

**SELF STUDY REPORT (SSR)  
(PART-I & PART-II)**

For

**Academic Audit**

By

**Affiliating Colleges/Institutions**

**Name of College/Institution: Mahatma Gandhi  
Government Engineering College (MGGEC) Kotla (Jeori),  
Teh.-Rampur, District- Shimla (HP).**

**For the Year: 2025-2026**

Submitted to:

**Himachal Pradesh Technical University,  
Hamirpur -177 001, H. P.**

**HP Technical University, Hamirpur (HP)**

**Academic Audit**

**SSR Proforma to be submitted by Affiliated Institutions**

**GENERAL**

**Profile of College/Institution**

## 1. General information

<b>Name and full Address of the College/Institution with PIN</b>	
Mahatma Gandhi Government Engineering College (MGGEC) Kotla (Jeori), Teh.-Rampur, District- Shimla (HP). PIN Code 172101	
Website	<a href="https://www.mggec.ac.in">https://www.mggec.ac.in</a>

## 2. Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director/Principal	Dr. Rakesh Kumar (Officiating)	01782-292905	8847432180		gecrampur@gmail.com

## 3. Establishment Details

Establishment Date of the College/Institution	15th November 2015
Status prior to Establishment, if applicable	

## 4. Accreditation Details

AICTE/PCI approval date & reference With Name of Course(s) (Non-AICTE/Non-PCI courses: write 'Not Applicable')	First:North-West /2021-22/1-9478884691 dated 15 July 2021(Annexure -1)  Latest:North-West /1-43662175109 dated 23 March 2024(Annexure -2)  B. Tech. (Civil Engineering) and B. Tech. (Mechanical Engineering)
HPTU approval date & reference With Name of Course(s)	First: HimTu-3(Acad)B-3/Engg.(G-4)-7714 dated 13/07/2015(Annexure -3)  Latest:HimTu-3(Acad)B-6/2016-Voll-III- 3575 dated 04/07/2023 (Annexure -4)  B. Tech. (Civil Engineering) and B. Tech. (Mechanical Engineering)

## 5. Location, Area and Activity of Campus

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.	Programmes offered
Permanent residential	Mahatma Gandhi Government Engineering College Kotla (Jeori), Tehsil Rampur Bushahr, District- Shimla,(H.P.)	Kotla (Jeori), Tehsil Rampur Bushahr, District- Shimla,(H.P.)	16.0344 Acres	522+2982=3504 sq.mtr.	B. Tech. (Civil Engineering) and B. Tech. (Mechanical Engineering)

## 6. Built-up Area Details (Sq. Meters)

### i) Administrative and Amenities/Circulation Area in Sq. Meters

Faculty/Stream	Intake of students	¹Administrative Area			²Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Engineering	120	250 sqm for intake of	522 sq.mtr.	nil	750 sqm for intake of	2982 sq.mtr	nil

		300			300		
Pharmacy	n/a	100 sqm for intake of 100	n/a	n/a	100 sqm for intake of 100	n/a	n/a
Management	n/a	100 sqm for intake of 100	n/a	n/a	100 sqm for intake of 100	n/a	n/a
Total							

<sup>1</sup>Administrative area includes: Principal's office, main office, faculty seating area, store, reception area, conference room, strong room, etc.

<sup>2</sup>Amenities/Circulation area includes: Common rooms for boys and girls, medical facility room, canteen, Post Office, Bank, Cooperative Store, Phone facility etc.

## ii) Instructional Area:

Instructional Area	Minimum No. of Rooms		Carpet Area in sqm per Room	
	Required	Deficiency	Required	Deficiency
Class rooms/Engg/Pharmacy/Management total class room = 15	Total Number of Divisions per Year x Total Duration of Course in years x 0.5= 2x4x.5= 4	nil	66 (For a division of 60) 33 (For a division of 33) total area=804	nil
Tutorial Rooms Engg/Pharmacy/Management total =2	25% of Total Class Room 4x0.25= 1	nil	33 total area=66 (2 no.)	nil
*Laboratory for First Year total=4no.	4 (which includes 2 laboratories for Basic sciences)	nil	66 total area=264	nil
Laboratory other than first year total =14	2 per course per year up to intake of 180 per course	nil	66 total area=1050	nil
Laboratory for Post Graduate Courses	1 per Course	n/a	66 total area=	n/a
Additional Laboratory/Workshop for "X" Category Courses	1 total area=980sq.mtr.	nil	200 (For UG)	nil
Drawing Hall (Engg) area= 1no.( 135 sq. mtr)	1 (Up to an intake of 600)	nil	132	nil
Computer Centre area= (3no.) 225 sq.mtr.	1(up to an intake of 600)	nil	150	nil
Seminar Hall area=132sq.mtr.	1	nil	132	nil
Library	1		400	
Language Laboratory	1		33	

- "X" Category Courses such as Mechanical, Production, Civil, Electrical, Chemical, Textile, Marine, Aeronautical and Allie/Relevant Courses shall require an Additional Laboratory/Workshop.
- Additional 5 labs per Course, if number of Branch is more than 2 per Course

\*For First year Engg. Class work, the following labs are required: **Pl. tick if available:**

- 1) English Language Communication Skills Lab [    ];
- 2) Computer Programming Lab [    ]
- 3) Physics Lab [    ];
- 4) Chemistry Lab [    ];
- 5) IT Workshop [    ];
- 6) Engineering Workshop [    ].

## **Executive Summary**

**Introduction:** MGGEC Kotla (Jeori) is the fourth Government Engineering College of Himachal Pradesh state established in the year 2015. The foundation stone of the college was laid on 15th November 2015 at Kotla (Jeori), Teh. -Rampur, District- Shimla (HP). The college has its permanent campus at Kotla (Jeori), Teh. -Rampur, District- Shimla (Himachal Pradesh). This college is an AICTE-approved institute, which is affiliated with H. P. Technical University, Hamirpur, Himachal Pradesh. The College has qualified faculty in the Applied Science and Humanities, Civil & Mechanical Engineering Departments.

It offers opportunities to the students to participate in sports, academics, cultural activities and extra-co-curricular activities. Besides the regular teaching-learning process; expert talks, workshops, visits, Webinar, short term training programs are also organized for the overall development of the students. NSS and NCC Units are operational in the institute which provide platforms to Engineering students to work in society and to contribute their skills for the social cause and to learn discipline in life.

### **Vision:**

**To evolve as a centre of excellence in Technical Education focussing on values, skills and creativity that strives for continual improvement of the society.**

### **Mission:**

- 1. Deliver quality technical education that enhances the teaching learning process and empowers students with the knowledge and skills necessary to excel in their professions.**
- 2. Integrate ethical practices and advanced technologies into the learning processes to meet societal, academic and industrial needs.**
- 3. Collaborate with HEIs, Industries and hydroelectric projects to strengthen education and multidisciplinary research.**
- 4. Promote co-curricular and extracurricular for holistic development of the students.**

### **Key Action Areas:**

- Enhance Teaching-Learning: Implement innovative pedagogies (e.g., blended learning, project-based learning), faculty development programs, and industry internships.**
- Skill Development: Focus on industry-relevant skills through workshops, certifications, and industry collaborations. Establish a strong industry-academia interface.**
- Research & Innovation: Encourage faculty and student research, foster collaborations with research institutions and industries, and establish centers of excellence in emerging technologies.**
- Ethical & Social Responsibility: Integrate ethics into the curriculum, promote social responsibility through community engagement projects, and inculcate values of integrity and sustainability.**

- **Holistic Development:** Encourage participation in co-curricular and extracurricular activities (sports, arts, clubs) to foster leadership, teamwork, and well-rounded personalities.
- **Infrastructure Development:** Upgrade labs with advanced equipment, improve campus facilities, and create a conducive learning environment.

#### **Success Metrics:**

- **Student placement rates, industry feedback, research publications, student satisfaction surveys, alumni achievements, and societal impact**

#### **COWS Analysis**

[Challenges, Opportunities, Weaknesses & Strengths]

#### **Institutional Challenges:**

**Infrastructure Development:** Although the college has a permanent campus at Kotla (Jeori), infrastructure development is still in the initial stages. Ensuring that the necessary facilities for students, faculty and staff are in place, such as advanced labs, hostels and recreational areas, remains a challenge.

**Faculty Retention:** Being a relatively new institution, MGGEC Kotla faces challenges in retaining qualified and experienced faculty members. The rural location, though scenic, may limit access to experienced teaching staff, making recruitment and retention an ongoing concern.

**Limited Industry Collaboration:** The institute is working towards fostering strong links with industries. However, establishing comprehensive collaborations and partnerships with key players in engineering fields, especially in mechanical and civil engineering, remains a challenge that needs to be addressed to enhance students' employability and internship opportunities.

**Connectivity and Accessibility:** The geographical location of the college in a remote area of Rampur (HP) can pose challenges in terms of transportation and accessibility for students, particularly those from other regions of the state or country.

#### **Institutional Opportunities:**

**Growing Demand for Engineering Professionals:** As Himachal Pradesh continues to grow economically, there is a rising demand for skilled engineers, especially in areas such as civil and mechanical engineering, and the energy sector. MGGEC Kotla, with its focus on these disciplines, is well-positioned to meet this demand.

**Strategic Location for Research in Hydropower and Renewable Energy:** Given the proximity to key hydroelectric power plants like Nathpa Jhakri (1500 MW) and Rampur Hydro Power Station (412 MW), MGGEC Kotla has an excellent opportunity to establish itself as a leading institution for research and development in renewable energy, particularly hydropower and sustainable technologies.

**Collaboration with Industry and Research Institutions:** The college can further strengthen its academic programs by establishing partnerships with industries and research institutions. This will enable students to gain hands-on experience, participate in internships, and increase the employability of graduates.

**Tourism and Cultural Linkages:** Rampur's rich history, cultural heritage, and proximity to pilgrimage routes, including the Lavi fair, provide an opportunity to promote tourism and integrate culture into the curriculum, potentially through specialized tourism engineering programs.

**Government Support and Initiatives:** The increasing focus on higher education and skill development by the Indian government presents opportunities for MGGEK Kotla to benefit from various funding schemes, skill development initiatives, and infrastructure improvement projects.

**Emerging Focus on Online Education:** With the growing emphasis on digital learning platforms, the institute can explore the possibility of offering online or hybrid courses, reaching a broader student base and creating opportunities for continuous learning.

### **Institutional Weaknesses:**

**Limited Student Intake Capacity:** Being a relatively new institution, MGGEK Kotla has limited capacity for student intake in its engineering programs. This restricts the ability to scale and offer diverse courses and academic disciplines to cater to a broader range of students.

**Limited Research Output:** As a young institute, there is still a lack of significant research output. The faculty members are relatively new, and the infrastructure required to support research activities, such as advanced laboratories and research funding, is still under development.

**Brand Recognition:** The college is still building its reputation and brand recognition. As it is one of the newer government engineering colleges in the state, it faces challenges in establishing its identity and competing with more well-known institutions in terms of academic quality, infrastructure, and placements.

**Rural Location Limiting External Exposure:** While the rural setting provides a peaceful environment for learning, it may limit students' exposure to urban industry and cutting-edge practices. The distance from metropolitan centers may also affect students' ability to engage with global educational trends and opportunities.

### **Institutional Strengths:**

1. **AICTE-Approved and Affiliated to HPTU:** MGGEK Kotla is an AICTE-approved institution affiliated with Himachal Pradesh Technical University (HPTU). This affiliation ensures that the college adheres to national standards for technical education, providing students with a recognized degree that is valued in the job market.
2. **Qualified Faculty:** The college has a dedicated and qualified faculty across various departments, including Applied Science and Humanities, Civil, and Mechanical Engineering. The faculty members are committed to providing quality education and fostering a learning environment conducive to student development.
3. **Focus on Core Engineering Disciplines:** The college's focus on critical engineering disciplines, particularly Civil and Mechanical Engineering, is aligned with the growing demand for skilled professionals in these fields, especially in the state's infrastructure projects and hydroelectric power plants.
4. **Supportive Government Initiatives:** As a government institution, MGGEK Kotla benefits from state and central government initiatives aimed at promoting higher education, skill development, and infrastructure improvement, which provides the college with opportunities for growth and expansion.
5. **Beautiful and Peaceful Location:** The college's location in the scenic and serene Kotla (Jeori) area of Rampur provides an ideal learning environment for students. It is away from the noise and distractions of urban areas, offering a peaceful atmosphere for academic growth.

6. **Historical and Cultural Significance of the Region:** Rampur, with its rich history, including its role as the winter capital of the princely state of Bushahr, offers unique cultural and historical learning opportunities for students. The proximity to pilgrimage routes and the famous Lavi fair adds to the cultural fabric of the region, enriching the student experience.
7. **Advanced Facilities:** The college is steadily enhancing its infrastructure and is dedicated to establishing advanced laboratories and equipping them with state-of-the-art technology. This ongoing progress reflects the institution's focus on providing students with exposure to the latest tools and innovations, especially in specialized fields like civil and mechanical engineering.

## Criteria wise Summary

1. **Curricular Aspects:** The college follows the curriculum designed and approved by H.P. Technical University, Hamirpur, ensuring alignment with AICTE guidelines. The curriculum integrates emerging industry needs, skill-based modules, and core engineering concepts.  
**Academic Flexibility:** Regular workshops, elective courses, and industry-driven add-on programs are offered to enhance students' knowledge.  
**Curriculum Enrichment:** Departments include skill development programs, technical seminars, and industrial visits to foster practical exposure.
2. **Teaching-learning and Evaluation:**  
**Student-Centric Teaching:** Innovative pedagogical methods like ICT-enabled teaching, group discussions, and problem-based learning are adopted.  
**Evaluation Process:** Continuous internal assessment through mid-term exams, assignments, seminars and viva voce ensures comprehensive evaluation.  
**Learning Levels:** Remedial classes for slow learners and advanced learning sessions for meritorious students are implemented.
3. **Research, Innovations and Extension:**  
**Research:** Faculty are actively involved in research projects, publishing in reputed journals, and participating in conferences.  
**Innovations:** Promoting student innovation through technical projects, hackathons, and idea competitions.  
**Extension Activities:** NSS programs, NCC, important National days, medical camps, sports, cultural activities, community service initiatives, and awareness campaigns (like Swachh Bharat Abhiyan) are regularly conducted.
4. **Infrastructure and Learning Resources:**  
**Campus Facilities:**
  - a. The Institute is equipped with modern classrooms, laboratories, and workshops.

- b. A well-furnished library with e-resources, reference materials, and access to journals. The Institute is a member of National Digital Library of India (NDLI).

ICT Infrastructure: Smart classrooms, computer labs with internet facilities, and multimedia teaching tools.

Physical Facilities: Facilities like sports grounds, hostels and basic amenities are available for students and faculty.

**5. Student Support and Progression:**

Support Services: Career counseling, mentoring sessions, and soft skills training are imparted to prepare students for placement and higher education.

Placements: A dedicated Training & Placement Cell engages with industries to provide internship and job opportunities.

Student Progression: Consistent improvement in graduation rates, with many students pursuing higher education in reputed institutions.

**6. Governance, Leadership and Management:**

Leadership: The college follows a participative governance model with leadership provided by the Principal and HODs.

Strategic Plans: Vision and mission of the college are aligned to cater to regional and national technical manpower needs.

Faculty Development: Regular FDPs, workshops, and seminars ensure professional growth for faculty members.

**7. Institutional Values and Best Practices:**

Ethical Practices: Emphasis on punctuality, discipline and ethical conduct in all academic and administrative processes.

**Best Practices:**

- Conduct of outreach programs in nearby rural areas.
- Encouragement of innovation through technical clubs and student projects.
- Promoting sustainable practices such as rainwater harvesting and energy-efficient systems on campus.
- To conduct awareness sessions about technical education in nearby areas.

HP Technical University, Hamirpur (HP)

Academic Audit  
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**PART I**

**Criterion 1 – Curricular Aspects**

**Key Indicator-1.1: Curricular Planning and Implementation**

<b>Item No.</b>	<b>Particulars</b>
1.1.1	<p><b>The institution ensures effective curriculum delivery through a well planned and documented process</b></p> <p>MGGEC Kotla follows the syllabus set by HPTU Hamirpur. Academic processes are streamlined with the help of University Academic Schedules issued every year, College Academic Plans, Timetables and Teaching plans. The Induction Program is conducted on the onset of every academic year for 1st year students to bring awareness among students. All the departments prepare Timetables in the beginning of the semester and all the faculty members strictly adhere to their individual timetables for effective implementation and smooth functioning of class work without any hindrance. The teachers regularly and continuously update their knowledge through active involvement in Research and Faculty Development Programs. Innovative learning to all students is provided by conducting internships, projects and field trips. All departments are strictly advised to plan for the conduct of Mid semester Examinations and other co-curricular activities. Departmental reports pertaining to examinations and attendance of students are collected at the end of each semester. The academic and other issues faced by students are suitably addressed through interactions and meetings offered by teachers with students as well as their parents. Feedback mechanisms involving students, faculty, and stakeholders help identify areas for improvement, fostering a culture of continuous enhancement. Additionally, bridge courses, remedial classes, and improvement programs address the varying academic levels of students, ensuring inclusive education. By combining meticulous planning with adaptive strategies, the institution creates a conducive learning environment that promotes holistic development and academic excellence.</p>
1.1.2	<p><b>The institution adheres to the academic calendar including conduct of CIE</b></p> <p>Before the commencement of Academic year, HPTU notifies an academic calendar for all the programs, which contains the date of commencement, mid semester examination schedule, last teaching day of the semester, vacations and dates for semester-end examinations. Our institute follows the academic calendar issued by the HPTU strictly and plans all its activities including the conduct of Continuous Internal Evaluation (CIE).</p> <p>The academic activities, CIE, and all activities are conducted in adherence to the HPTU calendar of events. The academic calendars help faculty members to plan their respective course delivery, academic and co-curricular activities. Department heads closely supervise and monitor the completion of the syllabus as per the lesson plan prepared by faculty members. Syllabus coverage for each CIE is decided well in advance and faculty members adhere to it. Internal Assessment tests (IA), assignments, quizzes, and seminars are part of the Continuous Internal Evaluation</p>

	<p>(CIE) of students. There is a well-defined process for the conduct of CIE as per the calendar of events. The course instructors prepare IA question papers. The internal assessment test/Mid semester examinations date sheet prepared by the examination Incharge is published to stakeholders and conducted as per the schedule. Post IA tests, evaluation of answer scripts is carried out by respective Course Instructors. The Continuous evaluation and assessments are also done for laboratory courses, project work, seminars and internships. Conduction of laboratory experiments and viva, Submission of records are the major components of laboratory course evaluation. As per the laboratory. In case of revision of academic calendar by the university, institute incorporates the necessary changes accordingly</p>
1.1.3	<p><b>Teachers of the institution participate in following activities related to curriculum development and assessment of the University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>Academic Council/BoS of Affiliating University</li> <li>Setting of question papers for UG/PG programs</li> <li>Design and Development of Curriculum for Add on/certificate/diploma courses</li> <li>Assessment/evaluation process of the affiliating University</li> </ol> <p><b>Options:-</b></p> <ol style="list-style-type: none"> <li>All of the above.</li> <li>Any 3 of the above.</li> <li>Any 2 of the above.</li> <li>Any 1 of the above.</li> <li>None of the above</li> </ol> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>No. of teachers participated</li> <li>Name of the body in which full time teacher participated</li> <li>Total No. of teachers</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Detail of participation of teachers in various bodies/activities provided as a response to above (Scanned copies of the letters issued by the University/Institutions w.r.t. the activity in which the teachers are involved).</li> <li>Any additional information</li> </ul>

<b>Item No.</b>	<b>Particulars</b>
1.2.1	<p><b>Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.</b></p> <p>The Institute follows curriculum prescribed by the HPTU University and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., across UG programs to sensitize the students Human Values and Professional Ethics: Human values and professional ethics are addressed through the course "Universal Human Values and awareness about Himachal Pradesh" offered in the I/II semester and "Human Values and Professional Ethics" offered in semester IV of engineering programme. The primary objective of these courses is to ensure that the students have knowledge of the constitution, fundamental duties and rights of citizens, professional ethics and the responsibilities of engineers. The Students of</p>

	<p>First Year undergo Student Induction Program (SIP) in which cross-cutting issues like Human Values and Professional Ethics are addressed. Environment and Sustainability: The issues of Environment and Sustainability are addressed through the course " Energy and Environmental science" offered to engineering students in the I/II semester. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development. There is a practical course "Holistic Health and Yoga" offered to engineering students in the I/II semester through which students are taught a healthier way of living. The NSS activities, Swachh Bharath Abhiyan, blood donation and health awareness camps play vital roles in promoting an inclusive environment towards regional and socioeconomic diversities among students making a Positive difference and shaping them into wholesome professionals.</p>		
1.2.2	<p><b>Average percentage of courses that include experiential learning through project work/field work/internship during the last five years</b></p> <table border="1" data-bbox="277 647 1415 725"> <tr> <td data-bbox="277 647 453 725">1.2.2.1</td> <td data-bbox="453 647 1415 725">No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.</td> </tr> </table> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Course</li> <li>• Details of experiential learning through project work/field work/internship</li> <li>• Name of the programme</li> </ul> <p>Formula:</p> <p style="padding-left: 40px;">Percentage per year = <math>\frac{\text{No. of courses that include experiential learning through project work/field work/internship}}{\text{Total No. of courses in all programmes}} \times 100</math></p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Programme/curriculum/syllabus of the courses.</li> <li>• Minutes of the Board of Studies/Academic Council meetings with approvals for these courses.</li> <li>• MoU's with relevant organizations for these courses, if any.</li> <li>• Average percentage of courses that include experiential learning through project work/field work/internship</li> </ul>	1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.
1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.		
1.2.3	<p><b>Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)</b></p> <table border="1" data-bbox="277 1498 1415 1541"> <tr> <td data-bbox="277 1498 453 1541">1.2.3.1</td> <td data-bbox="453 1498 1415 1541">No. of students undertaking project work/field work/internships</td> </tr> </table> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Name of the programme</li> <li>• No. of students undertaking project work/field work/internships</li> </ul> <p>Formula:</p> <p style="padding-left: 40px;"><math>\frac{\text{No. of students undertaking project work/field work/internships}}{\text{Total No. of students}} \times 100 = 100 \%</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• List of programmes and number of students undertaking project work/field work/internships</li> </ul>	1.2.3.1	No. of students undertaking project work/field work/internships
1.2.3.1	No. of students undertaking project work/field work/internships		

### Key Indicator 1.3 (Feedback System)

<b>Item No.</b>	<b>Particulars</b>
1.3.1	<p><b>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders (Annexure-5)</b></p> <p>(1) Students (2) Teachers (3) Employees (4) Alumni</p> <p><b>Options:-</b></p> <p>A. All of the above. B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p><b>Data Requirement:</b></p> <p>Report of analysis of feedback received from different stakeholders year wise</p> <p><b>Attach as (Annexure-5)</b></p> <ul style="list-style-type: none"><li>• URL for stakeholder feedback report, if any</li><li>• Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management</li><li>• Any additional information</li></ul>
1.3.2	<p><b>Feedback process of the Institution may be classified as follows</b></p> <p><b>Options:</b></p> <p>A. Feedback collected, analysed, action taken and feedback available on website B. Feedback collected, analysed and action has been taken. C. Feedback collected and analysed. D. Feedback collected. E. Feedback not collected.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Stakeholders' feedback report, action taken report of the institute.</li><li>• Any additional information.</li><li>• URL for feedback report, if any.</li></ul>

**Criterion 2 – Teaching-Learning and Evaluation**

**Key Indicator-2.1 Student Enrolment and Profile**

Item No.	Particulars					
2.1.1	<b>Average Enrolment percentage (Average of last five years)</b>					
	2.1.1.1	No. of students admitted year wise during the last five years				
	2.1.1.2	No. of sanctioned seats year wise during the last five year				
	<p>Data requirement for last five years <span style="float:right"><b>Annexure-6</b></span></p> <ul style="list-style-type: none"> <li>Total No. of students admitted.</li> <li>Total No. of sanctioned seats.</li> </ul> <p>Percentage per year= <math>\frac{\text{Total No. of students admitted}}{\text{Total No. of sanctioned seats}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5} = 78.32\%</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Institutional data in prescribed format.</li> </ul>					
2.1.2	<b>Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (exclusive of supernumerary seats))</b>					
	2.1.2.1	No. of actual students admitted from the reserved categories year wise during the last five years				
		<b>Year</b>	2023	2022	2021	2020
<b>Number</b>	SC=06 ST=03 OBC=07	SC=02 ST=03 OBC=02	SC=12 ST=02 OBC=02	SC=18 ST=02 OBC=16	SC=23 ST=04 OBC=21	
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>No. of students admitted from the reserved category.</li> <li>Total No. of seats earmarked for reserved category as per State Government/Himachal Pradesh Technical University rules.</li> </ul> <p>Percentage per year= <math>\frac{\text{Actual No. of students admitted from the reserved categories}}{\text{No. of seats earmarked for reserved category as per GOI or State Government rule}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Average percentage of seats filled against seats reserved</li> </ul>						
2.1.3	<p><b>Principal/Director Name:</b> Dr. Rakesh Kumar</p> <p><b>Date of Birth:</b> 4 June 1979      <b>Age:</b> 45 yrs. 6 months (age &lt;65 yrs)</p> <p><b>Qualification:</b> Ph. D. in Engg</p> <p><b>Appointment in the present institution:</b> 22/09/2018</p> <p><b>Principal recruited/appointment ratified through H.P. Technical University:</b> Yes [ ], No [ ]</p>					

	If no, Reason thereof:
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**2.1.4: Teaching Faculty Position:- Department wise (Enclose copies of all degrees & Aadhar Card):**

S. No.	Course	Branch/Deptt.	No. of Faculty members present in the Dept. on the day of Inspection/Visit of Team			Faculty on leave (With proof)	Remarks, if any
			Prof.	Assoc. Prof.	Asstt. Prof.		
1.	B. Tech.	Civil	0	1	3	0	
2.		Mechanical	1	0	3	0	
3.		Electrical					
4.		Computer	0	0	1		
5.		Electronics					
6.		IT					
7.		Math	0	0	1		
8.		English	0	0	1		
9.		Chemistry	0	0	1		
10.		Physics					
11.		Management	0	0	1		
		Total					

**2.1.5 Faculty: Students' ratio:-**

Norms	Required	Actual	Deficiency
Engg (UG) =1:20	24	13	11
Engg (PG) =1:15			
BBA/BCA = 1:25			
Management =1:20			
Pharmacy: for intake of 60: Professor-4, Associate Professor-4, Assistant Professor-7			

The cadre ratio should be 1: 2: 6 (Professor / Associate Professor / Assistant Professor)

\* Faculty to be considered as full time are those who are qualified as per AICTE/PCI requirements

\*\* Faculty/ student ratio of a dept. shall not be less than 1: 20 for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years of B.Tech. programmes and overall ratio should also be 1:20.

**2.1.6 Total Staff Position of the College/Institution**

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
13	20 and NIL

\* Faculty to supporting staff (Programmers/Lab Assistants/Technicians) ratio should be 1: 0.5

**iv) Appointment/Ratification of Faculty through H.P. Technical University Selection Committee (Private College): NA**

No. of faculty recruited/ratified through University: \_\_\_\_\_ out of total \_\_\_\_\_ = \_\_\_\_\_ %

**Key Indicator-2.2 Catering to Student Diversity**

Item No.	Particulars
2.2.1	<p><b>The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners</b></p> <p>The institution appraises the learning levels of every student right from the time he/she is admitted to the college. After the Student Induction Program, the class Incharges along with faculty members provide details about the syllabus to be taught along with the information about classes and timetable, names and contact numbers of faculty coordinators and their responsibilities as well as information about anti-</p>

	<p>ragging norms, code of conduct, events for the forthcoming year etc. Depending on their overall performance, students are broadly categorized into two categories namely Advanced and slow learners. Different ways to motivate these students are:</p> <p><b>Advanced Learners:</b> Advanced learners are provided several opportunities to develop their knowledge and skills. These students are encouraged to participate and present papers in various seminars/ conferences/workshops/inter college competitions. They are motivated to participate in various co-curricular activities such as debates, problem solving, design competitions, technical fest etc. Various books are procured for guiding the students for GATE/Competitive Examinations. The students are facilitated in the Annual function for their notable achievements in academics, cultural, NSS and Sports etc.</p> <p><b>Slow Learners:</b> The slow learners are identified based on their performance during continuous internal evaluation, assignments/tutorials, performance in the Mid semester and End Semester Examination. Special program in the form of remedial classes is arranged to improve the performance in the courses.</p> <p><b>Remedial/Backlog/Improvement classes:</b> These classes are conducted with an aim to improve the academic performance of slow learners. It helps students to overcome the difficulties in specific subject areas. Individual attention is given to students, where the academic weaknesses that may obstruct learning, are identified and solved.</p>
2.2.2	<p><b>Students : Full time teacher ratio (Data for the latest completed academic year)</b></p> <p style="text-align: center;">Students : teachers ::340:13=26</p> <p><b>Data requirement:</b></p> <ul style="list-style-type: none"> <li>• Total No. of students enrolled in the institution. 340</li> <li>• Total No. of full time teachers in the institution. 13</li> </ul>

### Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars
2.3.1	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies used for enhancing learning experiences</b></p> <p>For enhancing learning experiences, the faculty members adopt many ways, for example, lecture method, interactive method, project and field work method, computer assisted method, experiment method etc. Teaching and learning activities are made effective by these practices. Many teachers use the conventional black-board presentation methods, especially in mathematics, where they teach mathematics, mathematical equations and statistics as numerical solving. Also, some teachers use powerpoint presentations and computer-based materials. For, they use the lectures of you-tube to make learning interesting besides the conventional oral presentation methods. Some Student centric methods are given below:</p> <p><b>Project methods:</b> The project work stimulates student's interest on the subject and provides students an opportunity of freedom of thoughts and free exchange of different views. As per the requirement of syllabi, the project work is done. For example, the Projects work is done in the last semester of the B.Tech. program.</p> <p><b>Interactive methods:</b> The faculty members make learning interactive with students by motivating student participation in group discussion, subject quiz, discussion and</p>

	<p>questions and answers on current affairs, etc. Classroom discussion in various topics are done under features.</p> <p><b>ICT Enabled Teaching:</b> ICT enabled teaching includes classrooms with interactive panels, Language Lab, computer Lab, Civil/Mechanical Engineering labs etc. The institution adopts modern pedagogy to enhance the teaching-learning process. The institution has the essential equipment to support the faculty members and students.</p> <p><b>Experiential learning:</b> Experimental/Laboratory method is used in applied science and engineering subjects to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments.</p> <p><b>Student Presentations:</b> The Student seminars are organized where different topics are presented by students on the topics allocated to them by the course coordinator which enrich their learning experience.</p> <p><b>NSS camp:</b> The NSS camp is organized for NSS students. The students participating in this camp do meaningful work for the society and learn about their role in the society. They do different cleanliness works in certain adopted villages.</p>				
2.3.2	<p><b>Teachers use ICT enabled tools for effective teaching-learning process.</b></p> <p>yes our Teachers use ICT enabled tools for effective teaching-learning process.</p>				
2.3.3	<p><b>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</b></p>				
	<table border="1"> <tr> <td>2.3.3.1</td> <td>No. of mentors 10</td> </tr> <tr> <td></td> <td>No. of students assigned to each Mentor 34</td> </tr> </table>	2.3.3.1	No. of mentors 10		No. of students assigned to each Mentor 34
2.3.3.1	No. of mentors 10				
	No. of students assigned to each Mentor 34				
	<p>Mentor: Mentee ::</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Year wise number of students enrolled and full time teachers on roll.</li> <li>• Circulars pertaining to assigning mentors to mentees</li> <li>• Mentor/mentee ratio</li> </ul>				

#### Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars
2.4.1	<p><b>Average percentage of full time teachers against sanctioned posts during last five years</b></p> <p>Data requirement for last five years: <b>Annexure-7</b></p> <ul style="list-style-type: none"> <li>• No. of full time teachers.13</li> <li>• No. of sanctioned posts.24</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of full time teachers}}{\text{No. of sanctioned posts}} \times 100 = 55\%$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5} = 55\%$
2.4.2	<p><b>Average percentage of full time teachers with Ph.D./D.Sc./D.Lit. during the last five years (consider only the highest degree for count)</b></p>

	2.4.2.1	No. of full time teachers with Ph.D./D.sc./D.Lit. during the last five years			
		<b>Year</b>	2024	2023	2022
		<b>Number</b>	4	2	1
2.4.3	<b>Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years)</b>				
	2.4.3.1	Total experience of full time teachers. 5 years and 6 months			
	Sr. No.	Department	Name of Faculty	Date of Joining (Mggec)	Total Experience ( MGGECEC) up to 31 dec 2024
	1	Mech. Engg.	Prof Rakesh Kumar	22.09.2018	6 Years 2 months
	2	Civil Engg.	Dr. Kapil Dev	26.11.2024	1 month
	3	Mech. Engg.	Er. Mahender Lal	07.03.2019	5 yrs 9 months
	4	Mech. Engg.	Er. Rajneesh Kumar	11.08.2017	7 Years 4 Months
	5	AS&H	Bhagat Ram	26.08.2016	8 Years 4 Months
	6	AS&H	Dr. Vikas Bharti	03.05.2023	1 year 7 months
	7	AS&H	Rajeev Gumrawat	21.08.2021	3 Years 4 Months
	8	AS&H	Er. Ankit Sharma	07.08.2016	8 Years 4 months
	9	AS&H	Pooja	30.08.2017	7 years 3 months
	10	Mech. Engg.	Dr. Amitesh Sharma	25.08.2022	2 years 4 month
	11	Civil Engg.	Er. Nishant Mehra	07.06.2024	more than 6 months
	12	Civil Engg.	Er. Vikas Kumar	18.11.2016	8 years
	13	Civil Engg.	Er. Aashish Sharma	01.02.2019	6 years

#### Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	<p><b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b></p> <p>The institute has a transparent and robust evaluation process in terms of frequency and variety. To ensure transparency in internal assessment, the system of internal assessment is communicated with the students. The Director/Principal holds meetings of the faculties and directs them to ensure effective implementation of the evaluation process. The attendance record is compiled on a monthly basis and the record of students who fail to meet the 75% criterion of attendance, is sent to their parents/guardians. The performance of students in two mid semester tests is monitored and the slow learners are identified. The provision of a third mid semester test is done at the individual faculty level for the students who could not attend one of the mid semester tests due to certain genuine reasons. Continuous evaluation is made through Assignments Submission and Seminars Presentation. The weightage for the</p>

	<p>assignment is fixed by HPTU for each course but the number of assignments may be more than two depending upon course and course coordinator. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the poor performing students after their assessment. Students appearing for third /fourth year are asked to deliver the seminars of the concerned subject. Topics are given by their teachers to the students to prepare for a powerpoint presentation. The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to internal assessment, the interest of the student towards learning and attending the classes has also increased. It has created the interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>
2.5.2	<p><b>Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient</b></p> <p>The institute has devised an efficient mechanism to deal with examination related grievances which is transparent in the pattern and conduction of CIE and rectification of grievances is time bound. The college strictly follows the guidelines and rules issued by the HPTU while conducting internals and semester-end examinations.</p> <p><b><u>At Institute level:</u></b></p> <p>At Institute level, a senior teacher is appointed as Internal Examination Coordinator to handle the mid semester examinations. He ensures the timely conduct of mid semester examinations as per HPTU academic calendar. The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. The internal marks are displayed on the notice board. If any discrepancy like mistakes in question paper, mark allocation, or correction is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary corrections will be made. If a student is not satisfied with the marks awarded even after being resolved by the teacher, then he may represent the same to the HOD. All such representations are taken positively and are reassessed by another teacher if necessary. Parents are informed about their ward's performance through mail. Students are counselled by the faculty mentor, and remedial classes are conducted for students who have failed in the examinations. Retests for the Internal Assessment are conducted for Students who remain absent for internal exams due to genuine reason.</p> <p><b><u>At University level:</u></b></p> <p>If students have grievances related to evaluation of HPTU answer scripts it is intimated to the subject handling faculty and head of the department, if necessary, for further action. Students can bring their grievances by applying for the following evaluation procedure:</p> <p><b>Re-Evaluation:</b> Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms. A student can apply for second re-evaluation, if not satisfied with the result of first re-evaluation. So maximum chances are given to the students to clear the subject. The entire process is maintained transparent, and time bound by the university.</p>

	<b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>
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### Key Indicator-2.6 Student Performance and Learning Outcome

[National Credit Framework (NCrF) Learning Objectives and Learning Outcomes]

Item No.	Particulars						
2.6.1	<b>Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.</b>  Describe course outcomes (COs) for all courses and mechanism of communication within minimum of 100-150 words and maximum of 500 words.  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>						
2.6.2	<b>Attainment of Programme outcomes and course outcomes are evaluated by the institution</b>  Describe the method of measuring the level of attainment of POs, PSOs and COs in 100-500 words.  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>						
2.6.3	<b>Average pass percentage of students during the last five years</b>						
2.6.3.1	Total No. of final year students who passed the University examination year wise during the last five years.						
2.6.3.2	Total No. of final year students who appeared for the University examination year wise during the last five years						
	<b>No. of student appeared</b>	<b>Year 1 2024</b>	<b>Year 2 2023</b>	<b>Year 3 2022</b>	<b>Year 4 2021</b>	<b>Year 5 2020</b>	
	<b>No. of students passed</b>	100%	100%	100%	100%	100%	
Data requirement <ul style="list-style-type: none"> <li>Programme code:-CE-809, ME-808</li> <li>Name of the Programme:- Industrial Project</li> <li>No. of students appeared: 2024=105, 2023=119, 2022=121, 2021=130, 2020=119</li> <li>No. of students passed= All Passed</li> <li>Pass Percentage= 100%</li> </ul> Formula:  $\text{Percentage per year} = \frac{\text{Total No. of final year students who passed in the University examinations}}{\text{Total No. of final years students appeared for the University examinations}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5} = 100\%$ <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>List of programmes and No. of students passed and appeared in the final year</li> </ul>							

	examination. • Any additional information.
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**Key Indicator-2.7 Student Satisfaction Survey (SSS)**

Item No.	Particulars (SSS by HPTU)
2.7.1	<p><b>Online student satisfaction survey regarding teaching learning process of about 20% students.</b>            (online survey to be conducted) <b>Annexure-5</b></p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Name/Class/Gender</li> <li>• Student Id Number/Adhar Id Number</li> <li>• Mobile Number</li> <li>• Email Id</li> <li>• Degree programme</li> </ul> <p>(Data base of all currently enrolled students need to be prepared and shared with H.P. Technical University)</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Database of all currently enrolled students</li> </ul>

**Criteria-3 Research, Innovations and Extension**

**Key Indicator 3.1 Resource, Mobilization for Research**

Item No.	Particulars																					
3.1.1	<p><b>Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td align="center">3.1.1.1</td> <td colspan="6">Total grants from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)</td> </tr> <tr> <td></td> <td align="center"><b>Year</b></td> <td align="center">2024</td> <td align="center">2023</td> <td align="center">2022</td> <td align="center">2021</td> <td align="center">2020</td> </tr> <tr> <td></td> <td align="center"><b>INR in Lakhs</b></td> <td></td> <td></td> <td></td> <td></td> <td align="center">164576</td> </tr> </table> <p align="center"><b>Annexure-7A</b></p>	3.1.1.1	Total grants from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)							<b>Year</b>	2024	2023	2022	2021	2020		<b>INR in Lakhs</b>					164576
3.1.1.1	Total grants from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)																					
	<b>Year</b>	2024	2023	2022	2021	2020																
	<b>INR in Lakhs</b>					164576																
3.1.2	<p><b>Percentage of departments having Research projects funded by government and non-government agencies during the last five years</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td align="center">3.1.2.1</td> <td colspan="6">No. of departments having research projects funded by government and non-government agencies during the last five years NA</td> </tr> <tr> <td></td> <td align="center"><b>Year</b></td> <td align="center">2024</td> <td align="center">2023</td> <td align="center">2022</td> <td align="center">2021</td> <td align="center">2020</td> </tr> <tr> <td></td> <td align="center"><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td align="center">02</td> </tr> </table>	3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years NA							<b>Year</b>	2024	2023	2022	2021	2020		<b>Number</b>					02
3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years NA																					
	<b>Year</b>	2024	2023	2022	2021	2020																
	<b>Number</b>					02																

3.1.3	<b>Number of seminars/conferences/workshops conducted by the institution during the last five years</b>												
3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years												
	<table border="1"> <tr> <td><b>Year</b></td> <td>2024</td> <td>2023</td> <td>2022</td> <td>2021</td> <td>2020</td> </tr> <tr> <td><b>Number</b></td> <td>3</td> <td>18</td> <td>03</td> <td>09</td> <td>Nil</td> </tr> </table>	<b>Year</b>	2024	2023	2022	2021	2020	<b>Number</b>	3	18	03	09	Nil
<b>Year</b>	2024	2023	2022	2021	2020								
<b>Number</b>	3	18	03	09	Nil								
	Data requirement: <b>Annexure-8</b>												

### Key Indicator 3.2-Research Publication and Awards

Item No.	Particulars												
3.2.1	<b>No. of papers published per teacher in the Journals notified on UGC website during the last five years NA</b>												
3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five years												
	<table border="1"> <tr> <td><b>Year</b></td> <td>2024</td> <td>2023</td> <td>2022</td> <td>2021</td> <td>2020</td> </tr> <tr> <td><b>Number</b></td> <td>3</td> <td>3</td> <td>2</td> <td>1</td> <td></td> </tr> </table>	<b>Year</b>	2024	2023	2022	2021	2020	<b>Number</b>	3	3	2	1	
<b>Year</b>	2024	2023	2022	2021	2020								
<b>Number</b>	3	3	2	1									
	<b>Annexure-8A</b>												
3.2.2	<b>No. of books and chapters in edited volumes/books published and papers published in National/International conference proceedings per teacher during the last five years NA</b>												
3.2.2.1	Total No. of books and chapters in edited volumes/books published and papers in National/International conference proceedings year wise during the last five years												
	<table border="1"> <tr> <td><b>Year</b></td> <td>2024</td> <td>2023</td> <td>2022</td> <td>2021</td> <td>2020</td> </tr> <tr> <td><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>	2024	2023	2022	2021	2020	<b>Number</b>					
<b>Year</b>	2024	2023	2022	2021	2020								
<b>Number</b>													

### Key Indicator 3.3: Extension Activities (NCC/NSS/Red Cross/YRC etc.)

Item No.	Particulars
3.3.1	<b>Extension activities carried out in the neighbourhood community, sensitizing students to social issues for their holistic development, and impact here of during the last five years</b>
	Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 150 words Rallys---- 1 NSS Camp— 1 Swachha Abhiyan---1 Tree Plantation---- Expert talks on Mental Health Issues Awareness Sessions regarding Earthquake, water activities/conservation Drug De-addiction Medical camps Act/Play <b>Attach as</b> <span style="float: right;"><b>Annexure-9</b></span>
	<ul style="list-style-type: none"> <li>Any additional information.</li> </ul>

3.3.2	<b>No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years</b>					
	3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years				
		<b>Year</b>	2024	2023	2022	2021
<b>Number</b>	6	4				
3.3.3	<b>No. 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 organised in collaboration with industry, community and NGOs) during the last five years</b>					
	3.3.3.1	No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years				
		<b>Year</b>	2024	2023	2022	2021
<b>Number</b>	2	2	2			
3.3.4	<b>Average percentage of students participating in extension activities at 3.3.3 above during the last five years</b>					
	3.4.4.1	Total No. of students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc. year wise during the last five years				
		<b>Year</b>	2024	2023	2022	2021
<b>Number</b>						

#### Key Indicator 3.4: Collaboration

Item No.	Particulars					
3.4.1	<b>Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years NA</b>					
	<ul style="list-style-type: none"> <li>No. of linkage (s) for faculty exchange, student exchange, internship, field trip, on-the-job-training, research etc. year wise during the last five years</li> </ul>					
	<b>Year</b>	2024	2023	2022	2021	2020
<b>Number</b>	2					
Data requirement for the last five years: <b>Annexure-10</b>						
3.4.2	<b>No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years</b>					
	3.4.2.1	No. of functional MoUs with institutions of National, International importance, other universities, industries, corporate houses etc. year wise during the last five years				
		<b>Year</b>	2024	2023	2022	2021
<b>Number</b>	Nil	01	01	Nil	6	
<b>Annexure-10A</b>						

**Criteria-4 Infrastructure and Learning Resources**  
**Key Indicator 4.1 Physical Facilities**

Item No.	Particulars
4.1.1	<p><b>Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions.</b></p> <p>As the principal of the institution, I am pleased to report that our infrastructure and physical facilities meet and exceed the minimum specified requirements set by statutory bodies for effective teaching-learning. The institution is equipped with 15 spacious classrooms with proper acoustics, each designed to support an optimal learning environment. Additionally, we have 20 well-equipped laboratories to cater to the diverse academic needs of our students, including specialized labs for Civil Engineering, Mechanical Engineering, and Applied Sciences. Our computing equipment consists of <b>239</b> state-of-the-art computers, ensuring that students have access to the latest technology. The administrative block is fully functional, supporting the institution's operational needs. We also have dedicated blocks for the Civil and Mechanical Engineering departments, as well as an Applied Science block. The library block is well-stocked with resources, and the 1st-year students' workshop block offers practical learning opportunities. This infrastructure provides a conducive environment for both theoretical and practical education.</p>
4.1.2	<p><b>Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b></p> <p>Our institution provides adequate facilities for both sports and cultural activities, ensuring a well-rounded experience for our students. For sports, we have a gymnasium and a yoga center, both of which are fully functional and available for daily use. The gymnasium, established in 2021, is spacious and equipped with modern fitness equipment, catering to the physical training needs of students. The yoga center, established in 2022, offers a serene environment for yoga and meditation practices, promoting mental well-being.</p> <p>For cultural activities, our college supports a wide range of events, including Republic Day celebrations, group songs, and various dance performances like Natti (folk dance), patriotic and freestyle group dances, and solo folk cultural dances. Additionally, the college organizes skits and participates in the Youth Festival. In the 2023-24 academic session, 23 students represented the college at the Himalayan Institute Kala Amb, participating in events from 26th to 28th October 2023. These facilities foster both physical and cultural development among students.</p>
4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.</b></p>

4.1.3.1	No. of classrooms and seminar halls with ICT facilities = 02																	
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>No. of classrooms with LCD facilities=13</li> <li>No. of classrooms with Wi-Fi/LAN facilities= 02</li> <li>No. of smart classrooms= 02</li> <li>No. of classrooms with LMS facilities= 2</li> <li>No. of seminar halls with ICT facilities=1</li> </ul> <p>Formula:  <math display="block">\frac{\text{No. of classrooms and seminar halls with ICT facilities}}{\text{Total No. of classrooms/seminar halls in the institution}} \times 100 = \frac{03/13}{1} \times 100 = 23.07\%</math></p>																		
4.1.4	Average percentage of expenditure, excluding salary, for infrastructure augmentation during the last five years (INR in lakhs)																	
4.1.4.1	Expenditure for infrastructure augmentation, excluding salary, year wise during the last five years (INR in lakhs)																	
	<b>Year</b>	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020												
	<b>INR in lakhs</b>	47597000	157351110	194829750	125000000	-												
<p>Date requirement for the last five years:</p> <ul style="list-style-type: none"> <li>Expenditure for infrastructure augmentation.</li> <li>Total expenditure excluding salary</li> </ul> <p>Formula:  <math display="block">\text{Percentage per year} = \frac{\text{Expenditure for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100</math></p> <table border="1" data-bbox="347 1379 1401 1514"> <thead> <tr> <th>Year</th> <th>2023-2024</th> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td></td> <td>97.91</td> <td>99.71</td> <td>99.18</td> <td>99.58</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: center;">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5} = 79.96\%</math></p>							Year	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020		97.91	99.71	99.18	99.58	0
Year	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020													
	97.91	99.71	99.18	99.58	0													

## Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars																					
4.2.1	<p><b>Library is automated using Integrated Library Management System (ILMS)</b></p> <p>Date requirement for the last five years: Write a description of library within (100-150 words)</p> <ul style="list-style-type: none"> <li>• Name of ILMS software: KOHA</li> <li>• Nature of automation ( partially)</li> <li>• Version(Model no. ATPL-GHSC-AMC-23/24)</li> <li>• Year of automation: 2023</li> </ul> <p><b>Attach as Annexure-12</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any</li> </ul>																					
4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <ol style="list-style-type: none"> <li>1. e-journals: 13 No.</li> <li>2. e-Sodh Sindhu: No.</li> <li>3. Shodhganga Membership. no</li> <li>4. E-books: yes</li> <li>5. Databases: no.</li> <li>6. Remote access to e-resources : yes</li> </ol> <p><b>Options:-</b></p> <ol style="list-style-type: none"> <li>A. Any 4 or more of the above</li> <li>B. <u>Any 3 of the above</u></li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Details of membership</li> <li>• Details of subscription</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Detail of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.</li> </ul>																					
4.2.3	<p><b>Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4.2.3.1</td> <td colspan="6" style="text-align: center;">Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)</td> </tr> <tr> <td style="text-align: center;"><b>Year</b></td> <td style="text-align: center;">2024</td> <td style="text-align: center;">2023</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">2021</td> <td style="text-align: center;">2020</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>INR in Lakhs</b></td> <td style="text-align: center;">345444</td> <td style="text-align: center;">–</td> <td style="text-align: center;">499453</td> <td style="text-align: center;">206593</td> <td></td> <td></td> </tr> </table> <p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Expenditure on the purchase of books/e-books</li> </ul>	4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)						<b>Year</b>	2024	2023	2022	2021	2020		<b>INR in Lakhs</b>	345444	–	499453	206593		
4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)																					
<b>Year</b>	2024	2023	2022	2021	2020																	
<b>INR in Lakhs</b>	345444	–	499453	206593																		

	<ul style="list-style-type: none"> <li>• Expenditure on the purchase of journals/e-journals</li> <li>• Year of expenditure</li> </ul> <p>Average Expdt. per year:</p> <p style="text-align: center;"><u>Total Expenditure in rupees on purchase of books/e-books/journals and subscription to journals/e-journals</u></p> <p style="text-align: center;">5</p>
4.2.4	<p><b>Percentage per day usage of library by teachers and students (foot falls and login data for online access)</b></p>
4.2.4.1	No. of teachers and students using the library per day over the last one year.= All
	Data requirement                      data not maintained
	Formula:
	$\frac{\text{No. of teachers and students using library per day} \times 100}{\text{Total No. of teachers and students}}$

### Key Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	<p><b>Institution frequently updates its IT facilities including Wi-Fi</b></p> <p>MGGEC Kotla (Jeori) is equipped with robust IT facilities to support the academic and administrative functions of the institution. The campus is provided with high-speed internet connectivity, offering 100 Mbps bandwidth, ensuring seamless access to online resources, research materials, and e-learning platforms. In addition to wired connections, the entire campus is Wi-Fi enabled, allowing students and faculty to access the internet from various locations within the premises. The Wi-Fi network is regularly maintained and updated to ensure high reliability and performance. The IT infrastructure is periodically upgraded, with the most recent update implemented in <b>2023</b> enhancing network speed and security to meet the growing demands of digital learning and communication. These facilities play a crucial role in fostering a tech-driven learning environment for both students and faculty.</p>
4.3.2	<p><b>Student-Computer ratio</b> (Data for the latest completed academic year)</p> <p>No. of students :340, No. of Computers: 239</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• No. of computers in working condition : 239</li> <li>• Total no. of computers: 239</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Student-computer ratio: 1.422</li> </ul>
4.3.3	<p><b>Bandwidth of Internet connection in the Institution Options:</b></p> <p>10 GBPS 1 GBPS 750 MBPS 500 MBPS</p> <p>Others (specify): 100 Mbps ONLY</p> <p>Data requirement: Available internet bandwidth</p>

### Key Indicator 4.4 Maintenance of Campus Infrastructure

Item No.	Particulars					
4.4.1	<b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities), excluding salary component, during the last five years (INR in lakhs)</b>					
4.4.1.1	Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)					
	<b>Year</b>	2024	2023	2022	2021	2020
	<b>INR in lakhs</b>	126254				
4.4.2	<b>Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.</b>					
	<p>Our institution ensures effective maintenance and optimal utilization of physical, academic, and support facilities through well-defined systems and procedures. The <b>laboratories</b> are regularly maintained with annual inspections and calibration of equipment to ensure safety and efficiency. The <b>library</b> operates under a systematic cataloging process, with periodic updates to resources and infrastructure for student accessibility. <b>Classrooms</b> and <b>computers</b> are maintained through routine cleaning, IT support, and upgrades to facilitate seamless learning. The <b>sports complex</b> undergoes regular upkeep, with provisions for coaching and organized events to promote physical fitness. Dedicated staff monitor all facilities, and a grievance redressal system is in place for reporting issues. Utilization schedules are prepared to maximize resource availability, ensuring these facilities remain functional and contribute to the holistic development of students..</p>					

### Criterion 5-Student Support and Progression

#### Key Indicator 5.1 Student Support

Item No.	Particulars					
.1.1	<b>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years.</b>					
5.1.1.1	No. of students applied for scholarships and freeships provided by the Government year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	21	35	40	40	51

Data requirement year wise:

- Name of the Scheme

<b>Scholarship Scheme</b>	<b>Students (2019-2020)</b>
Kalpana Chawla chhatravriti Yojana	<b>04</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>SC</b> Students	<b>02</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>OBC</b> Students	<b>03</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>ST</b> Students	<b>01</b>
Dr. Ambedkar Post Matric Scholarship for Economically Backward class Students	<b>10</b>
Prime Minister Scholarship Scheme for Central Armed Police Forces and Asams Rifles	<b>01</b>
<b>Total</b>	<b>21</b>

<b>Scholarship Scheme</b>	<b>Students (2020-2021)</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>OBC</b> Students	<b>06</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>ST</b> Students	<b>02</b>
Dr. Ambedkar Post Matric Scholarship for Economically Backward class Students	<b>15</b>
Kalpana Chawla chhatravriti Yojana	<b>03</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>SC</b> Students	<b>09</b>
<b>Total</b>	<b>35</b>

<b>Scholarship Scheme</b>	<b>Students (2021-2022)</b>
Post Matric Scholarship to <b>ST</b> Students-ASSAM	<b>01</b>
Dr. Ambedkar Post Matric Scholarship for Economically Backward class Students	<b>15</b>
Central Sector Scheme of Scholarship for College and University Students	<b>04</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>OBC</b> Students	<b>05</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>SC</b> Students	<b>07</b>

Centrally Sponsered Post Matric Scholarship Scheme for <b>ST</b> Students	<b>02</b>
AICTE Pragati Scholarship Scheme for girl Students (Technical Degree)	<b>04</b>
Kalpana Chawla chhatravriti Yojana	<b>01</b>
Prime Minister Scholarship Scheme for Central Armed Police Forces and Assams Rifles	<b>01</b>
<b>Total</b>	<b>40</b>

<b>Scholarship Scheme</b>	<b>Students (2022- 2023)</b>
AICTE Pragati Scholarship Scheme for girl Students (Technical Degree)	<b>06</b>
Centrally Sponsored Post Matric Scholarship Scheme for <b>ST</b> Students	<b>04</b>
Centrally Sponsored Post Matric Scholarship Scheme for <b>SC</b> Students	<b>05</b>
PM Yashasvi Post Matric Scholarship for Economically Backward Class Students	<b>11</b>
Technical Education Scholarship Scheme for Degree Level	<b>06</b>
Post Matric Scholarship to ST Students	<b>01</b>
Prime Minister Scholarship Scheme for Central Armed Police Forces and Assams Rifles	<b>01</b>
Centrel Sector Scheme for Scholarship for College and university Students	<b>03</b>
PM Yashasvi Post Matric Scholarship for OBC	<b>03</b>
<b>Total</b>	<b>40</b>

<b>Scholarship Scheme</b>	<b>Students (2023-2024)</b>
Centrally Sponsered Post Matric Scholarship Scheme for <b>ST</b> Students	<b>03</b>
Centrally Sponsored Post Matric Scholarship Scheme for <b>SC</b> Students	<b>12</b>
PM Yashasvi Post Matric Scholarship for OBC,EBC,and DNT Students	<b>24</b>
Technical Education Scholarship Scheme for Degree Level	<b>03</b>
AICTE Pragati Scholarship Scheme for girl Students (Technical Degree)	<b>07</b>
Centrel Sector Scheme for Scholarship for College and university Students	<b>02</b>
<b>Total</b>	<b>51</b>

5.1.2	<b>Average percentage of students benefited by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years</b>					
5.1.2.1	Total No. of students benefited by scholarships, freeships, etc. provided by the institution/non-government agencies year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>					
	Data requirement for last five years: Data not available.					
5.1.3	<b>Capacity building and skills enhancement initiatives taken by the institution including the following:</b> <ol style="list-style-type: none"> <li>1. Soft skills</li> <li>2. Language and communication skills</li> <li>3. Life skills (Yoga, physical fitness, health and hygiene)</li> <li>4. ICT/computing skills</li> </ol> <b>Options:-</b> <ol style="list-style-type: none"> <li>a. All of the above.</li> <li>b. 3 of the above</li> <li>c. 2 of the above</li> <li>d. 1 of the above</li> <li>e. None of the above</li> </ol> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Name of the capacity building and skills enhancement initiatives</li> <li>• Year of implementation</li> <li>• No. of students enrolled</li> <li>• Name of the agencies involved with contact details</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Link to the institution website, if any.</li> <li>• Details of capability building and skill enhancement initiatives.</li> </ul>					
5.1.4	<b>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</b>					
5.1.4.1	No. of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years					
	<b>Year</b>					
	<b>Number</b>					
	<p>Data requirement for last five years: Data not available.</p> <ul style="list-style-type: none"> <li>• Name of the scheme</li> <li>• No. of students who have passed in the competitive examination</li> <li>• No. of students placed</li> </ul> <p>Formula:</p>					

	<p>Percentage per year = <math>\frac{\text{No. of students benefited by guidance for competitive examination and career counselling offered by the institution}}{\text{No. of students}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p>
5.1.5	<p><b>The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases.</b></p> <ol style="list-style-type: none"> <li>1. Implementation of guidelines for statutory/regulatory bodies.</li> <li>2. Organization wide awareness and undertakings on policies with zero tolerance</li> <li>3. Mechanism for submission of online/offline students' grievances</li> <li>4. Timely redressal of the grievances through appropriate committees</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. All of the above</li> <li>B. 3 of the above</li> <li>C. 2 of the above</li> <li>D. 1 of the above</li> <li>E. None of the above</li> </ol> <p><b>Attach as Annexure(s)- 13</b></p> <ul style="list-style-type: none"> <li>• Details of students grievances redressal policy including sexual harassment and ragging cases, No. of cases received and redressed.</li> <li>• Minutes of the meetings of Students' Redressal Committee, Prevention of Sexual Harassment Committee and Anti Ragging Committee.</li> <li>• Any additional information.</li> </ul>

### Key Indicator 5.2 Students' Progression

Item No.	Particulars													
5.2.1	<b>Average percentage of placement of outgoing students during the last five years</b>													
	5.2.1.1	No. of outgoing students placed year wise during the last five years												
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024								
	<b>Number</b>	18	02	11	13	17								
	Data requirement for last five years													
	<ul style="list-style-type: none"> <li>• Name of the employer with contact details</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Name of Company</th> <th style="text-align: center;">Students (2019-2020)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reliance Chandigarh</td> <td style="text-align: center;">02</td> </tr> <tr> <td style="text-align: center;">Cosmo Ferrites Ltd. Jabli (Solan) H.P</td> <td style="text-align: center;">03</td> </tr> <tr> <td style="text-align: center;">P.A Pinions Dharampur (Solan)</td> <td style="text-align: center;">04</td> </tr> </tbody> </table>						Name of Company	Students (2019-2020)	Reliance Chandigarh	02	Cosmo Ferrites Ltd. Jabli (Solan) H.P	03	P.A Pinions Dharampur (Solan)	04
Name of Company	Students (2019-2020)													
Reliance Chandigarh	02													
Cosmo Ferrites Ltd. Jabli (Solan) H.P	03													
P.A Pinions Dharampur (Solan)	04													

Go Digit General Insurance Ludhiana	01
New Tech. Filter India Pvt. Ltd. Nalagarh	02
Genus Power Infrastructure Ltd. Haridwar	01
Think and Learn (Byju's) Jalander	01
Infosys	03
Vedantu Innovations Pvt. Ltd. Bangalore	01
<b>Total</b>	<b>18</b>

Name of Company	Students (2020-2021)
HMEL Guru Govind Singh Refinery Bhatinda	01
Extramarks Education Saket, Delhi NCR	01
<b>Total</b>	<b>02</b>

Name of Company	Students (2021-2022)
HPPCL	01
Cosmo Ferrites Ltd. Jabli (Solan) H.P	03
Tata Motors Hamirpur	01
HPPTCL	01
Technical Education	01
BTES Consulting Services Private Ltd. Head office Delhi	01
KDN Infrastructure Private Limited	01
Liugong India Pvt. Ltd. Prithampur Indore (M.P)	01
Toyota Company Chandigarh	01
<b>Total</b>	<b>11</b>

Name of Company	Students (2022-2023)
ACF ITI	01
Arjas Modern Steel Pvt. Ltd.	01
Parnika Commercial estate	01

HPPCDP-ODA-JICA Chamba	01
Competent Automobiles	01
SJVN Ltd.	02
Punjab National Bank	01
Cheema Boilers	03
Avalon Cosmetics Pvt. Ltd.	01
Rithwik Project Pvt. Ltd.	01
<b>Total</b>	<b>13</b>

Name of Company	Students (2023-2024)
National India Limited	01
Highway Industries Limited	03
ASK Automotive	02
Hero Motors Ludhiana	02
GNA AXLES LTD Hoshiarpur Punjab	01
New Swan group Ludhiana Phase-8,C	01
World Trade Centre Barakhamba Road, New Delhi 110001	01
Pranav Doors and windows, Plot No. 105, The CRAFTSMEN, 106 Sector 82 JLPL Industrial Area	01
Burn Gym and Spa Pvt. Ltd.	01
Tube Product of India Ltd. Vill. Rajpura distt.Patiala Pincode 140702	02
Gold Plus Pvt. Ltd. MDR4, Johron, HP 173030	01
Raja Gears Pvt. Ltd. Plant 2 Behra, Kurawala	01
<b>Total</b>	<b>17</b>

- No. of students placed=61

**5.2.2 Average percentage of students progressing to higher education during the last five years: Annexure(s): 14**

5.2.2.1						
<b>Year</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	-
<b>Number</b>	20	12	13	09	09	-

**Number of students progressing to higher education during the last five years.**

<b>Student Name</b>	<b>Branch</b>	<b>Course and Institution (2019-2020)</b>
Archit Sharma	Civil Engg.	Punjab Engineering College
Chetan Thakur	Civil Engg.	Chandigarh University
Diksha Kumari	Civil Engg.	Punjab University
Abhishek Goyal	Mech.Engg.	Punjab Engineering College
Kartike	Mech.Engg.	Punjabi University Patiala
Vaibhav Sharma	Civil Engg.	MBA Himachal Pradesh University
Ritesh Negi	Civil Engg.	MBA Himachal Pradesh University
Mayank Sharma	Civil Engg	MBA Himachal Pradesh University
Sunil Kumar	Civil Engg.	N.I.T Hamirpur
Kushal Chandel	Mech. Engg.	PEC University of Technology, Chandigarh
Mukesh Kumar	Mech. Engg.	MBA Central University (H.P)
Lakshay Chauhan	Mech. Engg.	M.Tech. Material Science from Defence Institute of advance
Kartikyan	Civil Engg.	M.Tech. NIT Hamirpur

Mansi Thakur	Civil Engg.	M.Tech. NIT Jalandhar
Amit Sharma	Mech. Engg.	M.Tech. NIT Jalandhar
Manisha Thakur	Civil Engg.	MBA CU
Nikhil	Civil Engg.	M.Tech NIT Hamirpur
Ashutosh Bhardwaj	Mech. Engg.	AMM-MechatronicsConestoga College, Canada
Ayush Thakur	Civil Engg..	MBA
Parangat Thakur	Mech. Engg	M.Tech. Punjab Engineering
	<b>Total</b>	<b>20</b>
<b>Student Name</b>	<b>Branch</b>	<b>Course and Institution (2020-2021)</b>
Pankaj Sharma	Mech. Engg.	MBBA RGGEC Nagrota Bagwan
Varun Virat	Mech. Engg.	M. Tech. NIT Warangal
Sunidhi Puri	Civil Engg.	M.Tech. From Chandigarh University
Daksh Raj Sharma	Civil Engg.	MBA, HPCU at Dharmshala
Rishab Kashyap	Civil Engg.	MBA, HPCU at Dharmshala
Vishal Chauhan	Mech. Engg.	MBA, Chandigarh Group of college Landra
Anuj Attri	Civil Engg.	M.E in Environmental from Chandigarh University
Akhil Katoch	Civil Engg.	ME Structrual Engg.
Vishal	Mech. Engg.	Designing course Tech cad Hoshiarpur
Sleek Chang	Civil Engg.	M.Tech at Guru Nanak Dev Engineering College Ludhiana
Kanika Pathania	Civil engg.	M.Tech Transportation Engg. From Punjab University
Parul	Civil Engg.	MBA Chandigarh
	<b>Total</b>	<b>12</b>

<b>Student Name</b>	<b>Branch</b>	<b>Course and Institution (2021-2022)</b>
Sakshi	Civil Engg.	Masters In Transportation From Chandigarh University
Abhisheak	Civil Engg.	M.Tech NIT, Hamirpur
Pallavi Kumari	Civil Engg.	M.Tech NIT, Kurukshetra
Pankaj	Civil Engg.	M.Tech NIT, Hamirpur
Ritik Sharma	Civil Sharma	M.Tech Thapar Institute of Engg. Technology
Mukul Bisht	Civil Engg.	Masters in Geotechnical Engg. From NIT Hamirpur
Riya	Civil Engg.	Masters In Transportation Engg. Gurukashi University Bhatinda
Mrikul Rajput	Civil Engg.	M.Tech Punjab Engg. College Chandigarh
Akansha Thakur	Civil Engg.	M.tech NIT, Hamirpur
Ankita Devi	Civil Engg.	M.tech NIT, Hamirpur
Munish Kumar	Mech. Engg.	M.tech NIT, Hamirpur
Sahil Chaudhary	Mech. Engg.	M.tech NIT, Hamirpur
Vikas Kumar	Civil Engg.	IIT Kamand Mandi
	<b>Total</b>	<b>13</b>

<b>Student Name</b>	<b>Branch</b>	<b>Course and Institution (20222-2023)</b>
Akhil Raj	Civil Engg.	M.Tech Jaypee University Waknaghat
Ayush Bharti	Civil Engg.	M.Tech NIT Hamirpur
Arvind sharma	Civil Engg.	MBA Central University
Gagan Verma	Mech Engg.	M.Tech IIT Bhubaneswar
Shubham Nanda	Civil Engg.	M.Tech HPTU Hamirpur
Jigyasa	Civil Engg.	M.Tech HPTU Hamirpur
Tamana	Civil Engg.	M.Tech HPTU Hamirpur
Saksham Sharma	Civil Engg.	M.Tech IIT Mandi
Salil Sharma	Civil Engg.	M.Tech IIT Mandi
	<b>Total</b>	<b>09</b>

<b>Student Name</b>	<b>Branch</b>	<b>Course and Institution (20223-2024)</b>				
Prince Marwari	Civil Engg.	M.Tech InTunnel and underground space Technology From IIT, Dhanbad				
Prikshit Thakur	Civil Engg	M.Tech IIT Mandi				
Tamana	Civil Engg	M.Tech Construction engineering and management Institution Jawaharlal Nehru Govt. Engg. College				
Samiriti Chauhan	Civil Engg.	M.Tech Construction engineering and management Institution Jawaharlal Nehru Govt. Engg. Colle				
Amit Sharma	Mech Engg.	M.Tech NIT Hamirpur				
Shivam Sharma	Mech Engg.	MBA From Subharti University Meerut				
Nisha Jindwal	Civil Engg.	NIT, Mandi				
Akshat Kaushal	Civil Engg.	NIT, Hamirpur				
Tamana Rathour	Civil Engg.	M.Tech NIT Hamirpur				
	<b>Total</b>	<b>09</b>				
5.2.3	<b>Average percentage of students qualifying in State/National/International level examinations during the last five years</b> (e.g.: JAM/NET/SLET/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations, etc.)					
5.2.3.1	No. of students qualifying in State/National/International level examinations (e.g.: JAM/NET/SLET/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations, etc.) year wise during the last five years					
	<b>Year</b>	2024	2023	2022	2021	2020
	<b>Number</b>		7	1	4	1
5.2.3.2	No. of students appearing in State/National/International level examinations (e.g.: JAM/NET/SLET/GATE/GMAT/CAT/ GPAT/ GRE/ TOEFL/Civil Services/ State Government examinations) year wise during the last five years					
	<b>Year</b>					
	<b>Number</b>		7	1	4	1

	<p>Data Requirement for last five years:</p> <p>No. of students selected to</p> <ul style="list-style-type: none"> <li>• GATE</li> <li>• State Government examinations</li> <li>• Others (Specify)</li> </ul> <p>Formula:</p> <p style="text-align: center;">Percentage per year = <math>\frac{\text{No. of students qualifying in State, National, International level examinations}}{\text{No. of students appeared for the State, National, International level exams.}}</math> x 100</p> <p style="text-align: center;">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p>
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### Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars																		
5.3.1	<p><b>No. of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level (award for a team event should be counted as one) during the last five years.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">5.3.1.1</td> <td colspan="5">No. 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) year wise during the last five years.</td> </tr> <tr> <td style="text-align: center;"><b>Year</b></td> <td style="text-align: center;">2024</td> <td style="text-align: center;">2023</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">2021</td> <td style="text-align: center;">2020</td> </tr> <tr> <td style="text-align: center;"><b>Number</b></td> <td style="text-align: center;">8</td> <td style="text-align: center;">6</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>	5.3.1.1	No. 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) year wise during the last five years.					<b>Year</b>	2024	2023	2022	2021	2020	<b>Number</b>	8	6			
5.3.1.1	No. 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) year wise during the last five years.																		
<b>Year</b>	2024	2023	2022	2021	2020														
<b>Number</b>	8	6																	
5.3.2	<p><b>Institutions facilitates students' representation and engagement in various administrative, co-curricular and extra-curricular activities (student council/students representation on various bodies as per established processes and norms)</b></p> <p>MGGEC actively promotes student engagement through diverse avenues. Students participate in various administrative bodies, ensuring their voices are heard in decision-making processes. Co-curricular and extra-curricular activities, such as NSS, NCC, and cultural programs organized by HPTU and the institute, provide ample opportunities for students to develop leadership, teamwork, and creative skills while contributing to the vibrant campus community.</p>																		
5.3.3	<p><b>Average No. of sports and cultural events/competitions in which students of the institution participated during the last five years (organized by the institution/other institutions)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">5.3.3.1</td> <td colspan="5">No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years</td> </tr> <tr> <td style="text-align: center;"><b>Year</b></td> <td style="text-align: center;">2024</td> <td style="text-align: center;">2023</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">2021</td> <td style="text-align: center;">2020</td> </tr> <tr> <td style="text-align: center;"><b>Number</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>	5.3.3.1	No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years					<b>Year</b>	2024	2023	2022	2021	2020	<b>Number</b>	2	2	2		
5.3.3.1	No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years																		
<b>Year</b>	2024	2023	2022	2021	2020														
<b>Number</b>	2	2	2																

	Data requirement for last five years: <b>Overall trophy in sports meet 2024</b>
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### Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	<p><b>Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services?</b></p> <p>NA</p> <p>Describe in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>
5.4.2	<p><b>Alumni contribution during the last five years (INR in lakhs)</b></p> <p>NA</p> <p><b>Options:</b></p> <p style="margin-left: 40px;">A. <math>\geq</math> 5 lakhs  B. 4 lakhs – 5 lakhs  C. 3 lakhs – 4 lakhs  D. 1 lakh - 3 lakhs  E. <math>\leq</math>1 lakhs</p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Alumni association/Name of the alumni</li> <li>• Quantum of contribution</li> <li>• Audited statement of account of the institution reflecting the receipts</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>

### Criterion 6-Governance, Leadership and Management

#### Key Indicator 6.1 Institutional Vision and Leadership

Item No.	Particulars
6.1.1	<p><b>The Governance of the institution is reflective of and in tune with the vision and mission of the institution</b></p> <p>yes</p>
6.1.2	<p><b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b></p> <p>There are different types of work and activities taking place in engineering college, so decentralization and participation in management is important for the smooth working of college.</p>

## Key Indicator 6.2 Strategic Development and Deployment

6.2.1	<b>The institutional strategic/perspective plan is effectively deployed</b>  NSS activity camp
6.2.2	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures etc.</b>  as per Govt. Rules
6.2.3	<b>Implementation of e-governance in areas of operation NA</b> <ol style="list-style-type: none"><li>1. Administration</li><li>2. Finance and Accounts</li><li>3. Student Admission and Support</li><li>4. Examination</li></ol> <p><b>Options:</b></p> <ol style="list-style-type: none"><li>A. All of the above</li><li>B. 3 of the above</li><li>C. 2 of the above</li><li>D. 1 of the above</li><li>E. None of the above</li></ol> <p>Data requirement:</p> <ul style="list-style-type: none"><li>• Areas of e-governance Administration Finance and Accounts Students Admission and Support Examination</li><li>• Name of the Vendor with contact details</li><li>• Year of implementation</li></ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• ERP (Enterprise Resource Planning) Document.</li><li>• Screen shots of user interfaces</li><li>• Any additional information</li><li>• Details of implementation of e-governance in areas of operation, Administration etc.</li></ul>

## Key Indicator 6.3 Faculty Empowerment Strategies

Item No.	Particulars																												
6.3.1	<p><b>The institution has effective welfare measures for teaching and non-teaching staff.</b></p> <p>Provide the list of existing welfare measures for teaching and non-teaching staff 100-150 words.                      Nil  <b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>																												
6.3.2	<p><b>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">6.3.2.1</td> <td colspan="6">No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</td> </tr> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2024</td> <td style="text-align: center;">2023</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">2021</td> <td colspan="2" style="text-align: center;">2020-21</td> </tr> <tr> <td></td> <td style="text-align: center;">-25</td> <td style="text-align: center;">-24</td> <td style="text-align: center;">-23</td> <td style="text-align: center;">-22</td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center;">Number</td> <td></td> <td style="text-align: center;">18</td> <td style="text-align: center;">03</td> <td style="text-align: center;">09</td> <td colspan="2" style="text-align: center;">-</td> </tr> </table> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the teachers</li> <li>Name of conference/workshop attended for which financial support provided.</li> <li>Name of the professional body for which membership fee is provided</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{No. of full time teachers}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of teachers provided with financial support to attend conference, workshops etc. during the last five years.</li> </ul>	6.3.2.1	No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years						Year	2024	2023	2022	2021	2020-21			-25	-24	-23	-22			Number		18	03	09	-	
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	-25	-24	-23	-22																									
Number		18	03	09	-																								
6.3.3	<p><b>Average No. of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five year Annexure(s):-8</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">6.3.3.1</td> <td colspan="6">Total No. of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff year wise during the last five years</td> </tr> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center;">Number</td> <td></td> <td></td> <td></td> <td></td> <td colspan="2"></td> </tr> </table>	6.3.3.1	Total No. of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff year wise during the last five years						Year							Number													
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Year																													
Number																													

	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>Title of the professional development programme organized for teaching staff.</li> <li>Title of the administrative training programme organized for non-teaching staff</li> <li>Dates (From-to)</li> </ul> <p>Formula: Average per year = <math>\frac{\text{Total No. of professional development or administrative training programmes organized for teaching and non-teaching staff during the last five years}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of professional development/administrative training programmes organized by the University for teaching and non-teaching staff.</li> </ul>																					
6.3.4	<p><b>Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years Annexure(s): 8</b> (Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)</p>																					
6.3.4.1	<table border="1"> <tr> <td data-bbox="276 600 448 786">Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years</td> <td data-bbox="448 600 587 786"></td> <td data-bbox="587 600 726 786"></td> <td data-bbox="726 600 865 786"></td> <td data-bbox="865 600 1003 786"></td> <td data-bbox="1003 600 1142 786"></td> <td data-bbox="1142 600 1415 786"></td> </tr> <tr> <td data-bbox="276 786 448 824"><b>Year</b></td> <td data-bbox="448 786 587 824"></td> <td data-bbox="587 786 726 824"></td> <td data-bbox="726 786 865 824"></td> <td data-bbox="865 786 1003 824"></td> <td data-bbox="1003 786 1142 824"></td> <td data-bbox="1142 786 1415 824"></td> </tr> <tr> <td data-bbox="276 824 448 904"><b>Number</b></td> <td data-bbox="448 824 587 904"></td> <td data-bbox="587 824 726 904"></td> <td data-bbox="726 824 865 904"></td> <td data-bbox="865 824 1003 904"></td> <td data-bbox="1003 824 1142 904"></td> <td data-bbox="1142 824 1415 904"></td> </tr> </table>	Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years							<b>Year</b>							<b>Number</b>						
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<b>Year</b>																						
<b>Number</b>																						
	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>No. of teachers</li> <li>Title of the programme</li> <li>Duration (from-to)</li> </ul> <p>Formula: Percentage per year = <math>\frac{\text{Total No. of teaching staff attending such programmes} \times 100}{\text{No. of full time teachers}}</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Details of teachers attending professional development programmes during the last five years.</li> <li>Any additional information.</li> </ul>																					
6.3.5	<p><b>Institution's Performance Appraisal System for teaching and non-teaching staff</b></p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within 100-150 words. Government supply performa for teaching and non teaching staff. (Annual proformance appraisal report)</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>																					

## Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars																		
6.4.1	<p><b>Institution conducts internal and external financial audits regularly</b></p> <p>Enumerate various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within 100-150 words. <b>Attach as Annexure(s): 15</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>																		
6.4.2	<p><b>Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (Not covered in Criterion III) Nil</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center;">6.4.2.1</td> <td colspan="5">Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>INR in lakhs</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement for last five years: nil</p> <ul style="list-style-type: none"> <li>Name of the non-government bodies, individuals, Philanthropers</li> <li>Funds/grants received</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Annual statements of accounts.</li> <li>Details of funds/grants received from the non-government bodies, individuals, Philanthropers during the last five years.</li> <li>Any additional information.</li> </ul>	6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)						<b>Year</b>						<b>INR in lakhs</b>				
6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)																		
	<b>Year</b>																		
	<b>INR in lakhs</b>																		
6.4.3	<p><b>Institutional strategies for mobilisation of funds and the optimal utilization of resources Nil</b></p> <p>Describe the resource mobilisation policy and procedures of the Institution within 100- 150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>																		

**Criterion 7 – Institutional Values and Best Practices**  
**Key Indicator-7.1 Institutional Values and Social Responsibilities**

<b>Item No.</b>	<b>Particulars</b>										
7.1.1	<p><b>Measures initiated by the institution for gender equity promotion of gender equity during the last five years</b></p> <p>In the past five years, our institution has undertaken several initiatives to promote gender equity across all facets of campus life. We have integrated gender equity and sensitization into both curricular and co-curricular activities, ensuring that our educational programs and extracurricular events reflect inclusivity and respect for all genders. Our curriculum includes modules that address gender issues, fostering critical thinking and awareness among students.</p> <p>Furthermore, we have enhanced facilities for women on campus, ensuring safety, comfort, and accessibility. These efforts include improved infrastructure such as well-lit pathways, dedicated restrooms, and spaces for nursing mothers.</p> <p>One of our flagship events is International Women's Day, celebrated with maximum student participation through various activities like discussions, workshops, and cultural performances. Additionally, we regularly organize poster-making competitions to visually depict and reinforce concepts of gender equity, sparking meaningful dialogue and awareness among the student body. These ongoing efforts underscore our commitment to creating a campus environment where every individual feels valued, respected, and empowered.</p> <p><b>Attach as Annexure(s): 16</b></p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of <ul style="list-style-type: none"> <li>a. Safety and security</li> <li>b. Counselling</li> <li>c. Common Rooms</li> <li>d. Day care center for young children</li> <li>e. Any other relevant information</li> </ul> </li> </ul>										
	<b>Environmental Consciousness and Sustainability</b>										
7.1.2	<p><b>The institution has facilities for alternate sources of energy and energy conservation measures</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">1. Solar energy</td> <td style="text-align: right;">Yes</td> </tr> <tr> <td>2. Biogas Plant</td> <td></td> </tr> <tr> <td>3. Wheeling to the Grid</td> <td></td> </tr> <tr> <td>4. Sensor-based energy conservation</td> <td></td> </tr> <tr> <td>5. Use of LED bulbs/power efficient equipment</td> <td style="text-align: right;">Yes</td> </tr> </table> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	1. Solar energy	Yes	2. Biogas Plant		3. Wheeling to the Grid		4. Sensor-based energy conservation		5. Use of LED bulbs/power efficient equipment	Yes
1. Solar energy	Yes										
2. Biogas Plant											
3. Wheeling to the Grid											
4. Sensor-based energy conservation											
5. Use of LED bulbs/power efficient equipment	Yes										
7.1.3	<p><b>Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words)</b></p>										

	<p><b>NA</b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with Government and other approved agencies</li> <li>• Geo-tagged photographs of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.4	<p><b>Water conservation facilities available in the Institution: NA</b></p> <p>Rain water harvesting</p> <ol style="list-style-type: none"> <li>1. Borewell/Open well recharge</li> <li>2. Construction of tanks and bunds</li> <li>3. Waste water recycling</li> <li>4. Maintenance of water bodies and distribution system in the campus</li> </ol> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on the use of plastics</li> <li>5. Landscaping with trees and plants    YES</li> </ol> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ul style="list-style-type: none"> <li>• NA</li> </ul> <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> </ol>

	<p>4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotion activities</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Reports on environment and energy audits.</li> <li>• Any other relevant information.</li> </ul>
7.1.7	<p><b>The institution has disabled-friendly, barrier free environment</b></p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms YES</li> <li>• Disabled-friendly washrooms</li> <li>• Signage including tactile path, lights, display bards and signposts</li> <li>• Assertive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, Mechanized equipment</li> <li>• Provision for enquiry and information: Human assistant, reader, Scribe, soft copies of reading material, screen reading</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
	<p><b>Inclusion and Situatedness</b></p>
7.1.8	<p><b>Describe the institutional efforts/initiatives in providing an inclusive environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities (within 100-150 words)</b></p> <p>The institute, despite being newly established, is committed to fostering an inclusive environment that embraces cultural, regional, linguistic, communal, and socio-economic diversity. Initiatives are in place to promote mutual respect and understanding among students and staff from varied backgrounds. Regular cultural events, workshops are organized to celebrate diversity and encourage intercultural dialogue. The institute emphasizes equal opportunities and has support systems, such as scholarships and mentoring programs, to uplift students from underprivileged backgrounds.</p> <p>Language clubs and skill-building initiatives address linguistic diversity and provide a platform for collaboration and learning. Additionally, awareness campaigns and seminars on tolerance and harmony are held to sensitize the community to social and cultural inclusivity. These efforts reflect the institute's vision of nurturing a welcoming and harmonious environment where diversity is seen as a strength and a foundation for innovation and growth.</p> <p>Provide Web link to: (if any) or Attach as Annexure(s)</p> <ul style="list-style-type: none"> <li>• Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)</li> <li>• Any other relevant information.</li> </ul>

	<b>Human Values and Professional Ethics</b>
7.1.9	<p><b>Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</b></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 100-150 words.</p> <p>The institute actively organizes various programs to inculcate constitutional values and a sense of responsible citizenship among students. Activities such as workshops, seminars, and guest lectures on the Constitution of India highlight fundamental rights, duties, and the importance of democratic principles. Regular observance of Constitution Day and celebration of national events like Independence Day and Republic Day instills patriotism and unity.</p> <p>Social responsibility is promoted through community outreach programs, cleanliness drives under the Swachh Bharat Abhiyan, and environmental conservation initiatives like tree plantation drives. The institute encourages student participation in volunteering, blood donation camps, and campaigns promoting gender equality and social justice.</p> <p>Ethical values and inclusivity are reinforced through discussions on secularism, justice, and equality, fostering an environment that respects diversity. These activities collectively aim to develop students into responsible, informed citizens dedicated to upholding the ideals of the Constitution.</p> <p>Provide Web Link to: (if any)</p> <ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students into responsible citizens.</li> <li>• Any other relevant information.</li> </ul>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard</b></p> <ul style="list-style-type: none"> <li>• NA</li> </ul> <ol style="list-style-type: none"> <li>1. The code of Conduct is displayed on the website: Yes/No</li> <li>2. There is a committee to monitor adherence to the Code of Conduct: Yes/No</li> <li>3. Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: Yes/No</li> <li>4. Annual awareness programmes on Code of Conduct are organized: Yes/No</li> </ol> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Code of ethics</li> <li>• Appropriate information about the monitoring committee composition, number of programmes organized etc. in support of the claims.</li> <li>• Any other relevant information</li> </ul>
7.1.11	<p><b>Institution celebrates/organizes National and International commemorative days, events and festivals</b></p> <p>Describe the efforts of the institution in celebrating/organizing National and International commemorative days, events and festivals during the last five days within 100-150 words.</p>

	<ul style="list-style-type: none"> <li>• NA</li> </ul> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Annual report of the celebrations and commemorative events for the last five days.</li> <li>• Geotagged photographs of some of the events.</li> <li>• Any other relevant information.</li> </ul>
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### Key Indicator – 7.2 Best Practices

Item No.	Particulars
7.2.1	<p><b>Describe two best practices successfully implemented by the Institution</b></p> <p><b>1. Promotion of Sustainability and Environmental Consciousness:</b> The institute has implemented eco-friendly practices to promote sustainability. These include solar energy utilization. Green campus initiatives encourage tree plantation drives and energy conservation awareness among students and staff. The integration of sustainability into the curriculum and hands-on projects ensures that students actively contribute to addressing environmental challenges. Students along with staff members regularly participate in plantation drives in the campus.</p> <p><b>2. Holistic Student Development through Value-Based Education:</b> The institute focuses on nurturing well-rounded individuals by combining academic excellence with value-based education. Regular workshops on ethics, leadership, and soft skills are conducted to instill moral responsibility and professional competence. Extracurricular activities, cultural events, and sports programs foster teamwork, discipline, and inclusivity. Mentorship programs and counseling services support the emotional well-being of students, creating an environment conducive to personal and professional growth.</p>

**Note:**

**Format for presentation of best practices**

1. **Title of the Practice:** This title should capture the keywords that describe the practice.
2. **Objectives of the Practice:** What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100-150 words)
3. **The Context:** What were the contextual features and/or challenging issues that needed to be addressed in designing and implementing this practice? (in about 100-150 words)