



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

| | | |
|--|--|--|
| 1.Name of the Institution | | Govt. College Seema (Rohru) |
| • Name of the Head of the institution | | Dr. Bhupinder Singh Thakur |
| • Designation | | Principal |
| • Does the institution function from its own campus? | | Yes |
| • Phone no./Alternate phone no. | | 01781240167 |
| • Mobile No: | | 9418159073 |
| • Registered e-mail | | gcseemahp@gmail.com |
| • Alternate e-mail | | gcseema-hp@nic.in |
| • Address | | Govt. College Seema (Rohru) Distt. Shimla |
| • City/Town | | Rohru |
| • State/UT | | Himachal Pradesh |
| • Pin Code | | 171207 |
| 2.Institutional status | | |
| • Affiliated / Constitution Colleges | | Affiliated |
| • Type of Institution | | Co-education |
| • Location | | Rural |
| | | |

| | | | | | |
|---|---|----------------|-----------------------------|---------------|-------------|
| • Financial Status | UGC 2f and 12(B) | | | | |
| • Name of the Affiliating University | Himachal Pradesh University | | | | |
| • Name of the IQAC Coordinator | Dr Anil Chauhan | | | | |
| • Phone No. | 01781240167 | | | | |
| • Alternate phone No. | 8219889979 | | | | |
| • Mobile | 9418119887 | | | | |
| • IQAC e-mail address | gcseema-hp@nic.in | | | | |
| • Alternate e-mail address | iqacseema@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://gpgcseema.edu.in/aqarReports.php?pdfkey=aqarReport-2019.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://gpgcseema.edu.in/calendar.php?pdfkey=Academic-Calendar-2020-21.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 2 | B++ | 2.8 | 2016 | 16/09/2016 | 15/09/2021 |
| Cycle 1 | B | 70.15 | 2006 | 17/10/2006 | 16/10/2011 |
| 6.Date of Establishment of IQAC | | | 01/07/2007 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| NIL | NIL | 0 | NIL | 0 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of | | | View File | | |

| | | |
|---|---------------------------|--|
| IQAC | | |
| 9.No. of IQAC meetings held during the year | 5 | |
| <ul style="list-style-type: none">• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none">• If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none">• If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| 1. Commitment towards social responsibility: During the crisis of COVID-19 the IQAC of the college designed and supported social welfare activities of NSS NCC and Bharat Scouts and Guide. It encouraged it's students to engage in community welfare initiative of the administration, local bodies and department of healthcare. The volunteers and cadets helped the authorities in maintaining discipline, dissemination of important information and spreading awareness, vaccination drive, distribution of masks etc. | | |
| 2. Online mode of teaching: The college adopted online mode of teaching during the pandemic of Covid-19 instructions were delivered virtually over zoom and Google classrooms Whatsapp groups were formed to circulate important instruction, notices and pre- recorded audio-video lectures. This helped in maintaining continuity in education during the lockdown. | | |
| 3. Infrastructure Development: During the current year the IQAC focused on advancing the infrastructure facilities at the college more books were purchased, ICT facilities were upgraded through establishing additional smart classrooms with installation of interactive panels and RUSA fund was utilized for renovation of existing buildings. | | |
| 4. Organizing International Conference, Webinar, Workshops and Upskilling programme: For promotion of research and advancement of | | |

knowledge the IQAC organized a Multi-Disciplinary International Conference from 25th to 27th December 2020. Three upskilling workshops were organized for teachers and students. It also arranged multiples webinars during the current year.

5. Women empowerment and Gender Equity Initiatives: The IQAC of the college compassionately works towards creating a gender sensitive environment on and around its campus. It promoted upskilling of female staff through one-week digital literacy workshop and enhancement of their knowledge through a webinar on NEP-2020. It supported initiatives like Yoga Shivir for promotion of health and celebration of International Women's Day on campus.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|---|---|
| 1. Continuity of educational initiative during the lockdown: To continue the educational pursuits of the students the classes were conducted through online mode during the session. | Unhindered delivery of educational material and instruction. |
| 2. Infrastructure development: The college of upgraded ICT facilities and procured more books for the library. | Addition of two more smart classrooms and addition of books worth Rs. 9,80,866 in various subjects in its book collection. |
| 3. Organization of international conferences, webinars and workshops: The college arranged many research based activities during the current session. Experts from various fields came together to share their views on subjects under study. | Giving research opportunities to teachers, students and researchers of the area. Healthy discussions promoted advancement of knowledge and upskilling workshops beneficial for the students and teachers of the college. |
| 4. Rojgar Mela: To provide a platform to job seekers and employers to come together on a common platform and facilitate the process of job placement, the college organized a Rozgar Mela for them. | It gave the youth of the college an access to the wide range of employment opportunities offered to them and helped to create an awareness about job trends as well as dissemination of knowledge related to jobs. |
| 5. Performing socially relevant role during the pandemic of Covid- 19: Through NSS, NCC, Bharat Scouts and Guide the college dedicatedly performed its role as a social welfare institute that works for the physical, emotional and mental well being of its people. | It provided the much-needed human resource for maintaining discipline and order during lockdown and partial relaxation periods. It also helped in spreading important information and awareness regarding the pandemic through the official facebook page of NSS. The volunteers also help in making the vaccination drive a success in the region. |
| 13. Whether the AQAR was placed before statutory body? | No |
| <ul style="list-style-type: none"> Name of the statutory body | |

| Name | Date of meeting(s) |
|------|--------------------|
| Nil | Nil |

14. Whether institutional data submitted to AISHE

| Year | Date of Submission |
|---------|--------------------|
| 2020-21 | 31/03/2022 |

15. Multidisciplinary / interdisciplinary

The college endeavors to provide the best education for the holistic development of its students. Our institution offers an effective platform for students to broaden their horizons beyond their subject knowledge, providing courses in UG under CBCS and effective courses in PG. We are affiliated with Himachal Pradesh University (HPU) Shimla, and strictly adhere to the curriculum framed by HP University. The college is aware of the increasing focus on multi-disciplinary approaches as enshrined in the National Education Policy (NEP-2020) and plans to implement the new curriculum as per NEP-2020 from the academic year 2024-2025. To understand the vision of the National Education Policy, various committees have been constituted by the college to comprehend the concepts and ideas of NEP-2020. Teachers are also directed and motivated to attend workshops and seminars on NEP-2020 to grasp the various insights of the policy. The curriculum we currently teach is multi-disciplinary to a large extent. In UG courses, various generic and skill enhancement courses are taught pertaining to gender, folk, culture, environment, and various value-added courses from diverse perspectives. Understanding the importance of building infrastructure for the implementation of the National Education Policy, the college has already established well-equipped infrastructure, including boys' and girls' hostels, and is in the process of extending the infrastructure, which includes the proposal of a multipurpose hall already in the pipeline. To provide better exposure, students participate in inter and intra-sports and cultural activities, representing diverse fields. Our institution also promotes student participation in National Social Services (NSS), National Cadet Corps (NCC), Rangers and Rovers (R&R) to develop them into better citizens for the future.

16. Academic bank of credits (ABC):

The Academic Bank Credit has not been introduced by our affiliating institution, HP University. The university proposes to introduce ABC

in the coming session. Once it is implemented by the university, we shall follow their direction, as we are obliged to adhere to their instructions. Presently, we are following the old system of the Choice Based Credit System (CBCS), which was introduced in 2013.

17.Skill development:

The college offers BCA, PGDCA & BBA Program to deliver transferable and professional skills to the students. The life skill, soft skill and communication skills are integrated in degrees itself through some courses.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

In view of the importance accorded in the National Education Policy (NEP-2020), the Indian Knowledge System is a significant component of the various subjects in our curriculum at both the UG and PG levels. The Department of Sanskrit teaches the contents of the Indian Knowledge System, which includes the Upanishads, Bhagavad Gita, Ayurveda, etc. In the subject of Public Administration, Artha Shastra and Ancient Public Administration are taught. In Political Science, at both UG and PG levels, the contents of Indian Political Thought from the Vedic period, including Shanti Parva, Manu, Kautilya, Vivekananda, and Arvind Philosophy, provide students with insights into the Indian Knowledge System. In addition to this, the subject of English includes linguistic plurality with Sufi and Bhakti traditions, tribal verse, and regional literature from Kannada and Bengali as part of the syllabi content. In the Department of History, topics related to the Indian Knowledge System (IKS) include Art, Literature, and Architecture of ancient India. In Sociology, topics such as Society and Culture, which reflect insights into ancient society, are taught. In Science (especially Ethno-botanical and Medicinal Plants) and Mathematics, some parts of Vedic Mathematics are included in the syllabus. These contents actively transmit information, thereby enhancing students' understanding of modernity in the larger context of tradition. Moreover, the larger part of our content is delivered in Hindi in the classroom.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The college meticulously formulates program outcomes and course outcomes in strict adherence to the objectives of outcome-based education, aligning with the curriculum stipulated by the affiliating Himachal Pradesh University. Program outcomes, along with program-specific outcomes and course outcomes, are crafted by department heads and faculty members following guidelines provided

by the university. The efficacy of these program outcomes is assessed through student progression data, ensuring alignment with both college and student expectations. Evaluation of program outcomes is conducted through various channels, including internal house examinations, Continuous Comprehensive Assessment (CCA) project reports, assignments, and extracurricular activities. This multi-faceted approach ensures a comprehensive understanding of student achievement vis-à-vis the established outcomes. Additionally, feedback mechanisms are employed to gauge the effectiveness of these outcomes in meeting educational objectives. To promote transparency and accountability, program outcomes, program-specific outcomes, and course outcomes are prominently displayed on the college website, enabling stakeholders to access and comprehend the educational framework. This commitment to clarity and assessment underscores the college's dedication to fostering a conducive learning environment in line with contemporary educational standards.

20.Distance education/online education:

The college does not provide any online distance education to students, but it does have a regional IGNOU center. The pandemic affected the entire world, leading to a significant increase in the role of online teaching. Conventional classroom teaching was transformed into online classrooms. College faculty utilized various online teaching tools such as Google Classroom, WhatsApp, PowerPoints, projectors, and smartboards, both at the personal and institutional levels. Additionally, the college developed online infrastructure including smartboards and interactive panels. Online teaching helped and prevent students from falling behind in their studies during lockdowns and quarantines, an experience unprecedented before the pandemic. However, access to online education remains a challenge, especially for students from rural areas who face issues like poor internet connectivity and lack of affordable devices. The recommendations of the new education policy also emphasize technology-based education. To address these challenges, the college has been taking initiatives to improve infrastructure by purchasing new computer systems, projectors, and interactive panels, as well as updating networking and internet connectivity.

Extended Profile

1.Programme

1.1 408

Number of courses offered by the institution across all programs

during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

2.1 **1719**

Number of students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2 **491**

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 **485**

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1 **35**

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2 **36**

Number of Sanctioned posts during the year

Extended Profile

1.Programme

| | |
|--|-----|
| 1.1 | 408 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

| | |
|------------------------------------|------|
| 2.1 | 1719 |
| Number of students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-----|
| 2.2 | 491 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-----|
| 2.3 | 485 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

| | |
|--|----|
| 3.1 | 35 |
| Number of full time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|---------------------------|
| 3.2 | 36 |
| Number of Sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 21 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 97.12 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 124 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Government College Seema (Rohru), as an affiliated college, diligently follows all the guidelines set forth by Himachal Pradesh University Shimla regarding its curriculum. The Institution ensures effective curriculum delivery through a well-planned and documented process. The college develops its action plans for effective implementation of the curriculum at the beginning of the session. Program details, including objectives, outcomes, syllabi, etc. are easily accessible via the college website, library, and prospectus. Calendars and time tables are prepared in consultation with IQAC, academic monitors, HODs, and the society in charge. Once finalized, these schedules are promptly uploaded to the college website. These schedules not only facilitate smooth curriculum implementation but also aid in assessing student learning outcomes periodically. The timetable adheres to UGC Regulations 2018, and departmental-level lesson plans are prepared along with pedagogical strategies for the academic session. During the COVID-19 pandemic, the college employed various online tools

like Google Meet, Zoom, Microsoft Teams, and WhatsApp groups to offer interactive teaching-learning platforms. To enhance learning, features such as video lectures, class tests, assignments, quizzes, group discussions, and PowerPoint presentations were integrated into online classrooms. Faculty members stay updated through webinars, workshops, and Faculty Development Programs (FDPs) to ensure effective curriculum delivery.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://gcseema.iind.in/uploads/websiteData/2020_1.1.1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Government College, Seema (Rohru), affiliated with Himachal Pradesh University Shimla, meticulously follows the university's academic calendar for its Continuous Internal Evaluation (CIE) system. Himachal Pradesh University publishes the academic calendar. Based on this, the college prepares its academic calendar at the college level in consultation with IQAC. This calendar incorporates schedules for academic, cultural, and sports events. Each department aligns its timeline with this calendar, ensuring all CIE components and other academic activities are included. The calendar is readily accessible on the college website for both staff and students. Continuous Internal Evaluation (CIE), comprising 30% of maximum marks, encompasses attendance, assignments, tests, exams, and participation in various activities. Throughout the COVID-19 pandemic, the college efficiently shifted these activities online, maintaining meticulous records. Admit cards are issued solely upon the upload of CIE awards. Grievances related to CIE are promptly addressed by an internal committee. Despite the challenges posed by COVID-19, the college ensured academic continuity, altering the 2020-21 calendar as needed. First and second-year students were promoted based on prior performance and internal assessments, while final-year exams were conducted following COVID SOPs, enabling students to progress to higher education seamlessly.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://gpgcseema.edu.in/calendar.php?pdfkey=Academic-Calendar-2020-21.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.

Academic council/BoS of Affiliating University

Setting of question papers for UG/PG programs

Design and Development of Curriculum for Add on/ certificate/ Diploma Courses

Assessment /evaluation process of the affiliating University

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

23

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

55

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The syllabus designed by Himachal Pradesh University integrates core aspects of undergraduate life, including professional ethics, gender, human values, environment, and sustainability. The college supplements this with add-on courses, workshops, and seminars that focus on these cross-cutting issues. Committed to its motto, 'Bringing Transformation through Education,' the college emphasizes these aspects in its curriculum. The code of conduct, in line with UGC guidelines, outlines the ethics for students and teachers, available on the college website and prospects. The NSS, NCC, and Rovers & Rangers actively promote environmental sustainability through various activities like swachhata pakhwada, tree plantation, and awareness campaigns. The Women Empowerment

Cell addresses gender issues through workshops and competitions, such as a workshop on Digital Literacy for women staff. Human values are nurtured through mentoring, blood donation camps, and value education classes. Celebration of special day promotes peace, unity, and a sense of responsibility among students. All students take Environmental Science as a compulsory course in their first year, while generic courses covering topics like sustainability, disaster risk management, and folk cultures are taught to final-year students. These efforts, including social outreach and extracurricular activities, aim to instill awareness, sensitivity, and activism among students.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

03

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

54

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students Teachers Employers Alumni

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | No File Uploaded |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://gpgcseema.edu.in/data/Feedback%20Analysis%20Report%20and%20Action%20Taken%20Report-%202020-2021_.pdf |

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile**

2.1.1 - Enrolment Number Number of students admitted during the year**2.1.1.1 - Number of sanctioned seats during the year****3970**

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**2.1.2.1 - Number of actual students admitted from the reserved categories during the year****503**

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity**2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners**

The results from previously passed classes help in assessment of learning levels of students at the time of admission to UG and PG Programmes. After admission the learning outcomes of students are continuously and comprehensively assessed. Virtual mode of assessment along with teaching and learning was adopted to cope with the challenges of COVID-19. Results from online classroom tests, assignments and presentations were used for designing differential instruction to suit individual needs of varied learners' type.

Special Programmes for Advanced Learners

To encourage and engage the highly-abled learners the techniques of collaborative learning, in-depth learning and complex problem solving exercises are used. These promote generation of new ideas, analytical thinking and exploration of multiple learning resources.

To develop leadership skills in advanced learners they are nominated to the CSCA. They also hold important positions in various clubs and societies. As students' representatives they voice the concerns and demands of the community.

Special Programmes for the Slow Learners

Online tutorials and remedial classes were regularly conducted to strengthen the learning competencies of slow learners. Heterogeneous groupings and peer tutoring was arranged by different departments to reinforce classroom learning.

Moreover, the college offers the facility of student mentoring and promotes the well-being of slow learners through counselling and academic advice.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 1719 | 35 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The college aims at creating an active learner. For this it has adopted the approaches of experiential learning, participative learning and problem solving methodologies.

Experiential learning is an integral part of BCA, PGDCA, BBA, BSc, UG courses in Geography and Tour and Travel Management. In these courses students learn through their experiences during laboratory hours, field visits, industrial training and practical exercises. Though COVID -19 crisis has been the greatest barrier to

experiential learning, yet efforts were made to re-create real life learning environment virtually. Demonstrations of laboratory and experience sharing over e-platforms etc. were used for enriching experience during lockdown.

It equally focuses on adoption of participative learning techniques. These include group discussions, group presentations, group assignment and collaborative learning. Moreover, individual participation in the learning process is maximized through written assignments submitted through online mode during this session. Along with this, the NSS and NCC unit of the college most-committedly provided their services to the nation during COVID crisis.

To elicit critical responses and to develop an aptitude for seeking information and solving academic problems, regular assignments are given to the students. Besides this, project work is a compulsory part of BCA, PGDCA, BBA and M.Com. For further strengthening of students' learning discussion, debate and declamation exercises, quizzes, poster presentation, diagrammatic representation, chart making and PowerPoint Presentations are often organised.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://gcseema.iind.in/uploads/websiteData/notice_61290_1715169083.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The association between ICT and education helps in adoption of learner-centric teaching methodologies and therefore, improve the quality of education. Realizing the value of ICT in education, the college continuously strives to build a digital campus and encourages its teachers and students to use ICT enabled tools for effective attainment of teaching-learning outcomes.

The pandemic of COVID-19 tremendously changed the manner in which education was imparted. The teacher and the taught were compelled to move from real to virtual classrooms. It allowed regular

interaction between students, teachers and the course content. The teachers at the college used online platforms of Google classroom, Google meet, Zoom and Microsoft team for virtual delivery of lectures. WhatsApp groups were used for sharing links to digital resources, circulating important notices and instructions from the office. ICT enabled tools such as PPT, video clippings, animation and audio recordings along with digital reading material were used for making teaching and learning more effective. Continuous evaluation of learning levels attained by the students was made possible through online submission of assignments and classroom tests over Google forms.

Overall, the use of ICT has facilitated instantaneous communication and information dissemination that enhanced learning experience and made education more accessible and engaging for the rural youth during pandemic.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://gpgcseema.edu.in/facilities.php?id=IT-Facilities |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

34

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

35

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

13

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

256

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college follows the norms of affiliating University regarding internal as well as end-term examination. For the undergraduate programs 30% evaluation of students' academic performance is done internally. The main component of internal assessment are: attendance, class test/ unit test, mid-term test, assignment and presentation. In addition practical examination forms its core component in BSc, BCA, PGDCA, Geography and Physical Education.

To ensure transparency in the evaluation process the IQAC prepares the academic calendar and provides tentative schedule for conduct of various academic activities including mid-term test. Following these directions, the House Examination Committee prepares and communicates the datesheet for house test, conducts the test, ensures time-bound evaluation of answer scripts, receives and displays the results.

The students are also assessed for their performance in class/unit test, assignments, presentations and classroom attendance. The overall transparency in internal assessment is maintained by sharing the evaluated answer scripts and checked assignments with the students. They are periodically informed of their attendance as well.

During 2020-21 HPU could not conduct end-term examination for UG First and Second years. It decided to promote first year undergraduate students on the basis of internal assessment. For the second year students 50% marks were awarded on the basis of internal assessment and the remaining 50% marks were given on the basis of previously passed examination.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.hpuniv.ac.in/upload/syllabus/5b86499aaaaea1SyllabusCBCSEnglish201819.pdf |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient

The college has a Grievance Redressal Cell and House Examination Committee that deal with internal assessment related grievances and queries. The phone numbers of members of the Cell are displayed on the notice board and shared over WhatsApp groups. The students can easily contact them in case of doubts with respect to the internal assessment especially after the declaration of final

results.

The House Examination Committee coordinates with the IQAC, teaching and non-teaching staff for conduct of the tests. It provides the date sheets of mid-term test to the students, arranges the tests in a manner that gives them enough preparation time and maintains attendance as well as evaluation records for the same. It also holds re-tests for students who could not appear in mid-term test due to unavoidable circumstances. All assessments regarding class tests, assignments, paper presentation, mid-term test are communicated to the students. Teachers show them the evaluated scripts and provides necessary feedback for improvement. Discrepancies, if any, are promptly addressed and the Teachers upload the final internal assessment on the university portal .

An important component of internal assessment is the attendance of the students. The attendance record is properly maintained and periodically shared with the students. Conversion of attendance into marks is done as per HPU rules. Concession in attendance is given to the students for absence due to sickness or participation in extra curricular and other activities.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://gpgcseema.edu.in/grievance.php?id=StudentRelated |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Course Outcomes (Cos) are well-framed, concise and clear statements that determine the purpose and goals of a course. COs identify the desired results of a particular learning experience and guide students expectations as well as build their anticipation and direct their learning towards achievement of specified results. Moreover, COs provide clear guidance to teachers regarding planning and designing appropriate educational methodology that supports students learning.

The Course Outcomes are not only well-drafted but they are also well-communicated. These are displayed on the college website and therefore, accessible to all. During the counselling sessions held

at the time of admission, the students are informed about the knowledge, skills and attitudes they are expected to acquire after successful completion of a specific program. Healthy interactions with seniors and fellow students during admission, formal addresses and meetings of various subject societies and clubs also create an awareness regarding course outcomes. Teachers supported discussions on COs, familiarise students with the objectives of a course and of its implication on knowledge and skill enhancement. Career and Counselling Cell of the college also takes initiative to inform students about career opportunities within a specific programme. These formal and informal mechanisms of communicating course outcomes to students give them real insight and guide their decisions regarding course and programme choice.

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://gcseema.iind.in/uploads/websiteData/2020_2.6.1.pdf |
| Upload COs for all courses (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The college is an adherent to the norms and standards of HPU with respect to measurement of attainment levels of PO, PSOs and COs. The University has devised the method of combining internal assessment with end-term score to give final score in each course undertaken by a student. After getting the course outcome score, the contribution of each course score to the programme outcome score is measured progressively until the student completes his or her respective programme.

To assess students' performance with respect to their courses and programme, the college uses multimode assessment methodologies that are designed by HPU. Their progress is monitored through continuous internal evaluation which includes class or unit tests, quizzes, paper presentation, assignments, project work, practical, viva voice and mid-term test. The internal assessment is combined with end-term university examination marks to get the final score.

The development of human values and social commitment is assessed through a student's participation in community outreach activities

and awareness initiative of NSS, NCC, Red Ribbon Club, Women Cell, Eco Club and other societies functional in the college.

To complement the direct measurement of attainment, indirect strategies are also applied. These are maintenance of students' progression records, collection of information on self-employment and job placements, students satisfaction survey and feedback records. Responses of parents and alumni interactions also provide and understanding on the level of attainment of PO, PSOs and COs.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://hpuniv.ac.in/university-detail/himalayan-studies/teaching-learning-and-evaluation |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

449

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://gcseema.iind.in/uploads/websiteData/notice_61290_1715169083.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://gcseema.iind.in/uploads/websiteData/2020_2.7.1.pdf

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Resource Mobilization for Research****3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****NIL**

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year****3**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://dbtindia.gov.in/sites/default/files/Scheme%20and%20Guidelines%20under%20Star%20College%20Scheme_0.pdf |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

10

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

4

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Government College Seema is constantly making an effort to

inculcate a sense of social responsibility to strengthen the 'HU' (Holistic & Universal) factor in its students by engaging them in a number of extension activities, maintaining a perfect balance between academics and extra-curricular activities. Various activities were carried out by NSS, NCC, Rover and Ranger, Fashion and Designing Club, ICT Club, Red Ribbon Club, Women Cell besides collaborative activities in the testing times of uncertainty during the corona phase to contribute to humanity through Honesty, Truthfulness, and Perseverance. The activities included Corona awareness through Posters, Slogans, Songs, Art and Creativity, besides Short videos,, Webinars, Sanitization drive, Mask Making and Free Distribution, Public Announcement on Wheels, Cleanliness Camps, Maintenance of Social Distancing, Thermal Screening, Fit India, Each One Teach One, Dawai bhi Kadai Bhi- Vaccination Drive, Prabhat Pheris, Connect to Community, Local to Global Drive, Disaster Management, Environment Day, Aids Day, Door to Door Pulse-Polio Campaign, Karo Yog Raho Nirog, Online Competitions, Vigilance Week, International Women Day, Blood Donation Camp, Distribution of food and clothes in slum areas of Rohru, World Earth Day, Scout Fight Against Corona, Pioneering cum Service Camp. "Holistic Development through Scouting Model of Sustainable Livelihood" was launched.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.gpgcseema.edu.in/ |
| Upload any additional information | No File Uploaded |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

40

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1572

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

7

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | View File |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

2

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The college's infrastructure is meticulously designed to support a dynamic learning environment across its Administrative, Science, and Arts Blocks. The Administrative Building serves as the hub of governance and academic coordination, housing eight classrooms, an examination hall with the Controller of Examination Room, and departmental spaces for key disciplines like Political Science and Economics. It also accommodates around 40 faculty cabins, facilitating a conducive teaching environment, along with administrative offices including the University Section and the Principal's Office, ensuring efficient management.

The Science Building embodies innovation and practicality,

offering six lecture theaters, six cutting-edge labs, and departmental faculty rooms, nurturing hands-on learning and theoretical understanding for science students. Meanwhile, the Arts Block fosters creativity and collaboration with its six classrooms, four computer labs, and a contemporary conference hall, ideal for scholarly discussions and virtual gatherings. Moreover, hosting the IGNOU office amplifies the college's commitment to providing diverse educational opportunities.

This integrated infrastructure underscores the institution's dedication to delivering comprehensive educational resources, enabling effective teaching, learning, and interdisciplinary collaboration, thereby shaping well-rounded individuals poised for success in diverse fields.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.1.1.pdf |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The college boasts separate departments for vocal and instrumental music. A multipurpose auditorium with a seating capacity of 1,000 serves as the vibrant hub for various cultural events, conferences, workshops, and inter-college/university activities.

In the realm of sports, indoor facilities include courts for badminton and table tennis, complemented by a fully equipped gymnasium. Outdoors, students enjoy a playground catering to cricket, volleyball, football, Kabaddi, and more, alongside a dedicated boxing ring. Regular yoga sessions promote holistic wellness for both students and faculty, with special camps organized for hostel residents.

This comprehensive offering reflects the college's commitment to nurturing diverse talents and fostering physical and mental well-being among its community. With a blend of cultural richness and sporting vigor, the college creates an environment conducive to holistic growth and development.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.1.2.pdf |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

08

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

08

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.1.3.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

7416357

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Library: -Our college library utilizes SOUL, a tailored library management software by INFLIBNET, meeting our specific needs. It streamlines processes, enhances user experience, and integrates seamlessly with our existing systems. The College library has 60 book racks/Almirah in which department wise books are arranged according to Dewey Decimal Classification System for the users. The facility of book bank is also available in the library. It has a seating capacity of 150 students. After the IQAC/ Advisory committee of the college, convener of the library committee of the institution invites the list of latest books for purchase. After approval from Library Committee requisitions are forwarded to IQAC and Head of the College for final approval. On approval, new books are purchased. Books that are mutilated, worn-out and outdated are removed from active collection and are kept in a corner that is maintained for keeping the 'weeded out' books. The Librarian issue the books to the users and maintain the record.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://gcseema.iind.in/uploads/websiteData/2020_4.2.1.pdf |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources **E. None of the above**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-

journals during the year (INR in Lakhs)**987388**

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)**4.2.4.1 - Number of teachers and students using library per day over last one year****16**

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure**4.3.1 - Institution frequently updates its IT facilities including Wi-Fi**

The college has consistently upheld exemplary practices in Information and Communication Technology (ICT) over numerous academic sessions, as evidenced by the successive Annual Quality Assurance Reports (AQARs) submitted to the NAAC. Spearheaded by the ICT committee, the institution continually enhances its IT infrastructure through strategic investments in IT gadgets, guided by requisitions from the different departments of the College alongwith Computer Science department faculty and students.

A meticulous procurement process ensues, where hardware and software requirements are scrutinized in IQAC meetings and forwarded to the Principal for final approval. Leveraging e-tendering via GEM ensures transparency and optimal decision-making, with a preference for modern solutions as old computer versions are regularly upgraded to meet evolving needs.

Maintenance is diligently managed by dedicated computer

technicians, supported by a robust LAN and Wi-Fi network for seamless internet connectivity and printer sharing across campus. Safety is paramount, with 23 CCTV cameras, including recent installations of 13 new CCTV HD camera's and a biometric attendance tracking system enhancing security.

Moreover, student support is prioritized with two help desk computer systems in the Administrative Block, offering internet and printing facilities. The college's commitment to sustainability is evident through solar panels installed in teaching blocks and hostels, promoting energy conservation and student welfare.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.3.1.pdf |

4.3.2 - Number of Computers

171

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution E. < 5MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

2296412

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The college's laboratories are pivotal for practical coursework across disciplines such as BA, B.Sc, BCA, B.COM, and M.Com. Meticulously managed by government-appointed assistants, these labs boast state-of-the-art equipment sourced through e-tendering and government e-marketing channels. Each purchase is meticulously recorded and annually verified to ensure accountability and functionality.

The library, housing department-wise books arranged using the Dewey Decimal Classification System, provides a conducive learning environment for students. With a seating capacity of 150, it offers a book bank facility and follows a structured acquisition process overseen by IQAC and library committees.

ICT practices remain cutting-edge, with regular upgrades facilitated by the ICT committee and responsive to departmental needs. This ensures that faculty and students benefit from the latest hardware and software advancements.

Sports facilities cater to both indoor and outdoor activities, fostering a culture of physical well-being among students. Regular upgrades and maintenance are carried out based on recommendations from the IQAC and college advisory committee, ensuring that facilities meet evolving needs and standards. Overall, these initiatives reflect the college's commitment to providing a

comprehensive and conducive environment for academic excellence and holistic development.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.4.2.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

95

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

951

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to institutional website | http://www.gpgcseema.edu.in |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1352

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1352

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

5

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

146

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

8

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

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

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

0

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Students in college are main stakeholders so majorities of problems must be addressed through their representation. So, their role for the development of college as well for the welfare of students can not be neglected. Keeping in view all above factors student representation is mandatory for smooth functioning of any institution. To help the college administration students representative through CSCA body having Executive members: 1. President 2. Vice-President 3. Secretary 4. Joint Secretary and members nominated among the outstanding students excelling in cultural and co-curricular activities, sports, NCC, NSS, Rovers and Rangeris constituted as per the guidelines of HP University.. Students with the highest marks in the previous qualifying examination are also inducted as members. Office bearers of various clubs and societies also find representation in the Central Body of the CSCA. Apart from this to inculcate a sense of ownership and responsibility among the students towards the institution students are given mandatory representation in the following committees:

1. Members in Anti Ragging /Discipline committee.
2. Internal Quality Assurance Cell (IQAC).
3. Advisory Committee
4. Building Fund Committee
5. Campus beautification Committee
6. Admission Guidance and Counseling Committee.
7. Old students association or Alumni

In the meeting held by the various committees, student representatives are given a chance to express their views, if their views are positive and in favor of the institutional development, they will be given weight age in decision making.

During the session 2020-21 institution remains closed throughout the session due to Covid-19 pandemic, so CSCA was not constituted.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/download.php?id=Download-prospectus |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

2

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

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

Our college is having alumni association having more than 200 members ,which is not registered yet. These alumni are serving in different areas establishes mentorship programs to guide current students in their career paths. This included sharing of industry insights, networking opportunities, and advice on professional development. Beyond careers, alumni also helps students to navigate life challenges such as interpersonal relationships, personal finances, and mental health. In various events organised in colleges,our alumni connect with students and provide opportunities for students to learn from alumni experiences and build professional connections.

Alumni also sponsor or participate in student clubs, cultural events, and sports activities. Their involvement is seen encouraging students participation and fostering a sense of community.

Alumni have contributed financially to the college through donations, endowments, or scholarships. These funds have been utilized for students welfare activities.

Govt college Seema, believes that alumni engagement is a two-way street. Our college actively tried to reach out to alumni, involve them in decision-making processes, and recognize their contributions. By fostering strong alumni relationships, college has been enhancing in academic quality and global presence.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/activities.php?id=OSA |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year E. <1Lakhs (INR in Lakhs)

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Our college is guided by the motto "Bringing Transformation through Education", which emphasizes on transforming students, teachers and local communities toward excellence, skills, values, characters, responsible, righteous and be an asset for nation building. The objective is to recognize individual abilities, encourage critical thinking and discernment in students, and inspire young students to attain academic achievement and be worthy in character and sound judgment. It seeks to maintain a feeling of ongoing inquiry into the world, encouraging lifelong learning and individual development.

In order to provide quality assurance and development, the institution actively incorporates teachers in decision-making through committees including the Advisory Committee, Student Grievance Redressal, RUSA, UGC, Prospectus, Admission, Timetable, Examination, and IQAC etc. To ensure that policies and programs in education, research, administration, finances, infrastructure development, and extracurricular activities are in line with the institution's goal, IQAC meets with conveners, heads of department

and staff council. Through frequent outreach and extension initiatives, the college actively promotes environmental consciousness and social responsibility.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/about.php?id=COLLEGE-VISION |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Decentralized and democratic methods serve as examples of good leadership. The college actively incorporates a range of stakeholders in the creation and execution of its policies, including the principal, the administration, conveners, clubs, societies, cells, and the student council. The case study highlights the college's successful use of RUSA funding to foster participative management and decentralization in infrastructure construction.

Department heads regularly involved their faculty in meetings to pinpoint specific needs and provide detailed equipment lists and budgets. The buying committee and the RUSA Committee worked closely together to finalize budgets, guaranteeing proper funding allocation for infrastructure and equipment. Consequently, significant financial commitments were made to modern equipment procurement, improvements, and new construction. The college's dedication to environmental responsibility was particularly evident in the installation of a grid-connected Solar Page Plant on the roof of the Science Block, Arts Block, Boys Hostel and Girls Hostel.

These initiatives significantly enhanced the quality of education and research, demonstrating the college's dedication to creating an enriched academic environment. Strategic investments in new building construction, refurbishment, and equipment procurement involving various committees demonstrate the college's commitment to decentralization and participating management.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_6.1.2%20.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Govt. college Seema, Rohru understands the importance of strategic perspective plan for guiding an organization towards its long-term goals. However, the true measure of success lies in its effective deployment throughout the institution. This blueprint outlines the key steps and strategies necessary to ensure the seamless implementation of the institutional strategic perspective plan, leading to tangible outcomes and sustainable growth.

Govt. College Seema, Rohru adapted admirably to the challenges posed by the pandemic, ensuring that students could continue their education effectively despite the closure of physical campuses. Embracing online teaching platforms like Microsoft Teams, Google Classroom, and Zoom was a smart move to facilitate remote learning. It's impressive to see how the institution leveraged these platforms not just for regular instruction but also for a variety of extracurricular and academic activities such as guest lectures, assignments, presentations, tests, and webinars.

Providing supplementary materials like PPTs and notes online was a great way to enhance the learning experience for students and ensure they had resources to refer to while preparing for tests. This adaptability and commitment to maintaining the quality of education despite the challenges presented by the pandemic demonstrate a strong dedication to student learning and development.

Other than teaching Institution involve our students in various extra curricular to activities like frequent yoga sessions with connecting teacher and students through online mode, involving various wings of the college NSS, NCC and Rover and rangers in social awareness activities and helping Govt. administration during pandemic through Vaccine drive, Social Distancing SOP.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The college is governed by a decentralized structure that includes the Central Management, the College Management, the Principal and IQAC. IQAC is responsible for planning, implementation, and improvement of academic, extra-curricular, and administrative aspects. The college has many committees, cells, organizations, and clubs led by faculty conveners and academic members. These groups are essential for budgeting, administration, education, and curricula planning. The anti-ragging cell, internal complaints committee, and student grievance redress committee work hard to protect student's rights and wellbeing. The library committee promotes an excellent academic environment. The Examination Committee handles both midterms and final exams. And the purchasing committee ensures compliant procurement practices while collecting and evaluating quotes. The student council actively participates in the planning and administration of cultural, re-occurring, sports, and academic events to foster a vibrant and stimulating campus culture. The college follows the UGC's 2018 Regulations and the 2014 NCTE Standards for Service Regulations, Promotions, and Hiring. This unique organizational structure allows the college to effectively manage its governance, creating a balanced and stimulating academic environment.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://education.hp.gov.in/sites/default/files/Files%252Fsubmission%2520of%2520left%20out.pdf14_30_2014_02_01_42.pdf |
| Link to Organogram of the Institution webpage | https://gpgcseema.edu.in/about.php?id=ORGANIZATIONAL-STRUCTURE |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

C. Any 2 of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The institute understans the value of effective welfare measures for maintaining a positive and supportive work environment. Ensuring the well-being of both teaching and non-teaching staff can lead to higher job satisfaction, increased productivity, and overall better performance. The Institute provides following welfare measures for the teaching & non-teaching staff:

- Allotment of staff quarters - The faculty members have been allotted staff quarters.
- Separate Staff Cabins: College has provided the facility of separate cabins to every teacher.
- GPF- Employees' Provident Fund Scheme, 1952
- LTC- Attain Leave Travel Concession after attaining the age of 56 years.
- GIS- Group Insurance Scheme or HP Govt. Employees Scheme, 1984
- Gratuity- It is an amount of money which an employee gets in return of their service at the time of their retirement. In case of the death of the employee
- Medical Reimbursement- The medical reimbursement can be attained by permanent faculty members for themselves and their immediate family.
- Pension schemes: Teaching and Non teaching staff get the NPS: National Pension Scheme and OPS: Old Pension Schemes

- **Different types of leaves:**
- **CL- casual Leave** is the most popular type of leave that a govt. employee gets.
- **EL- The credit of Earned Leave** is granted in advance twice during a year in lump sum.
- **Medical Leave-** There is a provision of medical leave
- **Maternity Leave-** It is granted for delivering a child and for abortions.
- **Paternity Leave-** The paternity leave is admissible to govt employees for 15
- **Study Leave-** The faculty members can be granted with the study leave

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/index.php |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

0

| File Description | Documents |
|---|------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | No File Uploaded |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

3

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

19

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

At Government degree college Seema, we uphold a commitment to continuous improvement and excellence in all facets of education. As part of our endeavor to foster a culture of accountability and professional development, we have implemented a robust Annual

Confidential Report (ACR) system for evaluating the performance of our esteemed teaching and non-teaching staff members.

The UGC Performance Appraisal System and associated API (Academic Performance Indicators) are used to evaluate both teaching and non-teaching professionals. The Department of Higher Education created the Proforma to this effect, which is filled out by both teaching and non-teaching staff members with their annual self-evaluation with necessary supporting documentation. Among other things, the Proforma includes columns for student results, involvement in FDPs/refresher/orientation, induction, co-curricular activities, and extension activities. In order to pinpoint areas that require improvement, the college additionally requests input from its instructors via a specific Proforma. An extensive number of students are handed a teacher-evaluation feedback form, which is used to assess the performance of the faculty in the classroom. After the IQAC reviews the input forms, it shares the results with the principal as well as other significant committees and stakeholders. But due to pandemic, the student feedback forms could not be filled. The person responsible for evaluating the performance of the Principal is the Director of Higher Education, Government of HP.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://education.hp.gov.in/sites/default/files/API.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The college follows a proper procedure for all the purchases and expenditures. There is a purchase committee in the college. Proper quotations are invited for the purchase and prices are compared. The college Bursar, Accountant and the Principal maintain the authenticity and transparency of each and every income/expenditure. The utilization certificates for the financial year are also generated for the funds obtained from UGC and RUSA.

Internal Audit: The budget statement of NSS, PTA, BBA, BCA and PGDCA are audited. Each Department maintains a stock register of

the records of all kinds of purchases which are audited by the stock verification committees of the college. The purchases under UGC, Star College Scheme are scrutinized by their respective in-charges.

External Audit: Annual external audit takes place by the appointed Chartered Accountant appointed by the college who checks the bills and vouchers and utilization certificates. Final external audit of the accounts is then carried out by Himachal Pradesh Accountant General. Objections raised if any are settled by the office after searching the record of the paras re-submitted to the objection concerned for re-settlement.

The institution follows a transparent process of financial transactions and diligently performs internal audits and gets external audits conducted.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_6.4.1.pdf |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

2344747

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The funds are allocated with proper planning for optimal utilization through purchase committee and administrative bodies.

The other sources are Infrastructure Development grants under RUSA, developmental grants received from the UGC, fees collected from the students including under Self-financing courses put under AF (Amalgamated Funds), OSA subscription and PTA funds collected from the parents. An amount of Rs 600/- per annum is charged as PTA fee. Self-financing courses like BBA, BCA, PGDCA Contribute significantly to our funds.

The funds received under RUSA and from the State Government are earmarked with the designated purpose and come under pre-determined heads. These funds are used for recurrent expenditures and other needs. Vacant posts are temporarily filled on period basis with the funds raised from the students, mostly under PTA. Minor developmental activities are also undertaken from funds under this head only after recommendations from the PTA council. Some needy students are sponsored from the PTA fund. Expenditure is incurred only after proper recommendation by the committees concerned and full codal formalities are observed before the release of payment by the office. The college Bursar and the locally hired CA play a pivotal role in the scrutiny of the expenditure incurred.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_6.4.3.pdf |
| Upload any additional information | View File |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

In response to the evolving educational landscape, our institution is committed to leveraging online modes of learning to deliver the highest quality education to our students. Recognizing the importance of adapting to digital platforms, the College's Infrastructure Quality Assurance Cell (IQAC) has proposed significant enhancements, including the acquisition of state-of-the-art ICT equipment such as interactive panels and tablets. These tools will facilitate immersive and engaging online classes, ensuring an enriching learning experience for students.

Furthermore, to foster a culture of collaboration and knowledge exchange, we have forged partnerships with neighboring colleges to conduct webinars. Encouraging student participation in extension activities, including National Service Scheme (NSS), National Cadet Corps (NCC), and Ranger & Rovers, has been paramount. These initiatives not only contribute to community welfare but also instill a sense of responsibility and leadership among students collaborating closely with administration,

In line with our commitment to continuous improvement, the IQAC has proposed a series of workshops, webinars, and upskilling programs for both students and faculty members. Additionally, recognizing the importance of holistic well-being, the IQAC has initiated regular sessions of yoga and fitness programs for students and faculty members alike.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/academic.php?id=IQAC |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

In our pursuit of academic excellence, the IQAC of the college places a strong emphasis on participatory and experiential learning methodologies to meet the changing educational landscape with online and offline education practices.

The institution has prepared Academic Calendar based on the University schedules and according to the academic calendar admission process completed. After the admission an induction session being organised for students to elaborate the code of conduct in the college. The lesson plan has been prepared by the faculty members for all the subjects they teach in the session. Everyday faculty prepare the lecture and keep the record of online lectures. For student learning outcomes class tests and interactions were carried out online. Midterm and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations. Teachers also provide notes through an

online portal. Students' result analysis were carried out on the basis of internal assesment which includes attendance, assignment and mid term examinations.

To empower our faculty members in utilizing this platform effectively, IQAC proposed online webinars and conferences and also advised staff to upskill themselves for online Teaching Tools so they can get familiar with online softwares.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | NILL |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

D. Any 1 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://gcseema.iind.in/uploads/websiteData/notice_61290_1715169083.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The college has a sensitive and responsive Women empowerment Cell

to address the issues related to women empowerment, participation and gender equity in all fields and affairs of the college keeping in view the diverse, socio-economic and rural back ground of the student enrolled in the college. Following measures have been initiated for gender equity:

- CCTV cameras .have been installed in every nook and corner of the college for safety and security purpose
- Sanitary pad vending machine and incinerators have been placed in the Girls toiletsand Hostel.
- Health Centre with trained nurse has been established in the college campusfor ensuring health facility and health parameters of the boarders are also routinely checked up and nutritional/ health recommendations are made.
- During Covid 19 counseling were provided to girls by women cell of the college.
- Seven day Yoga Shivar and workshop on digital literacy were organized for women/girls of the college An adequate representation of women/girls is given in advisory, and other important decision making committees of the college.
- Facility of girls Common room and complaint/ suggestion box.
- Gender audit and equity survey has been conducted by college.Encouragment ofequal male participation in women cell functions is being attempted.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | http://www.gpgcseema.edu.in/staticPDFs/Women-Empowerment-Cell-2020-2021.pdf , |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | http://gcseema.iind.in/uploads/websiteData/2020_7.1.1(a).pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

GOVT. COLLEGE SEEMA(ROHRU) has taken proactive steps towards managing different types of waste, including degradable, non-degradable. The measures taken by the college beside awareness are as under:

1. Categorisation of waste: waste is segregated for which separate dustbins are placed in the campus for plastic-based, organic waste, kitchen based waste, wet waste etc. hazardous And radioactive wastes though negligible are dealt with special skills in labs.

2. DryOrganic waste: solid and less water caontaining waste, fruits and vegetables, leaves, litters of plants is vermicomposted.

3. Waste of kitchen/Mess and canteen: left over food items in hostel Mess and canteen are placed in special cntainetrs and are collected by farmers of nearby villges for their milching and farm cattle thus avoiding any contamination of water bodies.

4. Plastic waste: Plastic waste is segregated separately and NSS voluteers have been playeing a proactive and innovative role in its compaction in plastic bottles and locking in concrete walls, making of flower baskets, pots,flower beds and even Flag pedestal.

5. Biomedical and microbial waste: Biomedical is not produced but microbial culture based waste is neutralised by getting it autoclaved before releasing in the environment

6. Electronic waste: segregated and auctioned for reuse.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | http://gcseema.iind.in/uploads/websiteData/2020_7.1.3.pdf |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting
Bore well /Open well recharge Construction
of tanks and bunds Waste water recycling
Maintenance of water bodies and distribution
system in the campus

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the

A. Any 4 or all of the above

following 1.Green audit 2. Energy audit
3.Environment audit 4.Clean and green
campus recognitions/awards 5. Beyond the
campus environmental promotional activities

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms.

Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

A comprehensive approach to inclusivity is evident in the

functioning of the college, integrating academic principles with social responsibility. The college fosters a culture that celebrates and embraces diverse facets of society, including cultural, regional, linguistic, communal, and socioeconomic diversity.

Emphasising inclusivity, the National Service Scheme (NSS) serves as a driving wing for promoting cohesion among volunteers, exemplified through the singing of its theme song i.e. NSS song *Uthe samaj ke liye uthe...* on beginning of any NSS function. The song emphasises on integration and strength of diversity. It also motivates students to mitigate any divide based on social, religious and cultural diversity. Significant National events such as Himachal Day, Republic Day, Independence Day and Constitution Day provide occasions for collective reflection on shared values and unity amidst diversity.

The daily rendition of the National Anthem in the college campus on PA system, which is one of the distinctive features of the college further reinforces the college's commitment to nurturing a cohesive national identity.

Student societies and clubs actively contribute to inclusivity by organising initiatives that celebrate and educate about different cultures, traditions and perspectives. Provision of assistance to minority students in fees and scholarship is also available.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

At Government College Seema, concerted effort are made to sensitise both students and employees to their constitutional obligations, emphasising the values, rights, duties and responsibilities of citizens. This commitment is reflected in various initiatives and activities.

Constitution Day celebrations and other days of national significance serve as occasions to reflect on the principles enshrined in the constitution. The preamble of the constitution is prominently displayed in key locations across the college campus, serving as a constant reminder of these foundational principles.

The college actively participates in voter registration and awareness drives (by NSS volunteers) organised under Systematic Voters Education and Electoral Participation (SVEEP), encouraging members of the college community to exercise their right to vote and participate in democratic processes.

Various student organisations, including the Women's Cell, NSS, and NCC and department of Political science conduct sensitisation programs. These programs aim to deepen understanding of constitutional obligations and promote active engagement in civic life. They cover a range of topics, including gender equality, environmental stewardship, community service, and leadership development.

By integrating these initiatives, Government College Seema fosters a culture of civic responsibility and constitutional awareness among its students and staff, contributing to the growth of citizens.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are

organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Govt. college Seema (Rohru) celebrate major relevant National and international Commemorative days such as:

Republic Day

Independence Day

Himachal Day

International women day

National Science Day

World environment Day

International Yoga day

NSS foundation Day

Teachers Day

World AIDS Day

Earth Day

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Practice#1: Engaging NSS volunteers in essential services during pandemic

Objectives

To engage the NSS volunteers in awareness, outreach and other essential services and to assist the govt. agencies during pandemic of Covid 19

The Context

Exhibition volunteersism during Covid 19 pandemic

The Practice

A dedicated team of volunteers were attached with sub-divisional administration and Health department for carrying out diverse tasks while maintaining Covid 19 protocols,

Evidence of Success

Successfully discharged duty of maintenance of curfew

Successfully distributed masks and sanitized public places

Sensitized people through online and off line mode.

rendered record 200 days vaccination services

Problems Encountered and Resources Required

- Hesitation and lack of knowledge about new virus

Practice#2: Green campus initiatives

Objectives

To promote green practices in energy, water and waste management

The Context

Sustainability and eco-restoration

The Practice

Rainwater harvesting tanks have been constructed, 30 KW solar units installed and bio-toilets being utilised LED lights installed in the campus

Evidence of Success

Rain water being used during water scarcity

Solar lights used during powercuts and sunny days

bio-toilets helping in recycling and reuse of water

Problems Encountered and Resources Required

- The full potential of initiatives could not be ascertained due to pandemic lockdown

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

"SWARNIM PUSHPA VATIKA" the golden Jubilee Flower garden has been established in college campus. It is made of bamboos displaying diverse flower potted in recycled plastic bottle made by Rangers and Rovers of Seema Scouts, The Bharat Scouts & Guides unit of the

college. The garden exemplifies how SDGs can be achieved by engagement of the youth.

It was established to commemorate the 50th Anniversary of Full Statehood of Himachal Pradesh and 'AmritMahotsav' of 75 years of Independence as envisaged by Hon'ble Prime Minister of India. H.E. Governor of Himachal Pradesh, Shri BandaruDattatreya Inaugurated 'SWARNIM PUSHP VATIKA' through on line mode under the concept of "Holistic Development through Scouting Model of Sustainable Livelihood." This is the first Model of its kind which can be adopted throughout the State of Himachal Pradesh besides its extension to other states for demonstarting the lesson of sustainability. Ever since its inception it has become centre of attraction to students visitors to learn the lesson of sustainability.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Government College Seema (Rohru), as an affiliated college, diligently follows all the guidelines set forth by Himachal Pradesh University Shimla regarding its curriculum. The Institution ensures effective curriculum delivery through a well-planned and documented process. The college develops its action plans for effective implementation of the curriculum at the beginning of the session. Program details, including objectives, outcomes, syllabi, etc. are easily accessible via the college website, library, and prospectus. Calendars and time tables are prepared in consultation with IQAC, academic monitors, HODs, and the society in charge. Once finalized, these schedules are promptly uploaded to the college website. These schedules not only facilitate smooth curriculum implementation but also aid in assessing student learning outcomes periodically. The timetable adheres to UGC Regulations 2018, and departmental-level lesson plans are prepared along with pedagogical strategies for the academic session. During the COVID-19 pandemic, the college employed various online tools like Google Meet, Zoom, Microsoft Teams, and WhatsApp groups to offer interactive teaching-learning platforms. To enhance learning, features such as video lectures, class tests, assignments, quizzes, group discussions, and PowerPoint presentations were integrated into online classrooms. Faculty members stay updated through webinars, workshops, and Faculty Development Programs (FDPs) to ensure effective curriculum delivery.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://gcseema.iind.in/uploads/websiteData/2020_1.1.1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Government College, Seema (Rohru), affiliated with Himachal Pradesh University Shimla, meticulously follows the university's academic calendar for its Continuous Internal Evaluation (CIE) system. Himachal Pradesh University publishes the academic calendar. Based on this, the college prepares its academic calendar at the college level in consultation with IQAC. This calendar incorporates schedules for academic, cultural, and sports events. Each department aligns its timeline with this calendar, ensuring all CIE components and other academic activities are included. The calendar is readily accessible on the college website for both staff and students. Continuous Internal Evaluation (CIE), comprising 30% of maximum marks, encompasses attendance, assignments, tests, exams, and participation in various activities. Throughout the COVID-19 pandemic, the college efficiently shifted these activities online, maintaining meticulous records. Admit cards are issued solely upon the upload of CIE awards. Grievances related to CIE are promptly addressed by an internal committee. Despite the challenges posed by COVID-19, the college ensured academic continuity, altering the 2020-21 calendar as needed. First and second-year students were promoted based on prior performance and internal assessments, while final-year exams were conducted following COVID SOPs, enabling students to progress to higher education seamlessly.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://gpgcseema.edu.in/calendar.php?pdfkey=Academic-Calendar-2020-21.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

23

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

55

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The syllabus designed by Himachal Pradesh University integrates core aspects of undergraduate life, including professional ethics, gender, human values, environment, and sustainability. The college supplements this with add-on courses, workshops, and seminars that focus on these cross-cutting issues. Committed to its motto, 'Bringing Transformation through Education,' the college emphasizes these aspects in its curriculum. The code of conduct, in line with UGC guidelines, outlines the ethics for students and teachers, available on the college website and prospects. The NSS, NCC, and Rovers & Rangers actively promote environmental sustainability through various activities like swachhata pakhwada, tree plantation, and awareness campaigns. The Women Empowerment Cell addresses gender issues through workshops and competitions, such as a workshop on Digital Literacy for women staff. Human values are nurtured through mentoring, blood donation camps, and value education classes. Celebration of special day promotes peace, unity, and a sense of responsibility among students. All students take Environmental Science as a compulsory course in their first year, while generic courses covering topics like sustainability, disaster risk management, and folk cultures are taught to final-year students. These efforts, including social outreach and extracurricular activities, aim to instill awareness, sensitivity, and activism among students.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

03

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

54

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

| | |
|---|---|
| 1.4 - Feedback System | |
| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | B. Any 3 of the above |
| File Description | Documents |
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | No File Uploaded |
| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
| File Description | Documents |
| Upload any additional information | View File |
| URL for feedback report | https://gpgcseema.edu.in/data/Feedback%20Analysis%20Report%20and%20Action%20Taken%20Report-%202020-2021_.pdf |
| TEACHING-LEARNING AND EVALUATION | |
| 2.1 - Student Enrollment and Profile | |
| 2.1.1 - Enrolment Number Number of students admitted during the year | |
| 2.1.1.1 - Number of sanctioned seats during the year | |
| 3970 | |
| File Description | Documents |
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats))

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

503

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The results from previously passed classes help in assessment of learning levels of students at the time of admission to UG and PG Programmes. After admission the learning outcomes of students are continuously and comprehensively assessed. Virtual mode of assessment along with teaching and learning was adopted to cope with the challenges of COVID-19. Results from online classroom tests, assignments and presentations were used for designing differential instruction to suit individual needs of varied learners' type.

Special Programmes for Advanced Learners

To encourage and engage the highly-abled learners the techniques of collaborative learning, in-depth learning and complex problem solving exercises are used. These promote generation of new ideas, analytical thinking and exploration of multiple learning resources.

To develop leadership skills in advanced learners they are nominated to the CSCA. They also hold important positions in various clubs and societies. As students' representatives they voice the concerns and demands of the community.

Special Programmes for the Slow Learners

Online tutorials and remedial classes were regularly conducted to strengthen the learning competencies of slow learners. Heterogeneous groupings and peer tutoring was arranged

by different departments to reinforce classroom learning.

Moreover, the college offers the facility of student mentoring and promotes the well-being of slow learners through counselling and academic advice.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 1719 | 35 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The college aims at creating an active learner. For this it has adopted the approaches of experiential learning, participative learning and problem solving methodologies.

Experiential learning is an integral part of BCA, PGDCA, BBA, BSc, UG courses in Geography and Tour and Travel Management. In these courses students learn through their experiences during laboratory hours, field visits, industrial training and practical exercises. Though COVID -19 crisis has been the greatest barrier to experiential learning, yet efforts were made to re-create real life learning environment virtually. Demonstrations of laboratory and experience sharing over e-platforms etc. were used for enriching experience during lockdown.

It equally focuses on adoption of participative learning techniques. These include group discussions, group presentations, group assignment and collaborative learning. Moreover, individual participation in the learning process is

maximized through written assignments submitted through online mode during this session. Along with this, the NSS and NCC unit of the college most-committedly provided their services to the nation during COVID crisis.

To elicit critical responses and to develop an aptitude for seeking information and solving academic problems, regular assignments are given to the students. Besides this, project work is a compulsory part of BCA, PGDCA, BBA and M.Com. For further strengthening of students' learning discussion, debate and declamation exercises, quizzes, poster presentation, diagrammatic representation, chart making and PowerPoint Presentations are often organised.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://gcseema.iind.in/uploads/websiteData/notice_61290_1715169083.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The association between ICT and education helps in adoption of learner-centric teaching methodologies and therefore, improve the quality of education. Realizing the value of ICT in education, the college continuously strives to build a digital campus and encourages its teachers and students to use ICT enabled tools for effective attainment of teaching-learning outcomes.

The pandemic of COVID-19 tremendously changed the manner in which education was imparted. The teacher and the taught were compelled to move from real to virtual classrooms. It allowed regular interaction between students, teachers and the course content. The teachers at the college used online platforms of Google classroom, Google meet, Zoom and Microsoft team for virtual delivery of lectures. WhatsApp groups were used for sharing links to digital resources, circulating important notices and instructions from the office. ICT enabled tools such as PPT, video clippings, animation and audio recordings along with digital reading material were used for making

teaching and learning more effective. Continuous evaluation of learning levels attained by the students was made possible through online submission of assignments and classroom tests over Google forms.

Overall, the use of ICT has facilitated instantaneous communication and information dissemination that enhanced learning experience and made education more accessible and engaging for the rural youth during pandemic.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://gpgcseema.edu.in/facilities.php?id=IT-Facilities |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

34

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

35

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

13

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

256

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college follows the norms of affiliating University regarding internal as well as end-term examination. For the undergraduate programs 30% evaluation of students' academic performance is done internally. The main component of internal assessment are: attendance, class test/ unit test, mid-term test, assignment and presentation. In addition practical examination forms its core component in BSc, BCA, PGDCA, Geography and Physical Education.

To ensure transparency in the evaluation process the IQAC prepares the academic calendar and provides tentative schedule for conduct of various academic activities including mid-term test. Following these directions, the House Examination Committee prepares and communicates the datesheet for house test, conducts the test, ensures time-bound evaluation of answer scripts, receives and displays the results.

The students are also assessed for their performance in class/unit test, assignments, presentations and classroom attendance. The overall transparency in internal assessment is maintained by sharing the evaluated answer scripts and checked assignments with the students. They are periodically informed of their attendance as well.

During 2020-21 HPU could not conduct end-term examination for UG First and Second years. It decided to promote first year undergraduate students on the basis of internal assessment. For these second year students 50% marks were awarded on the basis of internal assessment and the remaining 50% marks were given on the basis of previously passed examination.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.hpuniv.ac.in/upload/syllabus/5b86499aaaealSyllabusCBCSEnglish201819.pdf |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient

The college has a Grievance Redressal Cell and House Examination Committee that deal with internal assessment related grievances and queries. The phone numbers of members of

the Cell are displayed on the notice board and shared over WhatsApp groups. The students can easily contact them in case of doubts with respect to the internal assessment especially after the declaration of final results.

The House Examination Committee coordinates with the IQAC, teaching and non-teaching staff for conduct of the tests. It provides the date sheets of mid-term test to the students, arranges the tests in a manner that gives them enough preparation time and maintains attendance as well as evaluation records for the same. It also holds re-tests for students who could not appear in mid-term test due to unavoidable circumstances. All assessments regarding class tests, assignments, paper presentation, mid-term test are communicated to the students. Teachers show them the evaluated scripts and provides necessary feedback for improvement. Discrepancies, if any, are promptly addressed and the Teachers upload the final internal assessment on the university portal .

An important component of internal assessment is the attendance of the students. The attendance record is properly maintained and periodically shared with the students. Conversion of attendance into marks is done as per HPU rules. Concession in attendance is given to the students for absence due to sickness or participation in extra curricular and other activities.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://gpgcseema.edu.in/grievance.php?id=StudentRelated |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Course Outcomes (Cos) are well-framed, concise and clear statements that determine the purpose and goals of a course. COs identify the desired results of a particular learning experience and guide students expectations as well as build their anticipation and direct their learning towards achievement of specified results. Moreover, COs provide clear guidance to teachers regarding planning and designing appropriate educational methodology that supports students learning.

The Course Outcomes are not only well-drafted but they are also well-communicated. These are displayed on the college website and therefore, accessible to all. During the counselling sessions held at the time of admission, the students are informed about the knowledge, skills and attitudes they are expected to acquire after successful completion of a specific program. Healthy interactions with seniors and fellow students during admission, formal addresses and meetings of various subject societies and clubs also create an awareness regarding course outcomes. Teachers supported discussions on COs, familiarise students with the objectives of a course and of its implication on knowledge and skill enhancement. Career and Counselling Cell of the college also takes initiative to inform students about career opportunities within a specific programme. These formal and informal mechanisms of communicating course outcomes to students give them real insight and guide their decisions regarding course and programme choice.

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://gcseema.iind.in/uploads/websiteData/2020_2.6.1.pdf |
| Upload COs for all courses (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The college is an adherent to the norms and standards of HPU with respect to measurement of attainment levels of PO, PSOs and COs. The University has devised the method of combining internal assessment with end-term score to give final score in each course undertaken by a student. After getting the course outcome score, the contribution of each course score to the programme outcome score is measured progressively until the student completes his or her respective programme.

To assess students' performance with respect to their courses and programme, the college uses multimode assessment methodologies that are designed by HPU. Their progress is monitored through continuous internal evaluation which includes class or unit tests, quizzes, paper presentation, assignments,

project work, practical, viva voice and mid-term test. The internal assessment is combined with end- term university examination marks to get the final score.

The development of human values and social commitment is assessed through a student's participation in community outreach activities and awareness initiative of NSS, NCC, Red Ribbon Club, Women Cell, Eco Club and other societies functional in the college.

To complement the direct measurement of attainment, indirect strategies are also applied. These are maintenance of students' progression records, collection of information on self-employment and job placements, students satisfaction survey and feedback records. Responses of parents and alumni interactions also provide and understanding on the level of attainment of PO, PSOs and COs.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://hpuniv.ac.in/university-detail/himalayan-studies/teaching-learning-and-evaluation |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

449

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://gcseema.iind.in/uploads/websiteData/notice_61290_1715169083.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://gcseema.iind.in/uploads/websiteData/2020_2.7.1.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

NIL

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

3

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://dbtindia.gov.in/sites/default/files/Scheme%20and%20Guidelines%20under%20Star%20College%20Scheme_0.pdf |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

10

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

4

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Government College Seema is constantly making an effort to inculcate a sense of social responsibility to strengthen the 'HU' (Holistic & Universal) factor in its students by engaging them in a number of extension activities, maintaining a perfect balance between academics and extra-curricular activities. Various activities were carried out by NSS, NCC, Rover and Ranger, Fashion and Designing Club, ICT Club, Red Ribbon Club, Women Cell besides collaborative activities in the testing times of uncertainty during the corona phase to contribute to humanity through Honesty, Truthfulness, and Perseverance. The activities included Corona awareness through Posters, Slogans, Songs, Art and Creativity, besides Short videos,, Webinars, Sanitization drive, Mask Making and Free Distribution, Public Announcement on Wheels, Cleanliness Camps, Maintenance of Social Distancing, Thermal Screening, Fit India, Each One Teach One, Dawai bhi Kadai Bhi- Vaccination Drive, Prabhat Pheris, Connect to Community, Local to Global Drive, Disaster Management, Environment Day, Aids Day, Door to Door Pulse-Polio Campaign, Karo Yog Raho Nirog, Online Competitions, Vigilance Week, International Women Day, Blood Donation Camp, Distribution of food and clothes in slum areas of Rohru, World Earth Day, Scout Fight Against Corona, Pioneering cum Service Camp. "Holistic Development through Scouting Model of Sustainable Livelihood" was launched.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.gpgcseema.edu.in/ |
| Upload any additional information | No File Uploaded |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

40

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1572

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

7

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | View File |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

2

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The college's infrastructure is meticulously designed to support a dynamic learning environment across its Administrative, Science, and Arts Blocks. The Administrative Building serves as the hub of governance and academic coordination, housing eight classrooms, an examination hall with the Controller of Examination Room, and departmental spaces for key disciplines like Political Science and Economics. It also accommodates around 40 faculty cabins, facilitating a conducive teaching environment, along with administrative offices including the University Section and the Principal's Office, ensuring efficient management.

The Science Building embodies innovation and practicality, offering six lecture theaters, six cutting-edge labs, and departmental faculty rooms, nurturing hands-on learning and theoretical understanding for science students. Meanwhile, the Arts Block fosters creativity and collaboration with its six classrooms, four computer labs, and a contemporary conference hall, ideal for scholarly discussions and virtual gatherings. Moreover, hosting the IGNOU office amplifies the college's commitment to providing diverse educational opportunities.

This integrated infrastructure underscores the institution's dedication to delivering comprehensive educational resources, enabling effective teaching, learning, and interdisciplinary collaboration, thereby shaping well-rounded individuals poised for success in diverse fields.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.1.1.pdf |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The college boasts separate departments for vocal and instrumental music. A multipurpose auditorium with a seating capacity of 1,000 serves as the vibrant hub for various cultural events, conferences, workshops, and inter-college/university activities.

In the realm of sports, indoor facilities include courts for badminton and table tennis, complemented by a fully equipped gymnasium. Outdoors, students enjoy a playground catering to cricket, volleyball, football, Kabaddi, and more, alongside a dedicated boxing ring. Regular yoga sessions promote holistic wellness for both students and faculty, with special camps organized for hostel residents.

This comprehensive offering reflects the college's commitment to nurturing diverse talents and fostering physical and mental well-being among its community. With a blend of cultural richness and sporting vigor, the college creates an environment conducive to holistic growth and development.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.1.2.pdf |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

08

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

08

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.1.3.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

7416357

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Library: -Our college library utilizes SOUL, a tailored library management software by INFLIBNET, meeting our specific needs. It streamlines processes, enhances user experience, and integrates seamlessly with our existing systems. The College library has 60 book racks/Almirah in which department wise books are arranged according to Dewey Decimal Classification System for the users. The facility of book bank is also available in the library. It has a seating capacity of 150 students. After the IQAC/ Advisory committee of the college, convener of the library committee of the institution invites the list of latest books for purchase. After approval from

Library Committee requisitions are forwarded to IQAC and Head of the College for final approval. On approval, new books are purchased. Books that are mutilated, worn-out and outdated are removed from active collection and are kept in a corner that is maintained for keeping the 'weeded out' books. The Librarian issue the books to the users and maintain the record.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://gcseema.iind.in/uploads/websiteData/2020_4.2.1.pdf |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

E. None of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

987388

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

16

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college has consistently upheld exemplary practices in Information and Communication Technology (ICT) over numerous academic sessions, as evidenced by the successive Annual Quality Assurance Reports (AQARs) submitted to the NAAC. Spearheaded by the ICT committee, the institution continually enhances its IT infrastructure through strategic investments in IT gadgets, guided by requisitions from the different departments of the College alongwith Computer Science department faculty and students.

A meticulous procurement process ensues, where hardware and software requirements are scrutinized in IQAC meetings and forwarded to the Principal for final approval. Leveraging e-tendering via GEM ensures transparency and optimal decision-making, with a preference for modern solutions as old computer versions are regularly upgraded to meet evolving needs.

Maintenance is diligently managed by dedicated computer technicians, supported by a robust LAN and Wi-Fi network for seamless internet connectivity and printer sharing across campus. Safety is paramount, with 23 CCTV cameras, including recent installations of 13 new CCTV HD camera's and a biometric attendance tracking system enhancing security.

Moreover, student support is prioritized with two help desk computer systems in the Administrative Block, offering internet and printing facilities. The college's commitment to sustainability is evident through solar panels installed in teaching blocks and hostels, promoting energy conservation and student welfare.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.3.1.pdf |

4.3.2 - Number of Computers

171

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution

E. < 5MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

2296412

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The college's laboratories are pivotal for practical coursework across disciplines such as BA, B.Sc, BCA, B.COM, and M.Com. Meticulously managed by government-appointed assistants, these labs boast state-of-the-art equipment sourced through e-tendering and government e-marketing channels. Each purchase is meticulously recorded and annually verified to ensure accountability and functionality.

The library, housing department-wise books arranged using the Dewey Decimal Classification System, provides a conducive learning environment for students. With a seating capacity of 150, it offers a book bank facility and follows a structured acquisition process overseen by IQAC and library committees.

ICT practices remain cutting-edge, with regular upgrades facilitated by the ICT committee and responsive to departmental needs. This ensures that faculty and students benefit from the latest hardware and software advancements.

Sports facilities cater to both indoor and outdoor activities, fostering a culture of physical well-being among students. Regular upgrades and maintenance are carried out based on recommendations from the IQAC and college advisory committee, ensuring that facilities meet evolving needs and standards. Overall, these initiatives reflect the college's commitment to providing a comprehensive and conducive environment for academic excellence and holistic development.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_4.4.2.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

95

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

951

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to institutional website | http://www.gpgcseema.edu.in |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1352

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1352

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

5

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

146

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

8

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

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

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

0

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Students in college are main stakeholders so majorities of problems must be addressed through their representation. So, their role for the development of college as well for the welfare of students can not be neglected. Keeping in view all above factors student representation is mandatory for smooth functioning of any institution. To help the college administration students representative through CSCA body having Executive members: 1. President 2. Vice-President 3. Secretary 4. Joint Secretary and members nominated among the outstanding students excelling in cultural and co-curricular activities, sports, NCC, NSS, Rovers and Rangeris constituted as per the guidelines of HP University.. Students with the highest marks in the previous qualifying examination are also inducted as members. Office bearers of various clubs and societies also find representation in the Central Body of the CSCA. Apart from this to inculcate a sense of ownership and responsibility among the students towards the institution students are given mandatory representation in the following committees:

1. Members in Anti Ragging /Discipline committee.
2. Internal Quality Assurance Cell (IQAC).
3. Advisory Committee
4. Building Fund Committee
5. Campus beautification Committee
6. Admission Guidance and Counseling Committee.
7. Old students association or Alumni

In the meeting held by the various committees, student representatives are given a chance to express their views, if their views are positive and in favor of the institutional development, they will be given weightage in decision making.

During the session 2020-21 institution remains closed throughout the session due to Covid-19 pandemic, so CSCA was not constituted.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/download.php?id=Download-prospectus |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

2

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

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

Our college is having alumni association having more than 200 members ,which is not registered yet. These alumni are serving in different areas establishes mentorship programs to guide current students in their career paths. This included sharing of industry insights, networking opportunities, and advice on professional development. Beyond careers, alumni also helps students to navigate life challenges such as interpersonal relationships, personal finances, and mental health. In various events organised in colleges,our alumni connect with students and provide opportunities for students to learn from alumni experiences and build professional connections.

Alumni also sponsor or participate in student clubs, cultural

events, and sports activities. Their involvement is seen encouraging students participation and fostering a sense of community.

Alumni have contributed financially to the college through donations, endowments, or scholarships. These funds have been utilized for students welfare activities.

Govt college Seema, believes that alumni engagement is a two-way street. Our college actively tried to reach out to alumni, involve them in decision-making processes, and recognize their contributions. By fostering strong alumni relationships, college has been enhancing in academic quality and global presence.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/activities.php?id=OSA |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Our college is guided by the motto "Bringing Transformation through Education", which emphasizes on transforming students, teachers and local communities toward excellence, skills, values, characters, responsible, righteous and be an asset for nation building. The objective is to recognize individual abilities, encourage critical thinking and discernment in students, and inspire young students to attain academic achievement and be worthy in character and sound judgment. It seeks to maintain a feeling of ongoing inquiry into the world, encouraging lifelong learning and individual development.

In order to provide quality assurance and development, the institution actively incorporates teachers in decision-making through committees including the Advisory Committee, Student Grievance Redressal, RUSA, UGC, Prospectus, Admission, Timetable, Examination, and IQAC etc. To ensure that policies and programs in education, research, administration, finances, infrastructure development, and extracurricular activities are in line with the institution's goal, IQAC meets with conveners, heads of department and staff council. Through frequent outreach and extension initiatives, the college actively promotes environmental consciousness and social responsibility.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/about.php?id=COLLEGE-VISION |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Decentralized and democratic methods serve as examples of good leadership. The college actively incorporates a range of stakeholders in the creation and execution of its policies, including the principal, the administration, conveners, clubs, societies, cells, and the student council. The case study highlights the college's successful use of RUSA funding to foster participative management and decentralization in infrastructure construction.

Department heads regularly involved their faculty in meetings to pinpoint specific needs and provide detailed equipment lists and budgets. The buying committee and the RUSA Committee worked closely together to finalize budgets, guaranteeing proper funding allocation for infrastructure and equipment.

Consequently, significant financial commitments were made to modern equipment procurement, improvements, and new construction. The college's dedication to environmental responsibility was particularly evident in the installation of a grid-connected Solar Page Plant on the roof of the Science Block, Arts Block, Boys Hostel and Girls Hostel.

These initiatives significantly enhanced the quality of

education and research, demonstrating the college's dedication to creating an enriched academic environment. Strategic investments in new building construction, refurbishment, and equipment procurement involving various committees demonstrate the college's commitment to decentralization and participating management.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_6.1.2%20.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Govt. college Seema, Rohru understands the importance of strategic perspective plan for guiding an organization towards its long-term goals. However, the true measure of success lies in its effective deployment throughout the institution. This blueprint outlines the key steps and strategies necessary to ensure the seamless implementation of the institutional strategic perspective plan, leading to tangible outcomes and sustainable growth.

Govt. College Seema, Rohru adapted admirably to the challenges posed by the pandemic, ensuring that students could continue their education effectively despite the closure of physical campuses. Embracing online teaching platforms like Microsoft Teams, Google Classroom, and Zoom was a smart move to facilitate remote learning. It's impressive to see how the institution leveraged these platforms not just for regular instruction but also for a variety of extracurricular and academic activities such as guest lectures, assignments, presentations, tests, and webinars.

Providing supplementary materials like PPTs and notes online was a great way to enhance the learning experience for students and ensure they had resources to refer to while preparing for tests. This adaptability and commitment to maintaining the quality of education despite the challenges presented by the pandemic demonstrate a strong dedication to student learning and development.

Other than teaching Institution involve our students in various extra curricular toactivities like frequent yoga sessions with connecting teacher and students through online mode, involving various wings of the college NSS, NCC and Rover and rangersin social awareness activities and helping Govt. administration during pandemic through Vaccine drive, Social Distancing SOP.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The college is governed by a decentralized structure that includes the Central Management, the College Management, the Principal and IQAC. IQAC is responsible for planning, implementation, and improvement of academic, extra-curricular, and administrative aspects. The college has many committees, cells, organizations, and clubs led by faculty conveners and academic members. These groups are essential for budgeting, administration, education, and curricula planning. The anti-ragging cell, internal complaints committee, and student grievance redress committee work hard to protect student's rights and wellbeing. The library committee promotes an excellent academic environment. The Examination Committee handles both midterms and final exams. And the purchasing committee ensures compliant procurement practices while collecting and evaluating quotes. The student council actively participates in the planning and administration of cultural, re-occurring, sports, and academic events to foster a vibrant and stimulating campus culture. The college follows the UGC's 2018 Regulations and the 2014 NCTE Standards for Service Regulations, Promotions, and Hiring. This unique organizational structure allows the college to effectively manage its governance, creating a balanced and stimulating academic environment.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://education.hp.gov.in/sites/default/files/Files%252Fsubmission%2520of%2520leftout.pdf14_30_2014_02_01_42.pdf |
| Link to Organogram of the Institution webpage | https://gpgcseema.edu.in/about.php?id=ORGANIZATIONAL-STRUCTURE |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

C. Any 2 of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The institute understans the value of effective welfare measures for maintaining a positive and supportive work environment. Ensuring the well-being of both teaching and non-teaching staff can lead to higher job satisfaction, increased productivity, and overall better performance. The Institute provides following welfare measures for the teaching & non-teaching staff:

- Allotment of staff quarters - The faculty members have been allotted staff quarters.
- Separate Staff Cabins: College has provided the facility of separate cabins to every teacher.
- GPF- Employees' Provident Fund Scheme, 1952

- LTC- Attain Leave Travel Concession after attaining the age of 56 years.
 - GIS- Group Insurance Scheme or HP Govt. Employees Scheme, 1984
 - Gratuity- It is an amount of money which an employee gets in return of their service at the time of their retirement. In case of the death of the employee
 - Medical Reimbursement- The medical reimbursement can be attained by permanent faculty members for themselves and their immediate family.
 - Pension schemes: Teaching and Non teaching staff get the NPS: National Pension Scheme and OPS: Old Pension Schemes
- Different types of leaves:
- CL- casual Leave is the most popular type of leave that a govt. employee gets.
 - EL- The credit of Earned Leave is granted in advance twice during a year in lump sum.
 - Medical Leave- There is a provision of medical leave
 - Maternity Leave- It is granted for delivering a child and for abortions.
 - Paternity Leave- The paternity leave is admissible to govt employees for 15
 - Study Leave- The faculty members can be granted with the study leave

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/index.php |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

0

| File Description | Documents |
|---|------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | No File Uploaded |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

3

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

19

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

At Government degree college Seema, we uphold a commitment to continuous improvement and excellence in all facets of education. As part of our endeavor to foster a culture of accountability and professional development, we have implemented a robust Annual Confidential Report (ACR) system for evaluating the performance of our esteemed teaching and non-teaching staff members.

The UGC Performance Appraisal System and associated API (Academic Performance Indicators) are used to evaluate both teaching and non-teaching professionals. The Department of Higher Education created the Proforma to this effect, which is filled out by both teaching and non-teaching staff members with their annual self-evaluation with necessary supporting documentation. Among other things, the Proforma includes columns for student results, involvement in FDPs/refresher/orientation, induction, co-curricular activities, and extension activities. In order to pinpoint areas that require improvement, the college additionally requests input from its instructors via a specific Proforma. An extensive number of students are handed a teacher-evaluation feedback form, which is used to assess the performance of the faculty in the classroom. After the IQAC reviews the input forms, it shares the results with the principal as well as other significant committees and stakeholders. But due to pandemic, the student feedback forms could not be filled. The person responsible for evaluating the performance of the Principal is the Director of Higher Education, Government of HP.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://education.hp.gov.in/sites/default/files/API.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The college follows a proper procedure for all the purchases and expenditures. There is a purchase committee in the college. Proper quotations are invited for the purchase and prices are compared. The college Bursar, Accountant and the Principal maintain the authenticity and transparency of each and every income/expenditure. The utilization certificates for the financial year are also generated for the funds obtained from UGC and RUSA.

Internal Audit: The budget statement of NSS, PTA, BBA, BCA and PGDCA are audited. Each Department maintains a stock register of the records of all kinds of purchases which are audited by the stock verification committees of the college. The purchases under UGC, Star College Scheme are scrutinized by their respective in-charges.

External Audit: Annual external audit takes place by the appointed Chartered Accountant appointed by the college who checks the bills and vouchers and utilization certificates. Final external audit of the accounts is then carried out by Himachal Pradesh Accountant General. Objections raised if any are settled by the office after searching the record of the paras re-submitted to the objection concerned for re-settlement.

The institution follows a transparent process of financial transactions and diligently performs internal audits and gets external audits conducted.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_6.4.1.pdf |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

2344747

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The funds are allocated with proper planning for optimal utilization through purchase committee and administrative bodies. The other sources are Infrastructure Development grants under RUSA, developmental grants received from the UGC, fees collected from the students including under Self-financing courses put under AF (Amalgamated Funds), OSA subscription and PTA funds collected from the parents. An amount of Rs 600/- per annum is charged as PTA fee. Self-financing courses like BBA, BCA, PGDCA Contribute significantly to our funds.

The funds received under RUSA and from the State Government are earmarked with the designated purpose and come under pre-determined heads. These funds are used for recurrent expenditures and other needs. Vacant posts are temporarily filled on period basis with the funds raised from the students, mostly under PTA. Minor developmental activities are also undertaken from funds under this head only after recommendations from the PTA council. Some needy students are

sponsored from the PTA fund. Expenditure is incurred only after proper recommendation by the committees concerned and full codal formalities are observed before the release of payment by the office. The college Bursar and the locally hired CA play a pivotal role in the scrutiny of the expenditure incurred.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gcseema.iind.in/uploads/websiteData/2020_6.4.3.pdf |
| Upload any additional information | View File |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

In response to the evolving educational landscape, our institution is committed to leveraging online modes of learning to deliver the highest quality education to our students. Recognizing the importance of adapting to digital platforms, the College's Infrastructure Quality Assurance Cell (IQAC) has proposed significant enhancements, including the acquisition of state-of-the-art ICT equipment such as interactive panels and tablets. These tools will facilitate immersive and engaging online classes, ensuring an enriching learning experience for students.

Furthermore, to foster a culture of collaboration and knowledge exchange, we have forged partnerships with neighboring colleges to conduct webinars. Encouraging student participation in extension activities, including National Service Scheme (NSS), National Cadet Corps (NCC), and Ranger & Rovers, has been paramount. These initiatives not only contribute to community welfare but also instill a sense of responsibility and leadership among students collaborating closely with administration,

In line with our commitment to continuous improvement, the IQAC has proposed a series of workshops, webinars, and upskilling programs for both students and faculty members. Additionally, recognizing the importance of holistic well-being, the IQAC has initiated regular sessions of yoga and fitness programs for

students and faculty members alike.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://gpgcseema.edu.in/academic.php?id=IQAC |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

In our pursuit of academic excellence, the IQAC of the college places a strong emphasis on participatory and experiential learning methodologies to meet the changing educational landscape with online and offline education practices.

The institution has prepared Academic Calendar based on the University schedules and according to the academic calendar admission process completed. After the admission an induction session being organised for students to elaborate the code of conduct in the college. The lesson plan has been prepared by the faculty members for all the subjects they teach in the session. Everyday faculty prepare the lecture and keep the record of online lectures. For student learning outcomes class tests and interactions were carried out online. Midterm and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations. Teachers also provide notes through an online portal. Students' result analysis were carried out on the basis of internal assessment which includes attendance, assignment and mid term examinations.

To empower our faculty members in utilizing this platform effectively, IQAC proposed online webinars and conferences and also advised staff to upskill themselves for online Teaching Tools so they can get familiar with online softwares.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | NILL |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

D. Any 1 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://gcseema.iind.in/uploads/websiteData/notice_61290_1715169083.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The college has a sensitive and responsive Women empowerment Cell to address the issues related to women empowerment, participation and gender equity in all fields and affairs of the college keeping in view the diverse, socio-economic and rural back ground of the student enrolled in the college. Following measures have been initiated for gender equity:

- CCTV cameras .have been installed in every nook and corner of the college for safety and security purpose
- Sanitary pad vending machine and incinerators have been placed in the Girls toiletsand Hostel.
- Health Centre with trained nurse has been established in the college campusfor ensuring health facility and health parameters of the boarders are also routinely checked up and nutritional/ health recommendations are made.
- During Covid 19 counseling were provided to girls by women cell of the college.
- Seven day Yoga Shivir and workshop on digital literacy were organized for women/girls of the college An adequate representation of women/girls is given in advisory, and other important decision making committees of the college.
- Facility of girls Common room and complaint/ suggestion box.
- Gender audit and equity survey has been conducted by college.Encouragment ofequal male participation in women cell functions is being attempted.

| File Description | Documents |
|--|--|
| Annual gender sensitization action plan | http://www.gpgcseema.edu.in/staticPDFs/Women-Empowerment-Cell-2020-2021.pdf, |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | http://gcseema.iind.in/uploads/websiteData/2020_7.1.1(a).pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

GOVT. COLLEGE SEEMA(ROHRU) has taken proactive steps towards managing different types of waste, including degradable, non-degradable. The measures taken by the college beside awareness are as under:

1. Categorisation of waste: waste is segregated for which separate dustbins are placed in the campus for plastic-based, organic waste, kitchen based waste, wet waste etc. hazardous And radioactive wastes though negligible are dealt with special skills in labs.

2. DryOrganic waste: solid and less water caontaining waste, fruits and vegetables, leaves, litters of plants is vermicomposted.

3. Waste of kitchen/Mess and canteen: left over food items in hostel Mess and canteen are placed in special cntainetrs and are collected by farmers of nearby villges for their milching and farm cattle thus avoiding any contamination of water bodies.

4. Plastic waste: Plastic waste is segregated separately and NSS voluteers have been playeing a proactive and innovative role in its compaction in plastic bottles and locking in concrete walls, making of flower baskets, pots,flower beds and even Flag pedestal.

5. Biomedical and microbial waste: Biomedical is not produced but microbial culture based waste is neutralised by getting it autoclaved before releasing in the environment

6. Electronic waste: segregated and auctioned for reuse.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | http://gcseema.iind.in/uploads/websiteData/2020_7.1.3.pdf |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

A comprehensive approach to inclusivity is evident in the functioning of the college, integrating academic principles with social responsibility. The college fosters a culture that celebrates and embraces diverse facets of society, including cultural, regional, linguistic, communal, and socioeconomic diversity.

Emphasising inclusivity, the National Service Scheme (NSS) serves as a driving wing for promoting cohesion among volunteers, exemplified through the singing of its theme song i.e. NSS song Uthe samaj ke liye uthe...on beginning of any NSS function. The song emphasises on integration and strenthe of diversity. It also motivate students to mitigate any divide based on social, religious and cultural diversity. Significant National events such as Himachal Day, Republic Day, Independence Day and Constitution Day provide occasions for collective reflection on shared values and unity amidst diversity.

The daily rendition of the National Anthem in the college campus on PA system, which is one of the distinctive features of the college further reinforces the college's commitment to nurturing a cohesive national identity.

Student societies and clubs actively contribute to inclusivity by organising initiatives that celebrate and educate about different cultures, traditionsand perspectives. Provision of assistance to minority students in fees and scholarship is also available.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional

obligations: values, rights, duties and responsibilities of citizens

At Government College Seema, concerted effort are made to sensitise both students and employees to their constitutional obligations, emphasising the values, rights, duties and responsibilities of citizens. This commitment is reflected in various initiatives and activities.

Constitution Day celebrations and other days of national significance serve as occasions to reflect on the principles enshrined in the constitution. The preamble of the constitution is prominently displayed in key locations across the college campus, serving as a constant reminder of these foundational principles.

The college actively participates in voter registration and awareness drives (by NSS volunteers) organised under Systematic Voters Education and Electoral Participation (SVEEP), encouraging members of the college community to exercise their right to vote and participate in democratic processes.

Various student organisations, including the Women's Cell, NSS, and NCC and department of Political science conduct sensitisation programs. These programs aim to deepen understanding of constitutional obligations and promote active engagement in civic life. They cover a range of topics, including gender equality, environmental stewardship, community service, and leadership development.

By integrating these initiatives, Government College Seema fosters a culture of civic responsibility and constitutional awareness among its students and staff, contributing to the growth of citizens.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The Institution has a prescribed

B. Any 3 of the above

code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Govt. college Seema (Rohru) celebrate major relevant National and international Commemorative days such as:

Republic Day

Independence Day

Himachal Day

International women day

National Science Day

World environment Day

International Yoga day

NSS foundation Day

Teachers Day

World AIDS Day

Earth Day

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Practice#1: Engaging NSS volunteers in essential services during pandemic

Objectives

To engage the NSS volunteers in awareness, outreach and other essential services and to assist the govt. agencies during pandemic of Covid 19

The Context

Exhibition volunteersism during Covid 19 pandemic

The Practice

A dedicated team of volunteers were attached with sub-divisional administration and Health department for carrying out diverse tasks while maintaining Covid 19 protocols,

Evidence of Success

Successfully discharged duty of maintenance of curfew

Successfully distributed masks and sanitized public places

Sensitized people through online and off line mode.

rendered record 200 days vaccination services

Problems Encountered and Resources Required

- Hesitation and lack of knowledge about new virus

Practice#2: Green campus initiatives

Objectives

To promote of green practices in energy, water and waste management

The Context

Sustainability and eco-restoration

The Practice

Rainwater harvesting tanks have been constructed, 30 KW solar units installed and bio-toilets being utilised LED lights installed in the campus

Evidence of Success

Rain water being used during water scarcity

Solar lights used during powercuts and sunny days

bio-toilets helping in recycling and reuse of water

Problems Encountered and Resources Required

- The full potential of initiatives could not be ascertained due to pandemic lockdown

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

"SWARNIM PUSHPA VATIKA" the golden Jubilee Flower garden has been established in college campus. It is made of bamboos displaying diverse flower potted in recycled plastic bottle made by Rangers and Rovers of Seema Scouts, The Bharat Scouts & Guides unit of the college. The garden exemplifies how SDGs can be achieved by engagement of the youth.

It was established to commemorate the 50th Anniversary of Full Statehood of Himachal Pradesh and 'Amrit Mahotsav' of 75 years of Independence as envisaged by Hon'ble Prime Minister of India. H.E. Governor of Himachal Pradesh, Shri Bandaru Dattatreya Inaugurated 'SWARNIM PUSHPA VATIKA' through online mode under the concept of "Holistic Development through Scouting Model of Sustainable Livelihood." This is the first Model of its kind which can be adopted throughout the State of Himachal Pradesh besides its extension to other states for demonstrating the lesson of sustainability. Ever since its inception it has become centre of attraction to students visitors to learn the lesson of sustainability.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

We aim to enhance sports facilities through playground expansion and an outdoor gym. Upgrading the administrative Block with modern tech and digitalizing operations are priorities. Investing in ecofriendly practices like rainwater harvesting is planned alongside improving the existing drainage system.

Our aim is to expand PG courses and introduce add-on courses in Computer Apps, Nutrition and Beautician training. Additionally, launching skill-oriented programs in Retail Management and Tourism & Hospitality at the undergraduate level to empower students with practical skills. Focused on enhancing infrastructure, we're building a Multi-purpose Hall to serve as a student activity hub, complemented by a spacious canteen.

This development not only supports campus operations but also enriches teaching and learning environments for both staff and students. We're dedicated to supporting female students with a new hostel and ensuring campus safety with comprehensive fencing. Enhancing student experiences includes establishing an astronomical observatory and upgrading the auditorium with advanced technology for enriched learning environments. We also plan to enhance the Career and Guidance cell with necessary resources for job awareness. We're exploring opening a Regional Center of HP University at the college. Staff welfare includes renovating existing quarters, extending our ambitious plans for educational expansion and infrastructure development.