Awards and College Colours for Outstanding Contributions

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

iv. Faculty Recognition for Professional and Community Contributions

Our faculty are a vital asset to GDC Kaffota, contributing not only through teaching but also through impactful research, community service, and professional accomplishments. Faculty members may receive awards from external organizations. Dr. Kuldip Singh, principal of the college has excelled in the field of Athletics as international official viz. World Athletics Silver Level Referee and the details are appended in the annexure.

v. Public Recognition through Communication Channels

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

4.16. Involvement of Stake Holders

4.16.1. PTA

i. PTA constituted as per norms

Response: Yes

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

ii. PTA supportive

Response: Yes

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

iii. Significant contribution of PTA (enclose documentary proof)

Response: Yes

The PTA at Government Degree College Kaffota is an example of participatory governance, representing parents as key stakeholders. This setup has allowed the institution to gain insights into parental expectations, particularly around facilities and academic quality.

Active Role in Decision-Making

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

Support During Staff Shortages

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

Infrastructure and Logistical Contributions

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

Advocacy and Government Engagement

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

Financial Transparency and Accountability

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

Government Compliance in Appointments

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

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

File Description	Document
Supporting Documents & Additional Information	⬇ PDF

4.16.2. OSA

i. OSA framed as per norms

Response: Yes

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

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

Response: No

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

Response: Yes

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

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

Career Guidance

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

Involvement in College Functions

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

Curriculum Feedback

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

Representation in IQAC

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

Annual Alumni Meeting

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

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

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

i.   Review Meetings:

The college conducts the review of students' outcomes in academics, co-curricular, extracurricular and extension activities and discusses the action taken

during next academic session for achieving excellence in its meetings of various bodies constituted in the college. These include:

a. **Internal Quality Assurance Cell (IQAC)**

b. **College Advisory Committee**

c. **CSCA Advisory Committee**

d. **Staff Council**

e. **Parent-Teachers Association**

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

ii. Review of Teaching Learning Process

Academic Audit

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

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

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

Integrating ICT to Enhance Teaching-Learning Process

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

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

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

Teaching Lesson Plans as a Toolkit

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

Academic Calendar

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

Introducing Transparency in CIE

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

Curriculum Feedback

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

Policy for Advanced and Slow Learners

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

Mentoring Policy

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

iii.   Outcome Based Education

Formulation of POs & COs

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

Assessment of Attainment of POs & COs

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5. BEST PRACTICES, INNOVATION AND INSTITUTION DISTINCTIVENESS

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

5.1.1. Best Practice 1: Honouring Elders as a Living Library — Fostering Intergenerational Dialogue and Respect

File Description	Document
5.1.1. Best Practice 1: Honouring Elders as a Living Library: Fostering Intergenerational Dialogue and Respect	↓ PDF

5.1.2. Best Practice 2: Pashu–Maitri — Promoting Human–Animal Compassion and Harmony in the Rural Himalayas

File Description	Document
5.1.2. Best Practice 2: Pashu–Maitri — Promoting Human–Animal Compassion and Harmony in the Rural Himalayas	↓ PDF

5.2. Special Initiatives Taken for

5.2.1. Energy conservation/use of Solar energy

Response: Yes

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

i.   Energy-Saving Awareness:

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

ii.   LED Lighting Implementation:

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

iii.   Future Considerations for Solar Energy:

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.2.2.   Solid Waste Segregation/Management

Response: Yes

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

i.   Campus Cleanliness Culture:

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

ii.   Organic Waste Management via Compost Pit:

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.2.3. Rainwater harvesting and its use for gardening and cleanliness

Response: Yes

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

i. Rainwater Collection:

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

ii. Groundwater Recharge through Seepage:

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

iii. Supporting Natural Water Sources:

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.2.4. Plastic free campus

Response: Yes

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

i. Campus Cleanliness Initiatives:

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

ii. Swachh Bharat Abhiyan Participation:

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

iii. Awareness and Sensitization Efforts:

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.2.5. Blood donation camps

Response: Yes

5.2.6. Adoption of village/ educational institutions

Response: Yes

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

i. Adoption of Villages:

In the academic year 2024-25, the NSS unit adopted Village Kando, and in the current year, 2025-26, it has adopted Village Bokala, GP Bokala-Paab. This adoption forms part of the college's commitment to supporting neighbouring communities by addressing local needs and promoting sustainable practices.

ii. Community-Focused Activities:

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

iii. Intensive Engagement During Special Camps:

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

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

File Description	Document
Supporting Documents & Additional Information	PDF

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

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

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

i. Objectives:

- To foster social responsibility and community engagement among students by involving them in local organizations.

- To encourage leadership and teamwork through participation in Yuvak Mandals, Mahila Mandals, and Self-Help Groups.

- To empower students to contribute to social, economic, and cultural development within their communities.

- To enhance life skills and entrepreneurial abilities by participating in SHGs, which focus on self-reliance and financial independence.

ii. Implementation Process:

Collaboration with Local Mandals and SHGs:

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

Student Involvement in Yuvak Mandals:

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

Empowerment of Women through Mahila Mandals:

Female students are encouraged to join Mahila Mandals, which serve as platforms for women to express themselves, take part in community initiatives, and address

local issues. These groups focus on women's empowerment, skill development, and social justice. Students also assist in organizing programs related to gender equality and women's rights.

Self-Help Group Participation:

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

Extension Activities and Community Impact:

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

iii.   Outcomes:

Increased Community Engagement:

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

Enhanced Leadership Skills:

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

Economic Empowerment and Self-Reliance:

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

Empowerment of Women:

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

Strengthened College-Community Relationships:

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

Social Awareness and Problem-Solving:

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

Holistic Development of Students:

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

iv. Conclusion:

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.3.2. Social Responsibility: Give Back to Society

i. Objectives

- To instil a strong sense of social responsibility among students, promoting a culture of community service and civic engagement.

- To develop students as agents of knowledge transfer, especially in areas of hygiene, health, environmental awareness, and gender sensitivity, by engaging them in local social issues.

- To create opportunities for students to gain practical experience in addressing societal challenges, preparing them to contribute positively beyond the academic realm.

- To foster respect for civic duties, cultivating values like empathy, leadership, and social commitment.

ii.   The Context

Located in the rural Himalayan region, Government Degree College Kaffota primarily serves students from agrarian and tribal backgrounds. These students often have a limited platform to engage with broader societal issues. With the college situated in an area with recent recognition of the Hatti tribal community as Scheduled Tribes, there is a unique opportunity to encourage active citizenship that respects cultural heritage and responds to local needs. The initiative aims to address community-specific challenges such as health awareness, gender equity, pollution, and road safety, while sensitizing students to the importance of giving back to society.

iii.   The Practice

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

Awareness Drives and Campaigns:

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

Celebration of Social Responsibility Days:

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

Talks and Sessions:

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

Skill-Building in Social Work:

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

iv. Evidence of Success

Enhanced Community Engagement:

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

Positive Social Impact:

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

Student Empowerment:

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

Recognition of Efforts:

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

v. Conclusion

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.3.3. Amrit-Dhara — Student-Led Rejuvenation and Stewardship of Traditional Himalayan Springs

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

5.4.1. Virasat-Darpan — Student-Led Exhibition on Traditional Tools and Hatti Tribal Heritage

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.4.2. Promotion of Psychosomatic Wellness

i. Objectives

- To enhance students' overall psychosomatic wellness, encouraging balanced physical, mental, and emotional health.

- To provide students with opportunities for relaxation, stress relief, and connection to nature, leveraging the serene Himalayan environment.

- To instil a sense of appreciation for agrarian activities and traditional wellness practices, promoting respect for physical labour and mindfulness techniques like yoga and meditation.

- To help students develop a healthy lifestyle and coping mechanisms that improve their academic performance, social skills, and personal development.

ii. The Context

This initiative is tailored to the unique cultural and geographic context of the college, which serves primarily rural, agrarian communities, many of whom are part

of the recently designated Hatti Scheduled Tribes. The practice leverages the peaceful Himalayan environment and local traditions to foster physical, mental, and spiritual well-being among students and staff, helping them manage the demands of academic life while staying connected to their roots.

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

iii.   The Practice

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

Nature Walks and Outdoor Activities:

Located amidst the undisturbed beauty of the Himalayan region, the college encourages students to take long walks along nature trails, fostering a connection with the local landscape and promoting physical health. It provides an ideal setting for relaxation, meditation and reflection, helping to ease academic stress. It promotes physical fitness and offer a mental break from studies. This helps students and staff to reset and focus amidst their daily routines.

Yoga and Meditation Sessions:

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

Engagement in Agrarian Activities:

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

Sessions on Mental Health Awareness:

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

Promoting Rural Values and Mindful Living:

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

iv.　Evidence of Success

Enhanced Physical and Mental Wellness:

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

Increased Participation in Wellness Activities:

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

Positive Community Feedback:

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

Holistic Development of Students:

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

v.　Conclusion

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

File Description	Document
Supporting Documents & Additional Information	⬇ PDF

5.4.3. Pahadon Re Pakwan — Student-Led Exhibition on Traditional Hatti Cuisine and Culinary Heritage

5.4.4. Discourses in Democracy: Towards a Socially Conscious Campus

i. Objectives of the Practice

- To cultivate a socially conscious campus where democratic sensibilities are nurtured, and students learn the importance of equality, secularism, and justice.

- To provide students with an interactive platform that encourages open dialogue, critical thinking, and informed perspectives on current social and political issues.

- To bridge the gap between theoretical knowledge gained in classrooms and the practical societal realities students face, fostering a holistic educational experience.

- To prepare students as responsible, socially aware citizens who are not only employable but also attuned to and engaged with broader societal issues.

ii. The Context

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

iii. The Practice

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

Discourse Sessions:

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

Debate and Dialogue Workshops:

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

Lectures from Experts and Community Leaders:

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

Celebration of National Days and Events:

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

iv. Evidence of Success

Enhanced Student Participation:

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

Increased Social Awareness:

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

v. Conclusion

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

File Description	Document
Supporting Documents & Additional Information	⬇ PDF

5.5. Collaborations:

5.5.1. With Peer Educational / Research Institutions

Response: Yes

MoUs signed with three educational institutions.

File Description	Document
Supporting Documents & Additional Information	↓ PDF

5.5.2. Other Government Bodies/industry

Response: Yes

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6. FACULTY PROFILE & RESEARCH ACTIVITIES

6.1. % of Teachers with Ph. D.

Response: Less than 50%

Percentage of Teachers with Ph.D.= 33.33%

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6.2. Teachers as Research Guides

Response: Nil

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

Response: 30% of Faculty

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6.4. Projects/Patents fellowships/ Associateships:

6.4.1. Major

Response: Nil

6.4.2. Minor

Response: Nil

6.4.3. Patents

Response: Nil

6.4.4. Fellowships

Response: Nil

6.4.5. Associateships

Response: Nil

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

6.5.1. International

Response: Nil

6.5.2. National/Regional/State level

Response: Nil

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

6.6.1. International Level

Response: Nil

6.6.2. National Level

Response: Nil

6.6.3. State Level

Response: Nil

6.7. No. of Paper Published

6.7.1. UGC Care List Journals

Response: Nil

6.7.2. Non-UGC Care List Journals

Response: 06

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6.7.3. Citations

Response: 80

51 Dr. Pankaj Yadav

26 Dr. Nalin Kumar Ramaul

3 Dr. Aniket Pundir

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

6.8.1. AarogyaSaheli — Campus-Based Framework for Student Nutritional Fortification and Menstrual Wellness

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6.9. No. of Books Published/ Chapter in Books

Response:

Books: Nil

Chapter in Books: Nil

6.10. Teachers Academic and Extension Activities

6.10.1. Resource person

Response: Yes

6.10.2. Member of Board of Studies/Subject experts etc

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6.10.3. Popular articles

Response: Nil

6.11. Awards by Recognised & Reputed Organisations

6.11.1. International

Response: Yes

Award by World Athletics

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6.11.2. National

Response: Yes

File Description	Document
Supporting Documents & Additional Information	↓ PDF

6.11.3. State

Response: Nil

7. MISCELLANEOUS

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

7.1.1. Academic Audit:

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

7.1.2. Quality Audits: Green Audit and Environment Audit:

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

File Description	Document
Green Audit	↓ PDF

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

File Description	Document
Supporting Documents & Additional Information	↓ **PDF**

7.1.4. Recognition of Persons who Donated Land for the College

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

i. Objectives:

- To honour and recognize the selfless contributions of individuals who donated land for the establishment of the college.

- To maintain an active relationship with the land donors and acknowledge their role in the growth of the institution.

- To instil a sense of pride among students and faculty by highlighting the significance of community contributions towards educational development.

ii. Implementation Process:

Publication in College Magazine:

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

Online Recognition:

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

Installation of Honour Boards:

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

Engagement with Donors:

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

iii.   Outcomes:

Community Engagement:

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

Increased Awareness:

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

Inspiring Generosity:

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

Permanent Record:

The installation of honour boards and the publication of donors' names create a lasting legacy that will be remembered by future generations of students and

faculty, preserving the history of the college's formation and the key individuals who made it possible.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

7.1.5. Swasthya-Setu — Student-Led Integrated Health, Nutrition and Menstrual Dignity Outreach for Trans-Giri Tribal Communities

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

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

i. Library Inspection:

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

ii.   Affiliation Inspection:

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

7.3. AG Audit paras settled upto date

Response: Yes

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

As a government institution, the college's funds — including staff salaries, medical reimbursements, travel expenses, and office expenses — are disbursed through the Himkosh treasury system and subject to audit by the Indian Audit and Accounts Department under the Principal Accountant General (Audit) Himachal Pradesh, Shimla. An audit team appointed by AGHP Shimla conducts these audits based on constitutional mandates, the Comptroller and Auditor General's (Duties, Powers, and Conditions of Service) Amendment Act, 1971, and additional state and central legislation.

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

7.4. Local Audit Paras settled up to date

Response: Yes

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

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

i. Compliance Framework

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

ii.   Timely Response to Court Cases

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

iii.   Timely Responses to RTI Applications

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

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

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

v.   Conclusion

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes

Government Degree College Kaffota is committed to fostering the holistic development of its students by providing enriching experiences that go beyond academics. To nurture well-rounded individuals, the college organizes a diverse

range of talks and lectures, inviting experts to share insights across a broad spectrum of themes.

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

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

File Description	Document
Supporting Documents & Additional Information	↓ PDF

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

Response: Yes, more than 20% students benefited.

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

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

i. Course Variety:

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

ii.   Hands-on Learning:

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

iii.   Career Readiness:

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

iv.   Impact:

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

With the Skill Development Training through these Skill Enhancement Courses (SECs), Government Degree College Kaffota effectively cultivates skills essential for meaningful participation in the workforce, empowering students to make impactful contributions in their fields.

File Description	Document
Supporting Documents & Additional Information	↓ PDF