

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

For

Academic Audit

By

Affiliating Colleges/Institutions

**Name of College/Institution: GOVT. HYDRO ENGINEERING COLLEGE,
BANDLA, BILASPUR, (H.P.) – 174001 (www.ghec.ac.in)**

For the Year: 2025-26

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

Name and full Address of the College/Institution with PIN	
GOVT. HYDRO ENGINEERING COLLEGE, BANDLA, BILASPUR, (H.P.) – 174001	
Website	www.ghec.ac.in

2. Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director-cum-Principal	Prof. (Dr.) Umesh Rathore	01978-292326	9418459228	-	hecbilaspur@gmail.com
Associate Professor Co-ordinator IQAC Cell	Dr. Mahesh Kumar	-	9418532792	-	ermksehra@gmail.com

3. Establishment Details

Establishment Date of the College/Institution	27-04-2017
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:22-07-2021 F.No. North-West/2021-22/17586664791 B. Tech. in <ul style="list-style-type: none"> • Civil Engineering • Electrical Engineering • Computer Science & Engineering • Mechanical Engineering Latest:20-03-2025 F. No. North-West/1-44638884483/2025 /EOA B. Tech. in <ul style="list-style-type: none"> • Civil Engineering • Electrical Engineering • Computer Science & Engineering • Mechanical Engineering • Computer Science & Engineering (Data Science) M. Tech. in Electric Vehicle Technology
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HPTU approval date & reference With Name of Course(s)	First:23-08-2017 HimTU-3(Acad)B/Hydro. (G-5)2017-9827 B. Tech. in <ul style="list-style-type: none"> Civil Engineering Electrical Engineering Latest:11/09/2024 HimTU-3(Acad)B-6/2016-Vol-III-6389 <ul style="list-style-type: none"> Civil Engineering Electrical Engineering Computer Science & Engineering (AI&DS)
NAAC rank/grade	N.A
NBA rank/grade	N.A
NIRF rank/grade	N.A

5. Location, Area and Activity of Campus

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.	Programmes offered
Permanent	GOVT. HYDRO ENGINEERING COLLEGE, BANDLA, BILASPUR, (H.P.) –174001	Bandla, Bilaspur	24.8 Acres (62.06 Bighas+0.2934 Hect.)	5947	B. Tech. in <ul style="list-style-type: none"> Civil Engineering Electrical Engineering C.S.E.(AI&DS)

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

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

Faculty/Stream	Intake of students	¹ Administrative Area			² Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Engineering	180	250 sqm for intake of 300	709.24 sqm	NIL	750 sqm for intake of 300	915.00sqm	NIL
Pharmacy	NA	100 sqm for intake of 100	NA	NA	100 sqm for intake of 100	NA	NA
Management	NA	100 sqm for intake of 100	NA	NA	100 sqm for intake of 100	NA	NA
Total	180	250 sqm for intake of 300	709.24 sqm	NIL	750 sqm for intake of 300	915.00sqm	NIL

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

²Amenities/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 Number of Divisions per Year x Total Duration of Course in years x 0.5	NIL	66 (For a division of 60) 33 (For a division of 33)	NIL
Tutorial Rooms Engg/Pharmacy/Management	25% of Total Class Room	NIL	33	NIL
*Laboratory for First Year	4 (which includes 2 laboratories for Basic sciences)	NIL	66	NIL
Laboratory other than first year	2 per course per year up to intake of 180 per course	NIL	66	NIL
Laboratory for Post Graduate	1 per Course	NIL	66	NIL

Courses				
Additional Laboratory/Workshop for “X” Category Courses	1	NIL	200 (For UG)	NIL
Drawing Hall (Engg)	1 (Up to an intake of 600)	NIL	132	NIL
Computer Centre	1 (up to an intake of 600)	NIL	150	NIL
Seminar Hall	1	NIL	132	NIL
Library	1	NIL	400	NIL
Language Laboratory	1	NIL	33	NIL

- “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 [☒].

*For first year class work, the following Pharmacy labs are required: **Pl. tick if available:**

- 1) Remedial Biology Lab []; 2) Dispensary & Hospital Pharmacy Lab - I [];
 3) Pharm. Inorganic Chemistry lab []; 4) Pharmaceutical Organic Chemistry lab-I [];
 5) Anatomy and Physiology lab []; 6) English Language Communication Skills Lab [].

Executive Summary

Introduction:

Established in 2017 as an off-campus institute of Himachal Pradesh Technical University, the Government Hydro Engineering College Bandla, Bilaspur, has emerged as a beacon of technical education excellence. Initially operating from the Rajiv Gandhi Government Engineering College Kangra at Nagrota Bagwan, Himachal Pradesh, the institution has found its permanent location in the serene campus at Bandla, Bilaspur in 2021.

At its core, this esteemed institution has been dedicated to nurturing talent and expertise in the fields of Civil Engineering and Electrical Engineering through its four-year B.Tech programs, offered from its inception. Moreover, in recognition of the evolving technological landscape, the college introduced a new branch, CSE (AIDS), starting from the 2023-24 academic session.

Unique in its origin, Government Hydro Engineering College Bandla holds the distinction of being the first engineering college in Himachal Pradesh to receive a generous grant of 125 crore from NHPC and NTPC. This funding was earmarked to fulfill a critical educational need – to provide technical education in engineering, with a specific focus on serving the hydroelectric sector.

Under the supportive umbrella of the Government of Himachal Pradesh, this institution has thrived and consistently produced graduates who excel in academia, administration, corporate sectors and industries. The academic results record are a testament to the college's dedication to the holistic development of its students.

Notably, Government Hydro Engineering College, Bandla, boasts state-of-the-art infrastructure, featuring modern buildings, well-equipped laboratories, a comprehensive library, recreational facilities, including a playground and an open theatre, all set amidst lush landscaping. Beyond academics, the college is committed to nurturing the intellectual, physical, and mental well-being of its students, enhancing their personality, and refining their communication skills.

In the spirit of community engagement, the college maintains a vibrant NCC & NSS units, with students actively participating in various social initiatives. Furthermore, the institution is committed to shaping graduates who are not only academically adept but also well-prepared for the rigors of the professional world.

In summary, Government Hydro Engineering College, Bandla, Bilaspur, is dedicated to producing competent professionals who are primed to excel in academia, research, industry, and entrepreneurship. With a rich history, a commitment to excellence, and a focus on holistic student development, the college continues to be a vital contributor to the region's technical education landscape.

Vision:

To create skilled engineers for energy and other sectors.

Mission:

To develop a premier class institution equipped with quality infrastructure, resourceful faculty and skilled students for maintenance of high standards in academics and research.

Action Plan:**1. Enhance Infrastructure:**

- Upgrade laboratories, library, and sports facilities to meet evolving academic and research needs.
- Expand campus amenities, focusing on green spaces and recreational areas to improve student well-being.

2. Faculty Development:

- Organize conferences, workshops and training programs to ensure faculty stays updated on industry trends and new technologies.
- Encourage faculty to engage in research and industry collaborations.

3. Curriculum Expansion:

- Regularly review and update B.Tech programs to align with industry demands, particularly in the hydroelectric and energy sectors.
- Introduce industry-specific certifications and internships for students to gain practical experience.

4. Industry Collaboration:

- Strengthen partnerships with NHPC, NTPC, and other energy sector companies for research and placement opportunities.
- MoU's with in
- Promote student involvement in real-world hydroelectric projects.

5. Student Development:

- Enhance soft skills and communication programs for holistic student development.
- Increase engagement in social and community activities through NSS and other platforms.

6. Research and Innovation:

- Set up dedicated research centre's focused on energy, hydroelectric, and sustainable engineering solutions.
- Secure funding for student and faculty-driven innovation projects.

COWS Analysis

[Challenges, Opportunities, Weaknesses & Strengths]

Institutional Challenges:

1. Location is the major challenge in all the way.
2. Submission of major proposal for obtaining funds from various agencies.
3. Need to maintain the research laboratories and research work.
4. Retention of good faculty and researcher who are regularly contributing for college as various colleges are opening in various corners of the state.

Institutional Opportunities:

1. Potential to gain Autonomous status
2. Potential to initiate post graduate course
3. To develop collaborative programs with industry and R&D organizations.
4. To establish consultancy for industries
5. To get funding projects from AICTE, UGC, DST etc.

Institutional Weaknesses:

1. Remote location of the institute compared to other institutes of Himachal
2. Rigidity of academic structure & curriculum (as HPTU curriculum must be followed)
3. Lack of consultancy services due to geographical location
4. Distance of industries and R&D organizations (Baddi and Paonta Sahib).
5. Delay in process of appointments of teachers by Himachal Pradesh Public service commission

Institutional Strengths:

1. Highly qualified and experienced Govt. appointed faculty.
3. State-of-the-art laboratories and IT Infrastructure approved by AICTE.
4. Teamwork of the faculty and staff.
5. Industry oriented skill-based curriculum as per standards of AICTE.
6. Curriculum enrichment through value added courses, contents beyond the Syllabus.
7. Overall development of students through their participation in co-curricular & extra-curricular activities.
8. Good sports and games facilities (ample space in campus).
9. Structured service and financial rules as per Govt. of Himachal Pradesh.
10. Effective feedback system from stake holders.
12. Most preferred institute of the state for B. Tech. course.
13. Well placed alumni of the institute
14. Excellent publications of faculty

Criteria wise Summary

- 1. Curricular Aspects:**
- 2. Teaching-learning and Evaluation:**
- 3. Research, Innovations and Extension:**
- 4. Infrastructure and Learning Resources:**
- 5. Student Support and Progression:**
- 6. Governance, Leadership and Management:**
- 7. Institutional Values and Best Practices:**

PART I

Criterion 1 – Curricular Aspects

Key Indicator-1.1: Curricular Planning and Implementation

Item No.	Particulars
1.1.1	<p>The institution ensures effective curriculum delivery through a well planned and documented process</p> <p>The institution ensures that the curriculum is delivered effectively through careful planning and clear documentation. A well-structured academic calendar provides the schedule for teaching, exams, and co-curricular activities. Faculty members prepare course plans based on university guidelines and learning goals, maintaining quality and consistency across all programs.</p> <p>Teachers regularly attend training sessions and workshops to improve their teaching skills and stay updated with new methods. Learning materials like lecture notes, study guides, and digital tools are carefully selected and made available to students to support their learning.</p> <p>Student progress is tracked through regular tests and evaluations, helping teachers improve their teaching methods. Feedback is collected from students for teachers to make the learning process better. This organized and thoughtful approach creates a strong learning environment that supports both academic growth and skill development.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • HPTU Academic Calendar • Lesson plan sample • Feedback Records
1.1.2	<p>The institution adheres to the academic calendar including conduct of CIE</p> <p>The institution follows the academic calendar closely, ensuring smooth and timely execution of all academic activities, including Continuous Internal Evaluation (CIE). At the start of each academic year, a detailed course plan is prepared, outlining important dates for teaching, exams, assignments, and other academic events in line with the HPTU academic calendar. This helps maintain consistency and clarity across all departments.</p> <p>CIE is an essential part of the academic process, focusing on regular and continuous assessment of student performance. It includes various methods such as assignments, quizzes, mid-semester exams, presentations, and practical tests, as specified in the syllabus. Faculty members schedule and conduct these assessments according to the academic calendar, ensuring discipline and uniformity.</p> <p>Students and faculty are informed about schedules in advance, helping them stay prepared. Sticking to deadlines encourages responsibility. Academic committees regularly review the progress to ensure everything stays on track. This structured and timely approach supports an organized and efficient academic environment.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • MST Date sheet
1.1.3	<p>Teachers of the institution participate in following activities related to curriculum development and assessment of the University and/are represented on the following</p>

academic bodies during the last five years

- (a) Academic Council/BoS of Affiliating University
- (b) Setting of question papers for UG/PG programs
- (c) Design and Development of Curriculum for Add on/certificate/diploma courses
- (d) Assessment/evaluation process of the affiliating University

Options:-

1. All of the above.
2. Any 3 of the above.
3. Any 2 of the above.
4. Any 1 of the above.
5. None of the above

Data requirement:

- No. of teachers participated:18
- Name of the body in which full time teacher participated: a, b, c and d
- Total No. of teachers: 18

Attach as Annexure(s)

- 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): BOS Detail, HPTU exam duty

Key Indicator-1.2 Curriculum Enrichment

Item No.	Particulars												
1.2.1	<p>Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.</p> <p>The curriculum includes important topics like professional ethics, gender equality, human values, environmental awareness, and sustainability to help students grow into responsible individuals.</p> <p>Professional ethics are taught to build honesty, responsibility, and good decision-making in real-life situations. Gender equality is encouraged through classroom discussions, policies, and activities that support fairness and challenge stereotypes.</p> <p>Human values such as empathy, respect, and teamwork are promoted through interactive sessions, helping students understand their role in society. Environmental topics make students more aware of global issues and motivate them to adopt eco-friendly habits.</p> <p>By learning about sustainability, students are encouraged to come up with creative solutions to protect the environment and build a better future.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • NEP Schemes • Attach the list and description of courses and/or initiatives taken which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. The institute organizes NCC/NSS activities, intra-college sports competitions etc 												
1.2.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during the last five years</p>												
1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.												
	<p>Throughout the B.Tech program, students take part in many courses that focus on learning through real-world experience. Each semester includes three lab courses that give hands-on practice alongside classroom learning. The program also includes a six-week industrial training (done once), a seminar, a major project, and a longer four-month industrial training. Altogether, about 40–45% of the program is focused on practical and hands-on learning, helping students get ready for real-world jobs.</p> <p>To support this, the college has signed agreements (MoUs) with well-known companies and industries. These partnerships give students chances to work on real projects, learn about the latest technologies, and experience how companies work. This not only connects classroom learning with real industry needs but also improves job readiness by helping students gain useful skills and experience</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Sr.No.</th><th>Name of Course</th><th>Name of Programme</th><th>Details of experiential learning through project work/field work/internship</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td><td>Project Work-1 (CE-711)</td><td rowspan="2" style="text-align: center;">Civil Engg.</td><td rowspan="2">The Project Work covers key areas such as structural design, where students use software like STAAD. Pro and ETABS for beam, column, and foundation design according to IS Codes. It also includes concrete mix design, water resource engineering (canals and dams), transportation engineering (pavement design, traffic studies), and geotechnical projects (soil stabilization,</td></tr> <tr> <td style="text-align: center;">2</td><td>Industrial Practical Training (CE-712)</td></tr> </tbody> </table>			Sr.No.	Name of Course	Name of Programme	Details of experiential learning through project work/field work/internship	1	Project Work-1 (CE-711)	Civil Engg.	The Project Work covers key areas such as structural design, where students use software like STAAD. Pro and ETABS for beam, column, and foundation design according to IS Codes. It also includes concrete mix design, water resource engineering (canals and dams), transportation engineering (pavement design, traffic studies), and geotechnical projects (soil stabilization,	2	Industrial Practical Training (CE-712)
Sr.No.	Name of Course	Name of Programme	Details of experiential learning through project work/field work/internship										
1	Project Work-1 (CE-711)	Civil Engg.	The Project Work covers key areas such as structural design, where students use software like STAAD. Pro and ETABS for beam, column, and foundation design according to IS Codes. It also includes concrete mix design, water resource engineering (canals and dams), transportation engineering (pavement design, traffic studies), and geotechnical projects (soil stabilization,										
2	Industrial Practical Training (CE-712)												

	3	Project Work-2 (CE-808)		foundation design). Field Work involves surveying with tools like Total Station and GPS, contour mapping, and alignment studies. Site investigations include borehole drilling, SPT, and foundation testing. Construction site visits provide exposure to formwork, concreting, and site management. Internships in construction, design consultancy, and PWD bridge academic and industrial learning.	
	4	Industrial Project (CE-809)			
	5		CSE(AI&DS)	NA as students are in 2nd year and project work is in 3rd year (6th sem) and internship is in 8th sem.	
	6	Project Work-1 (EE-711)	Electrical Engg.	Experiential learning in Electrical Engineering at HPTU plays a crucial role in bridging the gap between theoretical knowledge and real-world application through project work, fieldwork, and internships. Project work involves hands-on activities where students apply theoretical concepts to solve real-world problems, including designing, simulating, building, and testing electrical systems. They engage in tasks like circuit design, control system implementation, power system development, and renewable energy solutions, using tools such as MATLAB, Simulink, and AutoCAD. Students also work on embedded systems and automation projects, fostering teamwork and collaboration. Fieldwork provides students with direct exposure to electrical engineering applications in industries, allowing them to observe real-time implementation in power plants, factories, and other operational sites. They assist in system installations, data collection, and analysis while interacting with real-world electrical equipment like generators and circuit boards. Internships offer formal work experience where students apply academic learning in professional settings, working on ongoing projects, system design, and research. They receive mentorship from industry professionals, gaining insights into industry standards and regulations, while also developing crucial soft skills like communication, teamwork, and time management. This comprehensive exposure to industry practices enhances technical competence, fosters creativity, and prepares students for future career opportunities, making them industry-ready and capable of addressing complex engineering challenges	
	7	Industrial Practical Training (EE-712)			
	8	Project Work-2 (EE-801)			
	9	Industrial Project (EE-802)			
	No. of courses that include experiential learning through project work/field work/internship=8 Total No. of courses in Civil Engg & Electrical Engg.=96 Percentage per year= 8.33% • Average percentage (Last 4 years)= 8.33				
	1.2.3	Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)			
	1.2.3.1	No. of students undertaking project work/field work/internships			

1.2.3	Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)	
Sn.	Name of Courses	Name of Programme
1	Project Work-1 (CE-711)	Civil Engineering
2	Industrial Practical Training (CE-712)	
3	Project Work-2 (CE-808)	
4	Industrial Project (CE-809)	

Total No. of students undertaking project work/field work/internships (2024)= 64

Total No. of students in Civil Engg. (2nd year to 4th year)= 208

Percentage of students undertaking project work/field work/internships = 30.7%

Sn.	Name of Courses	Name of Programme
1	Project Work-1 (EE-711)	Electrical Engineering
2	Industrial Practical Training (EE-712)	
3	Project Work-2 (EE-801)	
4	Industrial Project (EE-802)	

Total No. of students undertaking project work/field work/internships (2024)= 69

Total No. of students in Electrical Engg. (2nd year to 4th year)= 228

Percentage of students undertaking project work/field work/internships = 30.3%

Data requirement:

- Name of the programme: B.Tech
- No. of students undertaking project work/field work/internships:

Formula:

$$\frac{133}{436} \times 100 = 30.5\%$$

Attach as Annexure(s)

- Any additional information.
- List of programmes and number of students undertaking project work/field work/internships

Key Indicator 1.3 (Feedback System)

Item No.	Particulars
1.3.1	<p>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</p> <p style="text-align: center;">(1) Students (2) Teachers (3) Employees (4) Alumni</p> <p>Options:-</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>Options:- Any 1 of the above</p> <p>Data Requirement:</p> <p>Report of analysis of feedback received from different stakeholders' year wise</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report, if any • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management • Any additional information
1.3.2	<p>Feedback process of the Institution may be classified as follows</p> <p>Options:</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>Options:- Feedback collected, analysed and action has been taken.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Stakeholders' feedback report, action taken report of the institute. • Any additional information. • URL for feedback report, if any.

Criterion 2 – Teaching-Learning and Evaluation

Key Indicator-2.1 Student Enrolment and Profile

Item No.	Particulars																
2.1.1	Average Enrolment percentage (Average of last five years)																
	2.1.1.1	No. of students admitted year wise during the last five years															
		Year	2020-21	2021-22 (First Year)	2022-23 (First Year)	2023-24 (First Year)	2024-25 (First Year)										
		CE	61	61	70	74	75										
		EE	60	62	73	72	73										
		CSE (AI&DS)	NA	NA	NA	74	75										
		Total Number	121	123	143	220	223										
	2.1.1.2	No. of sanctioned seats year wise during the last five year															
		Year	2020-21	2021-22	2022-23	2023-24	2024-25										
		CE	60+3	60+3	60+13**+3*	60+13**+3*	60+13**+3*										
		EE	60+3	60+3	60+13**+3*	60+13**+3*	60+13**+3*										
		CSE (AI&DS)	NA	NA	NA	60+13**+3*	60+13**+3*										
Total Number		126	126	152	228	228											
Percentage per year																	
<table><tr><td>Year</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Number</td><td>96.03</td><td>97.60</td><td>94.07</td><td>96.49</td><td>97.80</td></tr></table>						Year	2020-21	2021-22	2022-23	2023-24	2024-25	Number	96.03	97.60	94.07	96.49	97.80
Year	2020-21	2021-22	2022-23	2023-24	2024-25												
Number	96.03	97.60	94.07	96.49	97.80												
Average percentage = <u>96.40%</u>																	
Attach as Annexure(s)																	
<ul style="list-style-type: none">Any additional information.Institutional data in prescribed format.																	
2.1.2	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))																
	First Year Only																
	Year	Sanctioned Intake	No of Gen Students in all branches	No of SC Students in all branches	No of ST Students in all branches	No of OBC Students in all branches	No of Divyang Students in all branches										
Data is in the format CSE + CE + EE = Total																	

	<table><tr><td>2024</td><td>180+9*+39**</td><td>162</td><td>27</td><td>7</td><td>27</td><td>0</td></tr><tr><td>2023</td><td>180+9*+39**</td><td>166</td><td>29</td><td>5</td><td>20</td><td>0</td></tr><tr><td>2022</td><td>120+6*+26**</td><td>111</td><td>21</td><td>3</td><td>8</td><td>1</td></tr><tr><td>2021</td><td>120+6*</td><td>112</td><td>9</td><td>1</td><td>1</td><td>0</td></tr><tr><td>2020</td><td>120+6*</td><td>98</td><td>11</td><td>2</td><td>10</td><td>0</td></tr></table>	2024	180+9*+39**	162	27	7	27	0	2023	180+9*+39**	166	29	5	20	0	2022	120+6*+26**	111	21	3	8	1	2021	120+6*	112	9	1	1	0	2020	120+6*	98	11	2	10	0
2024	180+9*+39**	162	27	7	27	0																														
2023	180+9*+39**	166	29	5	20	0																														
2022	120+6*+26**	111	21	3	8	1																														
2021	120+6*	112	9	1	1	0																														
2020	120+6*	98	11	2	10	0																														
2.1.2.1	<p>No. of actual students admitted from the reserved categories year wise during the last five years</p> <table><tr><td>Year</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Number</td><td>23</td><td>11</td><td>32</td><td>54</td><td>61</td></tr><tr><td>Earmarked as per GOI or State Govt (SC-22%, OBC–18%, ST-5%)</td><td>=26+21+6 =53</td><td>=26+21+6 =53</td><td>=26+21+6 =53</td><td>=39+32+9 =80</td><td>=39+32+9 =80</td></tr><tr><td>% of the Year</td><td>43.39</td><td>20.75</td><td>60.37</td><td>67.50</td><td>76.25</td></tr></table>	Year	2020-21	2021-22	2022-23	2023-24	2024-25	Number	23	11	32	54	61	Earmarked as per GOI or State Govt (SC-22%, OBC–18%, ST-5%)	=26+21+6 =53	=26+21+6 =53	=26+21+6 =53	=39+32+9 =80	=39+32+9 =80	% of the Year	43.39	20.75	60.37	67.50	76.25											
Year	2020-21	2021-22	2022-23	2023-24	2024-25																															
Number	23	11	32	54	61																															
Earmarked as per GOI or State Govt (SC-22%, OBC–18%, ST-5%)	=26+21+6 =53	=26+21+6 =53	=26+21+6 =53	=39+32+9 =80	=39+32+9 =80																															
% of the Year	43.39	20.75	60.37	67.50	76.25																															
	<p>Percentage per year= $\frac{\text{Actual No. of students admitted from the reserved categories}}{\text{No. of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$</p> <table><tr><td>Year</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Percentage(%)</td><td>43.39</td><td>20.75</td><td>60.37</td><td>67.50</td><td>76.25</td></tr></table> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>Average percentage= 53.652 %</p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none">No. of students admitted from the reserved category.Total No. of seats earmarked for reserved category as per State Government/Himachal Pradesh Technical University rules.	Year	2020-21	2021-22	2022-23	2023-24	2024-25	Percentage(%)	43.39	20.75	60.37	67.50	76.25																							
Year	2020-21	2021-22	2022-23	2023-24	2024-25																															
Percentage(%)	43.39	20.75	60.37	67.50	76.25																															
2.1.3	<p>Principal/Director Name: Prof. (Dr.) Umesh C Rathore</p> <p>Date of Birth: 07 Jan 1970 Age: 55 yrs. months (age <65 yrs)</p> <p>Qualifications: Ph. D. in Engg / Ph. D. in Sciences / Ph. D. in Mgmt. / Ph. D. in Pharmacy / Ph. D. in Maths /Non-Ph.D / No Principal (Pl. tick)</p> <p>Date of appointment in the present institution: May 2025</p>																																			

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	01	05	0	
2.		Mechanical	0	0	01	0	
3.		Electrical	0	0	05	0	
4.		Computer	0	01	01	0	
5.		Applied Science & Humanities	0	02	02	0	
6.	M. Tech.	Electrical	0	0	0	0	
		Total	18				

Principal recruited/appointment ratified through H.P. Technical University: Yes [☒], No [☐]
If no, Reason thereof:

2.1.4: Teaching Faculty Position:- Department wise (Enclose copies of all degrees & Aadhar Card):

2.1.5 Faculty: Students' ratio:-

Norms	Required	Actual	Deficiency
Engg (UG) =1:20	1:20	1:42	
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 2nd, 3rd and 4th years of B.Tech. programmes and overall ratio should also be 1:20.

For PG Courses:

One professor with Ph. D. in concerned discipline and two Associate Professors/Assistant Professors with minimum M. Tech. Qualifications are necessary, exclusive of UG load.

2.1.6 Total Staff Position of the College/Institution

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
18	03

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

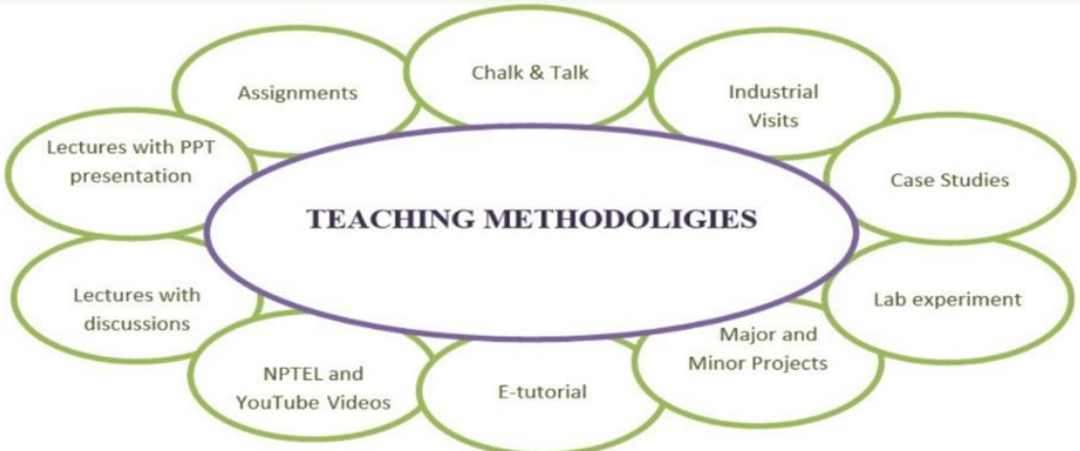
iv) Appointment/Ratification of Faculty through H.P. Technical University Selection Committee (Private College):

No. of faculty recruited/ratified through University: NA

Key Indicator-2.2 Catering to Student Diversity

Item No.	Particulars
2.2.1	<p>The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners</p> <p>The institute is affiliated to Himachal Pradesh Technical University, so the institute follows every guideline and instruction disbursed by the University. At the Institute level students are accessed through various academic evaluations such as tests, assignments, and class participation such as mid semester Tests, Quizzes, assignments, Seminars, Lab Practicals, viva voce, and End Semester Examinations. During the semester students have to undergo various other co-curricular activities such as NCC, NSS, Hackathons, tech-fest, etc which groom students in all aspects. Based on these assessments, students are identified as either advanced learners or slow learners.</p> <p>To cater to the diverse learning needs, the institution organizes special programmes tailored to each group. Advanced learners are provided with enrichment activities such as advanced workshops, seminars, research opportunities, and mentorship programmes to help them further excel in their academic and professional pursuits.</p> <p>For slow learners, remedial classes, peer tutoring and one-on-one mentoring are conducted to help them grasp fundamental concepts and improve their academic performance. These targeted interventions ensure that all students receive the necessary support and motivation to reach their full potential.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Paste link for additional information, if any. • Any additional information
2.2.2	<p>Students : Full time teacher ratio (Data for the latest completed academic year)</p> <p>Students : teachers :: 42:1</p> <p>Data requirement:</p> <ul style="list-style-type: none"> • Total No. of students enrolled in the institution.=755 • Total No. of full time teachers in the institution.=18 <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Any additional information.

Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars
2.3.1	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies used for enhancing learning experiences</p> <p>At Govt. Hydro Engineering College Bandla, student-centric methods such as experiential learning, participative learning, and problem-solving methodologies are key to enhancing the overall learning experience. Experiential learning is emphasized by providing students with hands-on opportunities through projects, fieldwork, and internships, allowing them to apply theoretical concepts to real-world scenarios. These experiences help bridge the gap between classroom learning and practical application, ensuring students are well-prepared for industry challenges. Participative learning encourages active engagement in the learning process through collaborative discussions, group work, and interactive sessions. This method fosters an environment where students learn from one another, improving their communication, critical thinking, and teamwork skills. Problem-solving methodologies are incorporated into the curriculum to promote analytical thinking and creativity. Students are encouraged to address complex issues in hydro engineering, evaluate different solutions, and apply the most effective strategies. These student-centric approaches at Govt. Hydro Engineering College Bandla not only enhances academic learning but also equip students with essential skills in problem-solving, communication, and collaboration, ensuring they are ready to contribute meaningfully to the field of hydro engineering and related industries.</p> 
2.3.2	<p>Teachers use ICT enabled tools for effective teaching-learning process.</p> <p>At Govt. Hydro Engineering College Bandla, teachers effectively integrate ICT-enabled tools to enhance the teaching-learning process. These modern tools provide dynamic platforms for delivering lessons, fostering interactive learning, and improving student engagement. Digital resources such as multimedia presentations, simulation software, and online learning management systems (LMS) are widely utilized to present complex concepts in a more accessible and engaging manner. The institute's classrooms, labs, and seminar halls are equipped with the latest Interactive panels. In total Institute possesses 05 Interactive panels, 02 Digital Podiums and 03 Projectors. All labs are 24-hour Internet ready. The academic block and admin block are enabled with Wi-Fi. for the internet. A 100 Mbps lease line is available. Additionally, video lectures, webinars, and guest lectures facilitate remote learning</p>

	and accessibility, ensuring students can learn at their own pace and convenience. The use of these ICT tools not only makes learning more interactive and effective but also prepares students for the technological demands of the modern engineering industry.
	<ul style="list-style-type: none"> Students are encouraged to attend the NPTEL, SWAYAM, and Swayamprabha courses.
2.3.3	<p>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</p> <p>The institute appoints a class in-charge of each class to mentor the students. The class in charge teaches that class, so every week, every class in charge has at least 4-5 hours of interaction with the student. Class incharges report to departmental OIC and OIC further report to the Director of the Institute.</p>
2.3.3.1	No. of mentors: 18
	No. of students assigned to each Mentor: 42
	<p>Mentor: Mentee :: 1:42</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Year wise number of students enrolled and full time teachers on roll. Circulars pertaining to assigning mentors to mentees Mentor/mentee ratio

Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars					
2.4.1	Average percentage of full time teachers against sanctioned posts during last five years					
	Full time teachers Year wise	2024	2023	2022	2021	2020
	No. of full-time teachers	18	19	20	19	15
	No. of sanctioned posts	68	59	59	59	47
	Percentage per Year	26.47	32.20	33.89	32.20	31.91
	<ul style="list-style-type: none">No. of full time teachers =18No. of sanctioned posts = 67					
	Formula:					
	Percentage per year= $\frac{\text{No. of full time teachers}}{\text{No. of sanctioned posts}} \times 100$					
	Average percentage = $\frac{\sum \text{Percentage per year}}{5} = 31.34$					
	Attach as Annexure(s)					
2.4.2	<ul style="list-style-type: none">Year wise full time teachers and sanctioned posts for five years.Any additional information.List of the faculty members authenticated by the Head of HEI.					
	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)					
	Name	Destination	Highest Degree	Year of Award of Degree	Year of Appointment in Institute	
	Prof Umesh Rathore	Director-cum-Principal	Ph.D.		2025	
	Dr. Sunita Thakur	Associate Professor	Ph.D	2008	2025	
	Dr. Desh Raj Thakur	Associate Professor	Ph.D	2021	2025	
	Dr. Abhishek Dhiman	Assistant Professor	Ph.D.	2017	2023	
	Sh. Vinay Sharma	Assistant Professor	M.Sc.	2004	2022	
	Sh. Ankush Banyal	Assistant Professor	B.Tech + GATE	2010	2023	
	Dr. Shashi Gurang	Associate Professor	Ph.D.	2020	2021	

	Sh. Ravi Kumar	Assistant Professor	M.Tech	2014	2024	
	Dr. Mahesh Kumar	Associate Professor	Ph.D	2023	2024	
	Dr. Anshul Sud	Assistant Professor	Ph.D	2024	2025	
	Er. Samil Ahmed	Assistant Professor	M.Tech	2016	2018	
	Er. Pankaj Chauhan	Assistant Professor	ME	2016	2019	
	Er. Nishant Singh Chandel	Assistant Professor	M.Tech	2017	2020	
	Er. Ankur Thakur	Assistant Professor	M.Tech	2015	2024	
	Er. Aditi Sharma	Assistant Professor	ME	2014	2023	
	Dr. Sita Ram	Assistant Professor	PH. D	2020	2020	
	Er. Nitish Verma	Assistant Professor	M Tech	2014	2020	
	Er. Manik Dogra	Assistant Professor	MTech	2016	2020	
	Er. Nikhil Sukija	Assistant Professor	M.E.	2017	2025	
	2.4.2.1		No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years			
	Year	2021	2022	2023	2024	2025
Number	04	04	05	06	06	
Full time Teachers	19	20	19	18	21	
Percentage per year	21	20	26.31	33.33	28.57	
Formula: <div>Percentage per year= $\frac{\text{No. of full time teachers with Ph.D./D.Sc./D.Lit.} \times 100}{\text{Total No. of full time teachers}}$</div> Average percentage = $\frac{\sum \text{Percentage per year}}{5} = 25.84$ Attach as Annexure(s) <ul style="list-style-type: none">Any additional information.List of full time teachers with Ph.D./D.Sc./D.Lit. and number of full time teachers for five years.						
2.4.3	Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years)					
2.4.3.1		Total experience of full time teachers.				
Name of Faculty	Teaching Experience (Years)	Industry Experience (Years)	Total Experience (Years)	Designation	Department	PAN
Prof Umesh Rathore	25	5	30	Director-cum-Principal		
Dr. Sunita Thakur	16	0	16	Associate Professor	AS&H	ARGPC7174A
Dr. Desh Raj Thakur	10	0	10	Associate Professor	AS&H	CCCPR7093G

Dr. Abhishek Dhiman	9	0	9	Assistant Professor	AS&H	AVFPD6843C
Sh. Vinay Sharma	18	0	18	Assistant Professor	AS&H	CAYPS4498G
Sh. Ankush Banyal	13	1	14	Assistant Professor	ME	AUDPB4867H
Dr. Shashi Gurang	10	0	10	Associate Professor	CSE	BAFPG1352M
Sh. Ravi Kumar	13	0	13	Assistant Professor	CSE	DITPK6553E
Dr. Mahesh Kumar	16	0	16	Associate Professor	Civil	BHAPK1917L
Dr. Anshul Sud	9	0	9	Assistant Professor	Civil	DKNPS9564K
Er. Samil Ahmed	9	0	9	Assistant Professor	Civil	COKPP3744N
Er. Pankaj Chauhan	9.5	0	9.5	Assistant Professor	Civil	
Er. Nishant Singh Chandel	5.5	0	5.5	Assistant Professor	Civil	BSQPC7338J
Er. Ankur	6.5	3.5	10	Assistant Professor	Civil	AOVPT4538B
Er. Aditi Sharma	9	0	9	Assistant Professor	Electrical	DPQPS7857K
Dr. Sita Ram	19	02	21	Assistant Professor	Electrical	ASEPR3394L
Er. Nitish Verma	11	0	11	Assistant Professor	Electrical	AVMPV8738R
Er. Manik Dogra	13	4	17	Assistant Professor	Electrical	ATRPD4089Q
Er. Nikhil Sukija	7	0	7	Assistant Professor	Electrical	AXXPN8905D

Formula:

$$\frac{\text{Sum of total experience of full time teachers in the same institution}}{\text{No. of full time teachers}}$$

Average teaching experience = $\frac{204}{18} = 11.33$ Years

Attach as Annexure(s)

- Any additional information.
- List of teachers including their PAN, designation, department and experience details

Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	<p>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</p> <p>During the Semester, Two mid-semester tests are conducted covering half of the syllabus</p>

	<p>each time. A minimum of two assignments are given to students having variety and levels of questions. Students participate in Quiz, seminars, project vivas etc. Apart from that students are provided with detailed guidelines on the syllabus, marking scheme, and evaluation criteria including. Open communication is encouraged between students and faculty to address any concerns.</p>
2.5.2	<p>Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient</p> <p>Grievances is handled by internal examination incharge and OIC academics under the chairmanship of Director Cum Principal keeping following below points in mind:</p> <ul style="list-style-type: none"> • Prompt Acknowledgment: Acknowledge receipt of the grievance within a specified timeframe. • Thorough Investigation: Conduct a thorough and impartial investigation into the grievance. • Timely Resolution: Resolve grievances within a reasonable time frame, keeping the complainant informed of the progress.

Key Indicator-2.6 Student Performance and Learning Outcome

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

Item No.	Particulars																																																																									
2.6.1	<p>Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.</p> <p>The institution employs a robust communication mechanism to ensure that students and faculty are well-informed about COs. All these COs and POs are discussed with the students during their 21-day induction program. COs are also discussed with the students during their first class of each course. COs are also made available to the students with the question paper during their MSTs.</p> <p>Describe course outcomes (COs) for all courses and mechanism of communication within minimum of 100-150 words and maximum of 500 words. (Annexure(s) attached)</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none">Any additional information.																																																																									
2.6.2	<p>Attainment of Programme outcomes and course outcomes are evaluated by the institution</p> <p>The attainment of POs, PSOs, and COs is measured through a combination of direct assessments (exams, projects, practical's), indirect assessments (feedback from students, faculty, and employers), and continuous monitoring. Every CO is mapped to the corresponding POs and PSOs. The attainment of COs directly influences the evaluation of POs and PSOs. The mapping ensures that each outcome is measured at multiple levels throughout the course and program.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none">Any additional information.																																																																									
2.6.3	<p>Average pass percentage of students during the last five years</p> <table><tr><td>2.6.3.1</td><td colspan="6">Total No. of final year students who passed the University examination year wise during the last five years.</td></tr><tr><td>2.6.3.2</td><td colspan="6">Total No. of final year students who appeared for the University examination year wise during the last five years</td></tr><tr><td></td><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td></tr><tr><td></td><td>No. of student appeared</td><td>NIL</td><td>133</td><td>129</td><td>128</td><td>126</td></tr><tr><td></td><td>CE</td><td>NA</td><td>62</td><td>65</td><td>63</td><td>63</td></tr><tr><td></td><td>EE</td><td>NA</td><td>71</td><td>64</td><td>65</td><td>63</td></tr><tr><td></td><td>CSE (AI & DS)</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr><tr><td></td><td>No. of students passed</td><td>NA</td><td>133</td><td>129</td><td>128</td><td>126</td></tr></table> <p>Formula:</p> <p>Percentage per year = $\frac{\text{Total No. of final year students who passed in the University examinations}}{\text{Total No. of final years students appeared for the University examinations}} \times 100$</p> <table><tr><td>No. of student appeared</td><td>Year 1 (2020)</td><td>Year 2 (2021)</td><td>Year 3 (2022)</td><td>Year 4 (2023)</td><td>Year 5 (2024)</td></tr><tr><td>No. of students passed</td><td>NA</td><td>100</td><td>100</td><td>100</td><td>100</td></tr></table>						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								Year 1	Year 2	Year 3	Year 4	Year 5		No. of student appeared	NIL	133	129	128	126		CE	NA	62	65	63	63		EE	NA	71	64	65	63		CSE (AI & DS)	NA	NA	NA	NA	NA		No. of students passed	NA	133	129	128	126	No. of student appeared	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	Year 4 (2023)	Year 5 (2024)	No. of students passed	NA	100	100	100	100
2.6.3.1	Total No. of final year students who passed the University examination year wise during the last five years.																																																																									
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No. of students passed	NA	100	100	100	100																																																																					

	<p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ (4 since there only four passout batches)</p> <p>Average percentage = 100</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • List of programmes and No. of students passed and appeared in the final year 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>Online student satisfaction survey regarding teaching learning process of about 20% students.</p> <p>(online survey to be conducted)</p> <p>Report attached as per Annexure</p> <p>Data requirement:</p> <ul style="list-style-type: none"> • Name/Class/Gender • Student Id Number/Adhar Id Number • Mobile Number • Email Id • Degree programme <p>(Data base of all currently enrolled students need to be prepared and shared with H.P. Technical University)</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Any additional information. • Database of all currently enrolled students

Criteria-3 Research, Innovations and Extension

Key Indicator 3.1 Resource, Mobilization for Research

Item No.	Particulars					
3.1.1	Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)					
3.1.1.1	Total grants from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)					
	Year	2020-21	2021-22	2022-23	2023-24	2024-25
	INR in Lakhs	NIL	NIL	NIL	NIL	NIL
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> Name of the Project/Endowments Name, Designation & Department of the Principal Investigator Year of Award Funds provided Duration of the Project <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. E-copies/hard copies of the grant award letters for sponsored research projects/endowments. List of endowments/projects with details of grants/hard copies 						
3.1.2	Percentage of departments having Research projects funded by government and non-government agencies during the last five years					
3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years					
	Year	2020-21	2021-22	2022-23	2023-24	2024-25
	Number	NIL	NIL	NIL	NIL	NIL
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> Name, Designation & Department of Principal Investigator Duration of project Name of the research project Amount/Fund received Name of the funding agency Year of sanction <p>Formula:</p> $\frac{\text{No. of departments having research projects funded by government/non-government agencies during the last five years}}{\text{Total No. of departments}} \times 100$ <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> List of research projects and funding details. Any additional information. Supporting document from Funding Agency. Paste link of Funding Agency website, if any. 						

3.1.3	Number of seminars/conferences/workshops conducted by the institution during the last five years					
3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years					
	Year	2021	2022	2023	2024	2025
	Number	NIL	NIL	NIL	1	1
<ul style="list-style-type: none"> Details are attached as annexure <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Report of the event. Any additional information. List of workshops/seminars during the last five years. 						

Key Indicator 3.2-Research Publication and Awards

Item No.	Particulars					
3.2.1	No. of papers published per teacher in the Journals notified on UGC website during the last five years					
3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five years					
	Year	2020	2021	2022	2023	2024
	Number	02	02	14	20	09
	<ul style="list-style-type: none"> Details are attached as annexure <p>Formula:</p> $\frac{\text{No. of publications in UGC notified journals during the last five years}}{\text{Average No. of full time teachers during the last five years}} = \frac{47}{18} = 2.61$ <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. List of research papers by title, author, department, name and year of publication 					
3.2.2	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					
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					
	Year	2020	2021	2022	2023	2024
	Number	02	-	-	01	04
	<p>Data requirement for last five years :</p> <p>Details are attached as annexure</p> <ul style="list-style-type: none"> Name of the teacher: Title of the paper Title of the book published: Name of the author/s: Title of the proceedings of the conference Name of the publisher: National/International National/International: ISBN/ISSN number of the proceedings Year of publication. <p>Formula:</p> $\frac{\text{Total No. of books and chapters in edited volume, books, published and papers in National/International conference proceedings during the last five years}}{\text{Average No. of full time teachers during the last five years}} = \frac{07}{18} = 0.38$ <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. List of books and chapters edited volumes/books published 					

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

Item No.	Particulars						
3.3.1	Extension activities carried out in the neighbourhood community, sensitizing students to social issues for their holistic development, and impact hereof during the last five years						
	Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 150 words						
	<ul style="list-style-type: none">Details are attached as annexure Attach as Annexure(s) <ul style="list-style-type: none">Any additional information.						
3.3.2	No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years						
	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					
		Year	2021	2022	2023	2024	2025
		Number	NIL	NIL	NIL	NIL	NIL
	Data requirement for last five years: <ul style="list-style-type: none">Name of the activityName of the award/recognitionName of the Awarding government/government recognized bodiesYear of the award Attach as Annexure(s) <ul style="list-style-type: none">Any additional information.Number of awards for extension activities in last five years (data template)E-copy/hard copies of the award letters						
3.3.3	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						
	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					
		Year	2021	2022	2023	2024	2025
		Number	NIL	NIL	NIL	NIL	NIL
	Data requirement for the last five years: <ul style="list-style-type: none">Name and No. of the extension and outreach programmesName of the collaborating agency: Government/Non-Government, industry, community with contact details Attach as Annexure(s) <ul style="list-style-type: none">Reports of the event organized.						

	<ul style="list-style-type: none"> Any additional information. No. of extension and outreach programmes conducted with industry, community etc. for the last five years 					
3.3.4	Average percentage of students participating in extension activities at 3.3.3 above during the last five years					
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					
	Year	2021	2022	2023	2024	2025
	Number	NIL	NIL	NIL	NIL	NIL
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> Name of the activity Name of the scheme Year of the activity No. of teachers participating in such activities No. of students participating in such activities <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total No. of students participated in such activities} \times 100}{\text{No. of students}}$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Reports of the event. Any additional information. Average percentage of students participating in extension activities with Government or NGO etc. 						

Key Indicator 3.4: Collaboration

Item No.	Particulars					
3.4.1	Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years					
	<ul style="list-style-type: none"> 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 					
	Year	2020	2021	2022	2023	2024
	Number	NIL	02	02	02	NIL
Details are attached as annexure						
3.4.2	No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years					
	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				
	Year	2020	2021	2022	2023	2024
	Number	NIL	05	NIL	05	02
Details are attached as annexure						

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

Item No.	Particulars
4.1.1	<p>Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions.</p> <p>The infrastructure and physical facilities at Government Hydro Engineering College, Bandla, Bilaspur (HP-174001), meet the minimum specified requirements set by statutory bodies such as AICTE. The campus is equipped with well-ventilated classrooms, fully functional laboratories, and modern computing facilities that support effective teaching-learning processes. The institution provides adequate internet connectivity, a well-stocked library, and seminar halls to encourage academic engagement. Specialized laboratories for core engineering disciplines are in place, aligning with curriculum standards. Hostel facilities, hygienic canteen services, and sports infrastructure further support student well-being. Regular maintenance ensures safety and usability of all physical assets, thereby fostering a conducive learning environment</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information.
4.1.2	<p>Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</p> <p>Our institution offers diverse facilities for cultural, sports, and recreational activities to support holistic development. A 200-seat open-air theatre is functional, while a 400-seat theater is under construction for larger events. A students yoga club for relaxation and mindfulness is functional in the institution. Sports facilities include a playground for field activities, with volleyball, and badminton courts in the pipeline. Plans for a state-of-the-art gymnasium are underway to promote fitness and wellness. Indoor games like table tennis, chess, and carrom ensure year-round recreation. These facilities foster creativity, physical fitness, and community bonding, empowering students to excel in diverse pursuits.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information.
4.1.3	<p>Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.</p> <p>4.1.3.1 No. of classrooms and seminar halls with ICT facilities</p> <p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> No. of classrooms with LCD facilities-03 classrooms(220, 325 and 303) No. of classrooms with Wi-Fi/LAN facilities- 12 Rooms having LAN Facilities No. of smart classrooms: 05 (classroom with LCD or Projectors)(Projector in 304 and 323) No. of classrooms with LMS facilities : Nil No. of seminar halls with ICT facilities : 02 <p>Formula:</p> $\frac{\text{No. of classrooms and seminar halls with ICT facilities}}{\text{Total No. of classrooms/seminar halls in the institution}} \times 100 = 50\%$ <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Details of classrooms and seminar halls with ICT enabled facilities : 220, 325, 303, 323, 304, Seminar Hall (3rd floor)

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)

Year	2020-21	2021-22	2022-23	2023-24	2024-25
INR in lakhs	3800	3000	2500	768.1422	400
Total Expenditure excluding salary	3899.65468	3234.45012	2775.13776	970.93009	970.81228

Date requirement for the last five years:

Expenditure for infrastructure augmentation.

Total expenditure excluding salary

Formula:

Percentage per year=

Expenditure for infrastructure augmentation excluding salary

Total expenditure excluding salary

x 100

Year	2020-21	2021-22	2022-23	2023-24	2024-25
percentage	97.44452552	92.75146899	90.08561795	79.1140586	41.2026103

Average percentage

=

Σ

Percentage per year

=

80.11965625

5

Attach as Annexure(s)

Any additional information.

Audited utilization statements.

Details of budget allocation, excluding salary during the last five years

Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars
4.2.1	<p>Library is automated using Integrated Library Management System (ILMS)</p> <p>A well-stocked library is a vibrant hub of knowledge, offering a diverse collection of books, periodicals, and other resources. Within its walls, students and researchers can explore various subjects, from fiction and literature to science and history. The library provides a tranquil space for focused study and exploration, fostering a love of learning. Neatly organized shelves hold a vast array of resources, encouraging discovery and the pursuit of knowledge. The library's quiet atmosphere allows for deep thinking and focused reading, enhancing the learning experience. Libraries play a crucial role in education, offering a wealth of resources that support learning and research. They provide a space for students to engage with different subjects, expand their knowledge, and develop critical thinking skills. Beyond textbooks and course materials, libraries offer a diverse range of books, magazines, and other media that cater to various interests and learning styles. This vast resource collection allows students to delve into areas that pique their curiosity, enriching their academic journey and fostering a lifelong love of reading.</p> <ul style="list-style-type: none"> • Name of ILMS software - nil • Nature of automation (fully or partially) - nil • Version - nil • Year of automation – nil <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Any additional information. • Paste link for additional information, if any
4.2.2	<p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> (1) e-journals (2) e-Sodh Sindhu (3) Shodhganga Membership (4) E-books (5) Databases (6) Remote access to e-recourses <p>Options:-</p> <ol style="list-style-type: none"> (A) Any 4 or more 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>Database : DELNET Data requirement for last five years:</p> <ul style="list-style-type: none"> • Details of membership • Details of subscription <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Any additional information. • Detail of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.

4.2.3	Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)					
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)					
	Year	2022(Books)	2023(journals)	2024(journals)	2024(Books)	2025
	INR in Lakhs	10.44522	0.44290	0.47390	0.66366	Nil
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none">Expenditure on the purchase of books/e-booksExpenditure on the purchase of journals/e-journalsYear of expenditure <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> 5</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none">Any additional information.<ul style="list-style-type: none">H.P. Computer All In OneYear 2023-649950/-News paperYear 2023 -17763Year 2024-18869Audited statement of accounts- NILDetails of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years.						
Percentage per day usage of library by teachers and students (foot falls and login data for online access)						
4.2.4.1	No. of teachers and students using library per day over last one year.					
<p>Data requirement</p> <ul style="list-style-type: none">Attach last page of accession register detailsMethod of computing per day usage of library-10 to 15No. of users using library through e-accessNo. of physical users accessing library-25 to 35 <p>Formula:</p> <p style="text-align: center;"><u>No. of teachers and students using library per day</u> x 100 Total No. of teachers and students</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none">Any additional information.Details of library usage by teachers and students.						

Key Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	<p>Institution frequently updates its IT facilities including Wi-Fi</p> <p>The institution regularly updates its IT facilities to ensure a technologically advanced and user-friendly environment. Wi-Fi connectivity is provided in both the campus and hostels, enabling seamless access to online resources. CCTV cameras for classrooms, campus and hostels were purchased for surveillance and security purpose on 29/03/2023. Additionally, digital podiums and LED have been procured for the seminar and conference halls on 04/10/2023. 7 All in One Desktop for e-digital library procured on 01/12/2023. Microphone and PTZ Camera for video conferencing purchased on 08/01/2024. The Internet speed is upgraded to 500 Mbps from 150 Mbps w.e.f 1 Aug 2024. Two new colour printers were also purchased on 14/03/2024. The facilities are updated time to time. 150 new All in One computer were also installed in different labs.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Paste link for additional information, if any.
4.3.2	<p>Student-Computer ratio (Data for the latest completed academic year)</p> <p>No. of students: No. of Computers: 4:1 (758: 196)</p> <p>Data requirement:</p> <ul style="list-style-type: none"> No. of computers in working condition=196 (only labs and e-digital library excluding admin office) Total no. of computers=196 (only labs and e-digital library excluding admin office) <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Student-computer ratio
4.3.3	<p>Bandwidth of Internet connection in the Institution</p> <p>Options:</p> <p>(A) 10 GBPS (B) 1 GBPS (C) 750 MBPS (D) 500 MBPS (E) Others (specify)</p> <p>Data requirement:</p> <ul style="list-style-type: none"> Available internet bandwidth- 500 MBPS. <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Details of available bandwidth of internet connection in the institution

Key Indicator 4.4 Maintenance of Campus Infrastructure

Item No.	Particulars																	
4.4.1	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)																	
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)																	
	Year	2020-21	2021-22	2022-23	2023-24	2024-25												
	INR in lakhs			0.45247	3.96023	5.64209												
	Total Expenditure excluding salary	3899.65468	3234.45012	2775.13776	970.93009	970.81228												
Data requirement year wise: (As per data template in Section B)																		
<ul style="list-style-type: none">Non salary expenditure incurredExpenditure incurred on maintenance of campus infrastructure																		
Formula:																		
$\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$																		
<table><tr><td>Year</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>percentage</td><td>0</td><td>0</td><td>0.016304416</td><td>0.40788004</td><td>0.58117209</td></tr></table>							Year	2020-21	2021-22	2022-23	2023-24	2024-25	percentage	0	0	0.016304416	0.40788004	0.58117209
Year	2020-21	2021-22	2022-23	2023-24	2024-25													
percentage	0	0	0.016304416	0.40788004	0.58117209													
$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5} = 0.201071308$																		
Attach as Annexure(s)																		
<ul style="list-style-type: none">Any additional information.Audited statements of accounts.Details about assigned budget and expenditure on physical facilities and academic support facilities																		
4.4.2	Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.																	
	The college is currently under construction, with National Projects Construction Corporation (NPCC) Ltd. serving as the Project Management Consultancy. An agreement between the institute and NPCC, signed on April 4, 2018, includes a one-year liability period post-handover for addressing construction-related maintenance. Until the project's completion, all maintenance of infrastructure and construction elements is the responsibility of NPCC. The institute presently employs six sanitation staff who manage daily cleaning and upkeep. The college independently handles minor sanitation expenditures such as floor cleaners and dustbins. Solid waste management is carried out by the Municipal Corporation under a formal agreement. Academic and support facilities currently in use, such as classrooms and laboratories, are maintained through routine cleaning and monitoring to ensure a safe and functional environment for staff and students.																	

	Attach as Annexure(s) <ul style="list-style-type: none">• Any additional information.• Paste link for additional information, if any.
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Criterion 5-Student Support and Progression
Key Indicator 5.1 Student Support

Item No.	Particulars																	
5.1.1	Average percentage of students benefitted by scholarships and freeships provided by the Government during the last five years.																	
	5.1.1.1	No. of students benefitted by scholarships and freeships provided by the Government year wise during the last five years																
		Year	2025	2024	2023	2022	2021											
		Number	176	105	84	55	40											
	Data requirement year wise:																	
	<ul style="list-style-type: none">Name of the SchemeNo. of students benefitted/benefiting																	
	Formula: <div>Percentage per year = $\frac{\text{No. of students benefited by scholarships and freeships by government}}{\text{No. of students}} \times 100$</div>																	
	<table><tr><td>Year</td><td>2025</td><td>2024</td><td>2023</td><td>2022</td><td>2021</td></tr><tr><td>Percentage</td><td>23.31125828</td><td>16.35514019</td><td>15.78947368</td><td>11.34020619</td><td>10.5820106</td></tr></table>						Year	2025	2024	2023	2022	2021	Percentage	23.31125828	16.35514019	15.78947368	11.34020619	10.5820106
	Year	2025	2024	2023	2022	2021												
	Percentage	23.31125828	16.35514019	15.78947368	11.34020619	10.5820106												
<div>Average percentage = $\frac{\sum \text{Percentage per year}}{5} = 15.47561778$</div>																		
Attach as Annexure(s) <ul style="list-style-type: none">Self attested letter with the list of students sanctioned scholarship.Any additional information.																		
5.1.2	Average percentage of students benefitted by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years																	
	5.1.2.1	Total No. of students benefitted by scholarships, freeships, etc. provided by the institution/non-government agencies year wise during the last five years																
		Year	2025	2024	2023	2022	2021											
		Number	NIL	NIL	NIL	NIL	NIL											
	Data requirement for last five years:																	
	<ul style="list-style-type: none">Name of the scheme with contact informationNo. of students benefitted/benefiting																	
	Formula: <div>Percentage per year = $\frac{\text{Total No. of students benefitted by scholarships and freeships provided by the institution or non-government agencies}}{\text{Total No. of students}} \times 100$</div>																	
	<div>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</div>																	
	Attach as Annexure(s) <ul style="list-style-type: none">Any additional information.No. of students benefitted by scholarships and freeships provided by institution/non-																	

	government agencies in last five years					
5.1.3	Capacity building and skills enhancement initiatives taken by the institution including the following: <ol style="list-style-type: none"> (1) Soft skills (2) Language and communication skills (3) Life skills (Yoga, physical fitness, health and hygiene) (4) ICT/computing skills Options:- <ol style="list-style-type: none"> (a) All of the above. (b) 3 of the above (c) 2 of the above (d) 1 of the above (e) None of the above <p>Data requirement:</p> <ul style="list-style-type: none"> Name of the capacity building and skills enhancement initiatives Year of implementation No. of students enrolled Name of the agencies involved with contact details <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Link to the institution website, if any. Details of capability building and skill enhancement initiatives. 					
5.1.4	Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years					
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					
	Year	2025	2024	2023	2022	2021
	Number	NIL	NIL	NIL	NIL	NIL
	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> Name of the scheme-NIL No. of students who have passed in the competitive examination=37 No. of students placed=98 <p>Formula:</p> <p>Percentage per year = $\frac{\text{No. of students benefitted by guidance for competitive examination and career counselling offered by the institution}}{\text{No. of students}} \times 100$</p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. No. of students benefitted by guidance for competitive examinations and career counselling during the last five years. 					
5.1.5	The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases.					

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

Options:

- (A) All of the above
- (B) 3 of the above
- (C) 2 of the above
- (D) 1 of the above
- (E) None of the above

Attach as Annexure(s)

- Details of students grievances redressal policy including sexual harassment and ragging cases, No. of cases received and redressed.
- Minutes of the meetings of Students' Redressal Committee, Prevention of Sexual Harassment Committee and Anti Ragging Committee.
- Any additional information.

Key Indicator 5.2 Students' Progression

Item No.	Particulars																																																																																		
5.2.1	Average percentage of placement of outgoing students during the last five years																																																																																		
	5.2.1.1	No. of outgoing students placed year wise during the last five years																																																																																	
		Year	2020-21	2021-22	2022-23	2023-24	2024-25 (till 05/06/2025)																																																																												
		Number	22	20	15	7	4																																																																												
	Data requirement for last five years																																																																																		
<ul style="list-style-type: none">Name of the employer with contact detailsNo. of students placed																																																																																			
<table><tr><th>SNo.</th><th>Name of the employer with contact details</th><th>No. of students placed</th></tr><tr><td>1</td><td>Pie Infocomm PVT. LTD.</td><td>17</td></tr><tr><td>2</td><td>Microtek</td><td>13</td></tr><tr><td>3</td><td>Govt of HP</td><td>9</td></tr><tr><td>4</td><td>Hartek Power Private Limited</td><td>5</td></tr><tr><td>5</td><td>GREEN KO</td><td>4</td></tr><tr><td>6</td><td>Govt of India</td><td>2</td></tr><tr><td>7</td><td>GR Infraprojects Ltd.</td><td>1</td></tr><tr><td>8</td><td>Bharat Buildcon</td><td>1</td></tr><tr><td>9</td><td>C&E Consultancy Shimla</td><td>4</td></tr><tr><td>10</td><td>PSK Group</td><td>2</td></tr><tr><td>11</td><td>Surya construction Chandigarh</td><td>1</td></tr><tr><td>12</td><td>Birla Group, MP</td><td>1</td></tr><tr><td>13</td><td>SJVN Ltd</td><td>2</td></tr><tr><td>14</td><td>Assystem STUP Consultants Pvt. Ltd</td><td>1</td></tr><tr><td>15</td><td>Unipro Techno Infrastructure Ltd.</td><td>1</td></tr><tr><td>16</td><td>Pearce Global Services Private Limited.</td><td>1</td></tr><tr><td>17</td><td>Vishal Construction Company</td><td>1</td></tr><tr><td>18</td><td>SCG contracts India Pvt Ltd, Greater Noida</td><td>1</td></tr><tr><td>19</td><td>Weaverbird Engg & Technology Pvt Ltd, New Delhi</td><td>1</td></tr><tr><td>20</td><td>Tech Marbles Web Solutions Ltd</td><td>1</td></tr><tr><td>21</td><td>Spray engineering devices limited Mohali Punjab</td><td>1</td></tr><tr><td>22</td><td>JBM EV Industries</td><td>1</td></tr><tr><td>23</td><td>Anayat Global Works Private Limited</td><td>1</td></tr><tr><td>24</td><td>Blupine Energy, Gurgaon</td><td>1</td></tr><tr><td>25</td><td>DeReCo Corp. Pvt. Ltd., Gurgaon</td><td>1</td></tr></table>						SNo.	Name of the employer with contact details	No. of students placed	1	Pie Infocomm PVT. LTD.	17	2	Microtek	13	3	Govt of HP	9	4	Hartek Power Private Limited	5	5	GREEN KO	4	6	Govt of India	2	7	GR Infraprojects Ltd.	1	8	Bharat Buildcon	1	9	C&E Consultancy Shimla	4	10	PSK Group	2	11	Surya construction Chandigarh	1	12	Birla Group, MP	1	13	SJVN Ltd	2	14	Assystem STUP Consultants Pvt. Ltd	1	15	Unipro Techno Infrastructure Ltd.	1	16	Pearce Global Services Private Limited.	1	17	Vishal Construction Company	1	18	SCG contracts India Pvt Ltd, Greater Noida	1	19	Weaverbird Engg & Technology Pvt Ltd, New Delhi	1	20	Tech Marbles Web Solutions Ltd	1	21	Spray engineering devices limited Mohali Punjab	1	22	JBM EV Industries	1	23	Anayat Global Works Private Limited	1	24	Blupine Energy, Gurgaon	1	25	DeReCo Corp. Pvt. Ltd., Gurgaon	1
SNo.	Name of the employer with contact details	No. of students placed																																																																																	
1	Pie Infocomm PVT. LTD.	17																																																																																	
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8	Bharat Buildcon	1																																																																																	
9	C&E Consultancy Shimla	4																																																																																	
10	PSK Group	2																																																																																	
11	Surya construction Chandigarh	1																																																																																	
12	Birla Group, MP	1																																																																																	
13	SJVN Ltd	2																																																																																	
14	Assystem STUP Consultants Pvt. Ltd	1																																																																																	
15	Unipro Techno Infrastructure Ltd.	1																																																																																	
16	Pearce Global Services Private Limited.	1																																																																																	
17	Vishal Construction Company	1																																																																																	
18	SCG contracts India Pvt Ltd, Greater Noida	1																																																																																	
19	Weaverbird Engg & Technology Pvt Ltd, New Delhi	1																																																																																	
20	Tech Marbles Web Solutions Ltd	1																																																																																	
21	Spray engineering devices limited Mohali Punjab	1																																																																																	
22	JBM EV Industries	1																																																																																	
23	Anayat Global Works Private Limited	1																																																																																	
24	Blupine Energy, Gurgaon	1																																																																																	
25	DeReCo Corp. Pvt. Ltd., Gurgaon	1																																																																																	

		26	NTPC		1		
		27	Tmg Engineers and Associates, Chandigarh		1		
		28	Bharat construction India Pvt.Ltd, Kangra		1		
		29	Dyson Group		1		
		30	ROHM semiconductor Pvt. Ltd.		1		
		31	SmartPingAI, Mohali		1		
		32	J kumar InfraProjects Ltd , Maharashtra		1		
		33	Infotechmon Ind Pvt Ltd, Mohali		1		
		34	SPACE Design Consultants, Una		1		
	Formula: Percentage per year = $\frac{\text{No. of outgoing students placed} \times 100}{\text{No. of outgoing students}}$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$						
		Year	2020-21	2021-22	2022-23	2023-24	2024-25
		No. of outgoing students placed	22	20	15	7	4
		No. of outgoing students	133	129	128	126	134
		Percentage per year	16.54	15.50	11.72	5.56	2.99
		Average percentage=	10.46153846				
	Attach as Annexure(s) <ul style="list-style-type: none">Self attested list of students placed, during last five years.Any additional information.						
5.2.2	Average percentage of students progressing to higher education during the last five years						
5.2.2.1	No. of outgoing students' progression to higher education						
	Data requirement: No. of students proceeding from <ul style="list-style-type: none">UG to PG:PG to M. Phil:PG to PhD:M. Phil to Ph.D.:Ph. D. to Post Doctoral:						
		Year	2020-21	2021-22	2022-23	2023-24	2024-25
		No. of students proceeding from UG to PG:	3	5	9	10	0

	No. of students proceeding from PG to M. Phil:	-	0	0	0	0	
	No. of students proceeding from PG to PhD:	-	0	0	0	0	
	No. of students proceeding from M. Phil to Ph.D.:	-	0	0	0	0	
	No. of students proceeding from Ph. D. to Post Doctoral:	-	0	0	0	0	
Formula: Percentage per year = $\frac{\text{No. of outgoing students progressing to higher education}}{\text{Total No. of final year students}} \times 100$							
	Year	2020-21	2021-22	2022-23	2023-24	2024-25	
	No. of outgoing students progressing to higher education	3	5	9	10	0	
	No. of outgoing students	133	129	128	126	134	
	Percentage per year	2.26	3.88	7.03	7.94	0.00	
	Average percentage=		5.23				
	Attach as Annexure(s) <ul style="list-style-type: none">Supporting data of students/alumni.Any additional information.Details of student progression to higher education						
-	Average percentage of students qualifying in State/National/International level examinations during the last five years (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					
		Year	2020-21	2021-22	2022-23	2023-24	2024-25
		Number	3	10	10	7	12
	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					
		Year	2020-21	2021-22	2022-23	2023-24	2024-25
		Number	133	129	128	126	134

Data Requirement for last five years:

No. of students selected to

- JAM
- NET
- SLET
- GATE
- GMAT
- CAT
- GPAT
- GRE
- TOEFL
- Civil Services
- State Government examinations
- Others (Specify)

SNo	No. of students selected to	No. of students
1	JAM	0
2	NET	0
3	SLET	0
4	GATE	28
5	GMAT	0
6	CAT	0
7	GPAT	0
8	GRE	0
9	TOEFL	0
10	Civil Services	0
11	State Government examinations	10
12	Others (SSC JE, PSU exams)	4

Formula:

Percentage per year = $\frac{\text{No. of students qualifying in State, National, International level examinations}}{\text{No. of students appeared for the State, National, International level exams.}} \times 100$

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$

Year	2020-21	2021-22	2022-23	2023-24	2024-25
No. of students qualifying in State, National, International level examinations	3	10	10	7	12
No. of students appeared for the State, National, International level	133	129	128	126	134

	exams.					
	Percentage per year	2.255639098	7.751937984	7.8125	5.555555556	8.955223881
	Average percentage=	32.62				

Attach as Annexure(s)

- Supporting data for the same.
- Any additional information.
- List of students qualifying in State/National/International level examinations during the last five years

Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars					
5.3.1	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) during the last five years.					
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.					
	Year	2025	2024	2023	2022	2021
	Number	NIL	NIL	NIL	NIL	NIL
5.3.2	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)					
	Describe the students' representation and engagement in various administrative, co-curricular and extra-curricular activities within 100-150 words.					
	Attach as Annexure(s) <ul style="list-style-type: none"> Any additional information. Paste link for additional information, if any. 					
5.3.3	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)					
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					
	Year	2025	2024	2023	2022	2021
	Number	NIL	NIL	02	NIL	NIL
	Data requirement for last five years: <ul style="list-style-type: none"> List of events/competitions Formula: $\frac{\text{No. of sports and cultural events/competitions in which students of the institution participated during the last 5 years}}{5}$ $= \underline{\underline{0.4}}$ Attach as Annexure(s) <ul style="list-style-type: none"> Report of the event. Any additional information. List of sports and cultural events/competitions in which students of the institution participated during the last five years. 					

Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	<p>Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services?</p> <p>The inception of Govt. Hydro Engineering College, Bilaspur was established in 2017, marked by the launch of its Bachelor of Technology program. Since then, a remarkable journey has unfolded, witnessing the graduation of four batches. Today, the esteemed alumni of this institution adorn influential positions across diverse industries, academia, and other spheres. The Govt. Hydro Engineering College, Bilaspur, stands committed to forging a cohesive platform that unites its alumni, fostering both personal and professional support through a collaborative spirit of "Self Help."</p> <p>While the dedicated space for the alumni association on the official website is currently in progress, the college has ingeniously established an online nexus through various social media conduits and direct interactions. This platform serves as a hub where the institute's alumni converge to further the welfare of current students. The foremost objectives encompass career counsel, guidance, and catalyzing placements. The alumni convocation transcended being a mere event, metamorphosing into a dynamic interface where present students could rekindle old connections, engage in nostalgia, and grasp the trajectory of their predecessors.</p> <p>The event transformed into engaging sessions, like a wellspring of knowledge flowing from successful alumni to empower today's students. The fundamental goal driving this alumni community is to cultivate a vibrant global network that blends with the college's progress. Alumni play a big role by joining in guest talks, career discussions, workshops, and more. This give-and-take relationship is further strengthened through direct mentorship, guiding students as they navigate their paths to professional growth.</p> <p>The prime focus of the alumni engagement is on:</p> <ul style="list-style-type: none"> • Planning and organizing successful reunions, which the institute has initiated from the academic year 2023-24 where 1st alumni meet of the institute was organized in 29 July 2023. • The institute is dedicated to organizing such events every year to provide direct interaction and benefits to the students studying at the institute. • Involving alumni in student development through participation in ongoing academic activities including teaching, research, workshops, conferences, placements, etc. • Initiating a process to promote the relevant fundraising activities to the development of the college. • Promoting best practices in different areas of social life for the benefit of society. • Promoting the possibilities of raising funds for research and scholarships for needy students through alumni contribution. <p>In nurturing a profound connection, the college maintains regular contact with alumni and revered former faculty. Through diverse channels like email groups and dynamic social</p>

	<p>platforms such as WhatsApp, Facebook, and Instagram, our esteemed alumni actively engage in crucial college activities like workshops, orientations, and career guidance.</p> <p>A recent alumnus gathering, encompassing all batches, marked a resounding achievement. This success not only inspired us but also enriched the GHEC, Bilaspur family by strengthening bonds and expanding connections. The event was a triumph, not just in terms of turnout, but also in the amalgamation of accomplished individuals from varied fields, sharing their life journeys for the enrichment of budding talents.</p> <p>The institution's roadmap includes annual alumni meets and felicitation programs. These platforms will honor alumni contributions to engineering while nurturing the careers of current students through mentorship, counseling, and scholarships.</p> <p>The GHEC alumni meet seamlessly brought together old friends, batchmates, and cherished memories, igniting a sense of revived companionship and enduring camaraderie.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Paste link for additional information, if any.
5.4.2	<p>Alumni contribution during the last five years (INR in lakhs)</p> <p>Options:</p> <p>(A) ≥ 5 lakhs (B) 4 lakhs – 5 lakhs (C) 3 lakhs – 4 lakhs (D) 1 lakh - 3 lakhs (E) ≤ 1 lakhs</p> <p>ANS: NIL Data requirement for last five years:</p> <ul style="list-style-type: none"> Alumni association/Name of the alumni: GHEC Alumni Cell Quantum of contribution: Currently there is no contribution of Alumni for the institution. We are expecting that alumni will make his/her contribution in future. Audited statement of account of the institution reflecting the receipts <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information.

Criterion 6-Governance, Leadership and Management
Key Indicator 6.1 Institutional Vision and Leadership

Item No.	Particulars
6.1.1	<p>The Governance of the institution is reflective of and in tune with the vision and mission of the institution</p> <p>The right to education is not only the right to access education but also the right to receive an education of good quality. Education must not only be available and accessible but also acceptable and adaptable. Quality is at the heart of education.</p> <p>Vision:</p> <p>To create skilled engineers for energy and other sectors.</p> <p>Mission:</p> <p>To develop a premier class institution equipped with quality infrastructure, resourceful faculty and skilled students for maintenance of high standards in academics and research.</p> <p>The vision of Government Hydro Engineering College, Bandla, Bilaspur (HP-174001) is to create skilled engineers for the energy and other sectors. Guided by this vision, the institution's mission focuses on developing a premier-class academic environment supported by quality infrastructure, competent faculty, and skilled students. The governance of the institution is transparent and participatory, promoting collaborative leadership and academic excellence. Perspective planning involves setting long-term goals aligned with national development in the energy sector, ensuring that academic and infrastructural growth is sustainable and industry-relevant. Teachers actively participate in various decision-making bodies such as academic councils, departmental committees, and curriculum development boards. Their involvement ensures that academic strategies, research initiatives, and institutional policies reflect both faculty insight and student needs, fostering an inclusive and forward-looking institutional culture.</p> <p>Institution focuses on development in educational, industrial and social change so as to fulfil the corresponding needs by providing well-established infrastructure & qualified staff which leads students towards technical & social excellence. Principal, Heads of department, Internal Quality Assurance Cell, Government person, Industry person. Heads of department review the department progress for continuous improvement.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Paste link for additional information, if any.
6.1.2	<p>The effective leadership is visible in various institutional practices such as decentralization and participative management</p> <p>At Government Hydro Engineering College, Bandla, Bilaspur (HP-174001), effective leadership is demonstrated through decentralization and participative management practices. A notable example is the successful organization of the college's annual technical and cultural fest. The</p>

planning and execution of the event were delegated to various committees comprising faculty coordinators and student representatives from each department. Each committee is responsible for specific tasks such as event scheduling, budgeting, hospitality, logistics, and publicity. Regular meetings were held where students and faculty collaboratively made decisions, ensuring transparency and shared responsibility. This decentralized approach empowered students, enhanced leadership skills, and ensured smooth coordination across departments. The initiative exemplified the institution's commitment to participative governance, where both faculty and students contribute to decision-making processes, fostering a sense of ownership and accountability at all levels.

Decentralization in working and grievance redressal mechanism

Anti-Ragging Discipline Committee constituted as per AICTE notification, is working in the institution since its inception under the chairmanship of Director-cum-Principal and members from the various fields like Police, Parents, NGO, faculty from each Department and Class Representatives etc. to curb the incidence of ragging.

Anti-Ragging committee:

Sr. No.	Name	Role in Committee
1	Director cum Principal	Chairman
2	Er. Ankush Banyal (OIC, AS&H)	Member Secretary
3	DR. Madhu Sharma (OIC,Civil)	Member
4	Dr. Sita Ram Bhardwaj, (OIC,EE)	Member
5	Sh. Vinay Sharma (AP,A&SH)	Member
6	CMO,Bilaspur	Member (External)
7	SHO Bilaspur	Member (External)
8	Mr. Satish (Pardhan Panchyat Bandla)	Member (External)
9	Mr. Subash Thakur (Janta TV Electronic)	Media Representative
10	Vipin Kumar, Kamdhenu Hitkari Munch	NGO Representative
11	Pritam Singh	Representative of Parents
12	Sh. Yog Raj Representative of Parents	Member (External)
13	All CR,s 3rd, 5th, 7th	Students Representative

In order to redress the grievances of students/faculty/staff through online/offline mode, Grievance Redressal Committee at institution level has been constituted

Student Grievance Cell:

Sr. No.	Name	Role in Committee
1	Director cum Principal	Chairman
2	Dr. Mahesh Kumar	Member Secretary
3	Mr. Pankaj Chauhan	Member
4	Dr. Sita Ram, AP (EE)	Member
5	Ms. Aditi Sharma, AP (EE)	Member

The committee of following faculty members of this institute has been constituted for prevention of atrocities with SC/ST students, faculty and staff members.

Sr. No.	Name	Role in Committee
1	Director cum Principal	Chairman
2	Ms. Swati Verma, AP(ASH)	Member Secretary
3	Mr. Pankaj Chauhan, AP (CE)	Member
4	Mr. Samil Ahmed Poswal AP (CE)	Member
5	Arsh Sharma Civil (5th) Semester	Member

Monitoring/Verifying Committee for checking/verify the scholarship application at Institute level:

Sr. No.	Name	Role in Committee
1	Mr. Samil Ahmed, AP (CED)	Coordinator
2	Mr. Deepak Thakur, AP (ME)	Member
3	Mr. Nitish Verma, AP (EE)	Member

The committee of following faculty members of this institute has been constituted for the **Internal Quality Assurance** to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of institute.

Sr. No.	Name	Designation	Responsibility
1.	Prof. (Dr.) Umesh C. Rathore	Director-cum-Principal	Chairman
2.	Dr. Mahesh Kumar	Associate Prof. CED	Co-ordinator
3.	Dr. Desh Raj Thakur	Associate Prof. AS&H(Physics)	Member Secretary
4.	Dr. Shashi Gurang	Associate Prof. CSE	Member
5.	Dr. Sunita Kumari	Associate Prof. AS&H(Maths)	Member
6.	Mr. Vinay Sharma	Assistant Prof. AS&H(Maths)	Member
7.	Mr. Pankaj Gupta	ACFA	Member
8.	Mrs. Anjula Agarwal	Senior Manager(CSR)(NTPC)	Member
9.	Mr. Gursharan Singh	DGM (NHPC)	Member
10.	Dr. Madan	Representative of parents	Member
11.	All CRs	Student (B.Tech)	Member

Start-up India Policy, Incubation Centre and Innovation Cell of following faculty members of this institute has been constituted for implementing Government of India “Start-up India” initiative and to encourage our student to work on new ideas and innovation and promote them to create start-ups and entrepreneurial ventures.

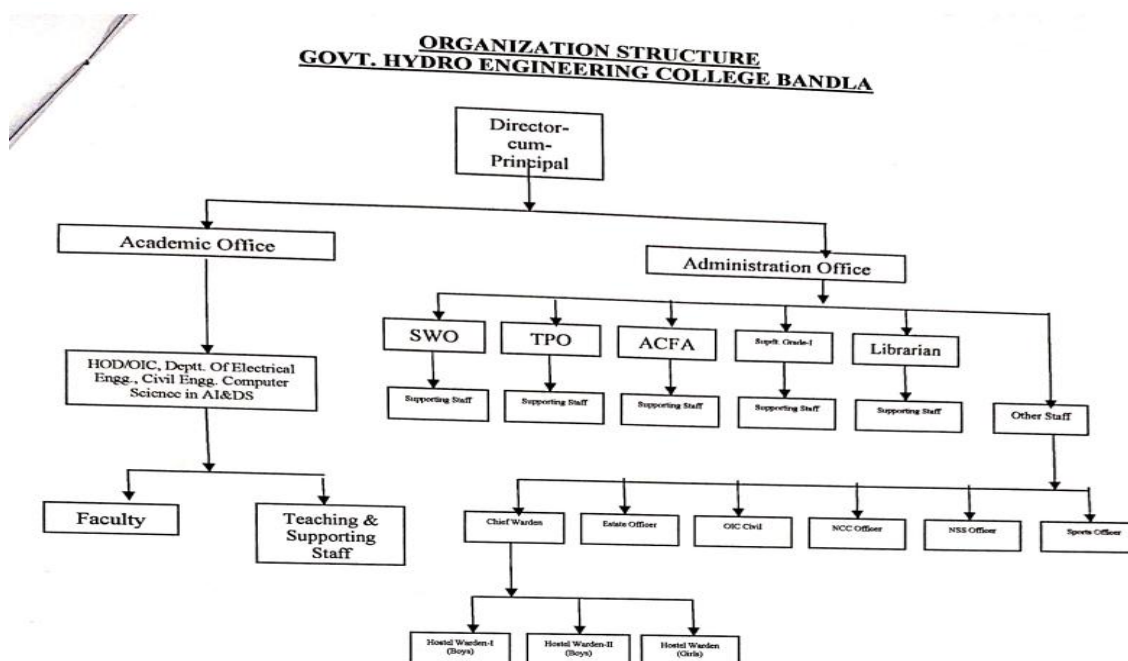
Sr. No.	Name	Role in Committee
1	Sh. Manik Dogra	Coordinator

Key Indicator 6.2 Strategic Development and Deployment

6.2.1	<p>The institutional strategic/perspective plan is effectively deployed</p> <p>The head of the institute acts as a guide and a leader so that the institute always follows progressive steps for the benefit of every stakeholder. This cannot be possible without a leader. The principal acts as a companion, guide, mentor, associate, helper, and leader. These roles are fulfilled by constituting committees that work on behalf of the head of the institution. This in fact is the formal arrangement for running the institution smoothly. These committees coordinate and monitor the internal management of the college efficiently. One successful activity implemented based on the institutional strategic plan at GHEC Bilaspur is the establishment of an Industry-Academia Collaboration Program. As part of the strategic initiative to bridge the gap between education and industry needs, the institution partnered with leading companies and research organizations to create opportunities for students and faculty. This program includes internships, industry-sponsored projects, workshops, and guest lectures by industry experts, allowing students to gain hands-on experience and exposure to real-world challenges. Additionally, faculty members engage in collaborative research with industry partners, enhancing the relevance of academic research.</p>				
Sr.No.	Name of the Institution	Name of MoUs signed by Institution	Date of MoU signed	Date of expiry of MoU	Action taken on MoU signed by the Institution
1	Govt Hydro Engineering College Bandla, Distt. Bilaspur (HP)	SK Deep Tech Pvt Ltd, 1 st Floor, SV Square, Plot 796/B, Road 36, Jubilee Hills, Hyderabad, Telangana-500033.	26/08/2021	25/08/2026	
2		NHPC Ltd	03/02/2021	03/02/2024	
3		National Institute Of Technology Hamirpur, Himachal Pradesh, Pin 177005.	06/09/2021	05/09/2024	Students had undergone internships,
4		Dr. B.R. Ambedkar National Institute Of Technology Jalandhar, Punjab.	15/03/2021	14/03/2024	Students had undergone internships, Faculty had enrolled in PhD Program.
5		Pie Infocomm Pvt. Ltd., 1 st Floor B-12,	08/03/2021	07/03/2024	Campus placement drives were

			Sector E, Aliganj Lucknow, Uttar Pradesh, 226024			conducted
	5		National Institute Of Technology Uttarakhand, Srinagar Garhwal- 246174.	20/02/2023	19/02/2028	
	7		Priyadarshini College Of Engineering , Nagpur, Maharashtra.	20/05/2023	19/05/2028	
	8		GH Raison Institute Of Engineering & Technology Nagpur, Nagpur, Maharashtra.	18/05/2023	17/05/2028	
	9		Sardar Patel University Mandi, HP-175001	07/11/2023	06/11/2028	
	10		INTI International University, Persiaran Perdana BBN, Putra Nilai, 71800 Niai, Negeri Sembilan Malaysia	13/12/2023	12/12/2028	
	11		Cheema Boilers Limited, Mohali, Punjab	28/02/2024	27/02/2029	
	12		Hoping Minds (Katina Skills Pvt Ltd.), Mohali	18/03/2024	17/03/2029	
	<p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Strategic plan and deployment documents on the website. • Any additional information. • Paste link for additional information, if any. 					

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



The organogram represents the hierarchical structure of a technical institution governed by the Department of Technical Education, Himachal Pradesh. At the top is the Director-cum-Principal, who oversees various functional units. The Administrative Office manages departments (Civil, Electrical, CSE, etc.) and faculty, along with the Training & Placement Cell and Sports & Cultural Committee. Coordinator, manages research and supports extracurricular activities via the Sports & Cultural Committee. The IIC, along with the Anti-Ragging/Grievance Cell along with student welfare office ensures academic innovation and student welfare, respectively. The structure promotes smooth academic, administrative, and extracurricular operations within the institution.

The DTE Sunder Nagar is the main governing authority that frames the policies in consonance with the secretary, Technical Education. The department decides and frames policies, rules, guidelines, and strategies.

The Director/ Principal as well as teaching staff and some of the non-teaching staff of this institute are appointed by the Government of Himachal Pradesh through the Director, DTE, Sunder Nagar. Group A and B (Gazetted officers) Officers are recruited through advertisements published by the Himachal Pradesh Public Service Commission (HPPSC, Himachal Pradesh) and Group C employees are recruited through advertisements published by Himachal Pradesh Staff Selection Commission Hamirpur (HPSSC Hamirpur). Before the publication of the advertisements by HPPSC Shimla and HPSSC Hamirpur, the Govt of

Himachal Pradesh finalizes the advertisement on the basis of the roster and also as per other rules and regulations. HPPSC Shimla and HPSSC Hamirpur, after completing the process of written examination, short-listing of the candidates, verification of the original documents is followed by the personal interviews and finally candidates are recommended to the Govt. of Himachal Pradesh for appointments which is also followed by wherein

	<p>further verification of original documents and other credentials of the selected candidates. The Govt. of Himachal Pradesh, after ensuring medical fitness and Police verification records, further recommends the list of selected candidates to the Director, DTE, Sunder Nagar. The DTE Sunder Nagar, based on the vacancies and requirement of the staff for their appointment, suggests the Govt. of Himachal Pradesh to publish the appointment order. The Govt. of Himachal Pradesh finally publishes the appointment of the Director/Principal, teaching and the non-teaching staff on its webportal (https://techedu.hp.gov.in).</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> · Any additional information. · Link to Organogram of the Institution website, if any. · Paste link for additional information, if any. <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Any additional information. • Link to Organogram of the Institution website, if any. • Paste link for additional information, if any.
6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> (1) Administration (2) Finance and Accounts (3) Student Admission and Support (4) Examination <p>Options:</p> <ol style="list-style-type: none"> (A) All of the above (B) 3 of the above (C) 2 of the above (D) 1 of the above (E) None of the above <p>GHEC Bilaspur has successfully implemented e-governance in various operational areas, enhancing efficiency, transparency, and ease of access:</p> <p>Administration: The institution uses a centralized digital platform for administrative functions such as document management, communication and workflow automation. This system ensures seamless coordination across departments, faster decision-making and better record-keeping.</p> <p>Finance and Accounts: The institution has adopted an integrated financial management system that automates processes like fee collection, budgeting and financial reporting. This system provides real-time updates on financial transactions, ensuring transparency and minimizing errors.</p> <p>Student Admission and Support: The admission process is look after by H.P.T.U Hamirpur and is fully automated through an online portal where students can apply, upload documents and track their application status. Additionally, the system supports student services, including access to academic records, fee payments and hostel</p>

	<p>management, offering a streamlined experience.</p> <p>Examination: E-governance is implemented in the examination process with online examination management systems for scheduling, attendance tracking, and result publication. The system ensures secure, timely conduct of exams and transparent evaluation, enabling students to access results online efficiently.</p> <p>These e-governance systems improve operational efficiency, ensure transparency, and provide better services to students, faculty, and staff.</p> <p>Data requirement:</p> <ul style="list-style-type: none"> • Areas of e-governance <ul style="list-style-type: none"> Administration Finance and Accounts Students Admission and Support Examination • Name of the Vendor with contact details • Year of implementation <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • ERP (Enterprise Resource Planning) Document. • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation, Administration etc.
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Key Indicator 6.3 Faculty Empowerment Strategies

Item	Particulars
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No.																						
6.3.1	<p>The institution has effective welfare measures for teaching and non-teaching staff.</p> <p>GHEC Bilaspur has implemented several welfare measures for both teaching and non-teaching staff to ensure their well-being and job satisfaction. For teaching staff, the institution provides:</p> <ol style="list-style-type: none">Health and Medical Benefits: Access to medical insurance and periodic health check-ups.Professional Development: Opportunities for attending workshops, conferences, and training programs to enhance teaching and research skills.Leave Policies: Generous leave provisions, including maternity and paternity leave, as well as study leave for academic pursuits. <p>For non-teaching staff, the welfare measures include:</p> <ol style="list-style-type: none">Health and Insurance Coverage: Medical insurance and health support.Employee Welfare Fund: Financial assistance during emergencies or critical situations.Career Advancement: Training programs to improve skills and offer growth opportunities.Pension and Provident Fund: Retirement benefits and gratuity schemes as per HP Govt norms. <p>These welfare initiatives contribute to a positive work environment and the overall well-being of the staff</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none">Any additional information.Paste link for additional information, if any.																					
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <table><tr><td>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></td><td>Year</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td></td><td>Number</td><td>-</td><td>-</td><td>3000</td><td>6000</td><td>47180</td></tr></table> <p>Data requirement for last five years:</p> <ul style="list-style-type: none">Name of the teachersName of conference/workshop attended for which financial support provided.Name of the professional body for which membership fee is provided	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	2020-21	2021-22	2022-23	2023-24	2024-25		Number	-	-	3000	6000	47180
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	2020-21	2021-22	2022-23	2023-24	2024-25																
	Number	-	-	3000	6000	47180																

For session 2024-2025:

Sr. No.	Name of Teacher	Name of Conference/Workshop/FDP	Workshop attended at	Duration
1	Dr. Shashi Gurung	AI for Future Workforce – Beginner Level in collaboration with INTEL	Online NITTR Chandigarh	ONE WEEK
2	Dr. Shashi Gurung	SMART COMMUNICATION IN IOT : SECURITY & FUTURE APPLICATIONS AND POSSIBILITIES	ATAL FDP	ONE WEEK
3	Dr. Shashi Gurung	RECENT TRENDS IN HIGH PERFORMANCE COMPUTING USING AI	ATAL FDP	ONE WEEK
4	Dr. Shashi Gurung	Empowering Educators: Advancements in Artificial Intelligence and Its Applications in Computer Science	ATAL FDP	ONE WEEK
5	Mr. Nitish Verma	Integrating Electric Vehicle Design, Simulation and control into Engineering Education	NITTTR Chandigarh	ONE WEEK
6	Mr. Nitish Verma	Research Potentials in Advanced Power Electronics & Renewable Energy	NIT Warrangal in online mode	TWO WEEK

For session 2023-2024:

Sr. No.	Name of Teacher	Name of Conference/Workshop	Workshop attended at	Duration
1	Dr. Shashi Gurung	Public Procurement	AJNIFM, Faridabad	ONE WEEK

For Session 2022 – 2023:

Sr. No.	Name of Teacher	Name of Conference/Workshop	Workshop attended at	Duration
1	Aditi Sharma	Faculty development programme on Induction Training	NITTTR Kolkata	10th to 21st July 2023

2	Dr. Shashi Gurung	Machine learning and Applications for scientist and engineers	School of Computing and Electrical Engineering, IIT Mandi	One week
3	Mr Nitish Verma	Design of Power Electronics Converter	Online FDP Swayam NPTEL Course	One Week

For Session 2021 – 2022:

Sr. No.	Name of Teacher	Name of Conference/Workshop	Workshop attended at	Duration
1	Dr. Shashi Gurung	Induction Phase-1	NITTTR Bhopal (ONLINE)	Two weeks
2	Dr. Shashi Gurung	Induction Phase-II	NITTTR Bhopal (ONLINE)	Two weeks
3	Dr. Mahesh Kumar	NBA Accreditation Through outcome based Education	National Institute of Teacher Training and Research, Chandigarh.	One week
4	Dr. Mahesh Kumar	Defect free construction Repair and Maintenance	National Institute of Teacher Training and Research, Chandigarh.	One week
5	Dr. Mahesh Kumar	Remote sensing , GPS & GIS in Civil Engineering	National Institute of Teacher Training and Research, Chandigarh.	One week

For Session 2020 – 2021:

Sr. No.	Name of Teacher	Name of Conference/Workshop	Workshop attended at	Duration
1	Dr. Shashi Gurung	Cyber Security	ATAL FDP	ONE WEEK
2	Dr. Shashi Gurung	Augmented Reality (AR)/ Virtual Reality (VR)	ATAL FDP	ONE WEEK

	3	Dr. Mahesh Kumar	Spatial Planning for block / Cluster development	National Institute of rural development and panchayati raj, Ministry of rural development, Government of India, Rajendranagar, Hyderabad- 50030	Three Days
	4	Dr. Mahesh Kumar	Green and Intelligent Buildings	National Institute of Teacher Training and Research Chandigarh.	ONE WEEK
<p>Formula: Percentage per year = $\frac{\text{No. of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{No. of full time teachers}} \times 100$</p> <p style="text-align: center;">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> Any additional information. Details of teachers provided with financial support to attend conference, workshops etc. during the last five years. 					
6.3.3	Average No. of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five year				
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				
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> Title of the professional development programme organized for teaching staff. Title of the administrative training programme organized for non-teaching staff Dates (From-to) 					

	Formula: Average per year = $\frac{\text{Total No. of professional development or administrative training programmes organized for teaching and non-teaching staff during the last five years}}{5}$				
	Attach as Annexure(s) <ul style="list-style-type: none"> Any additional information. Details of professional development/administrative training programmes organized by the University for teaching and non-teaching staff. 				
6.3.4	Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)				
6.3.4.1	Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years				
	Year				
	Number				
List of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years: For Session 2023 – 2024 :					
Sr. No.	Activity /Event	Topic of Activity/Event	Date	Attended/Organised/ Delivered by	Organising Institute/ Venue
1	FDP	AI Evolution: "From foundation to Generative AI"	29 jan - 02 Feb 2024	Attended by Ravi Kumar	AICTE
2	FDP	Machine Learning and Deep Learning for Realtime IoT Applications	18-23 March 2024	Attended by Ravi Kumar	NIT Jalandhar
3	FDP	Recent developments in Machine Learning and its Applications	5 -9 June 2023	Attended by Ravi Kumar	IIIT Una
4	FDP	Product design, Launch and Start-ups in Electronics	20-03-2023 to 24-03-2023	Dr. Desh Raj	NITTTR Chandigarh
5	FDP	FDP on Induction Training	10-07-2024 to 21-07-2024	Dr. Desh Raj	NITTTR Kolkata
6	FDP	International conference "RTEST 2024" Recent Trends in Engineering Science & Technology	29-01-2024 to 30-01-2024	Dr. Desh Raj	GHC Bandla, Bilaspur
For Session 2022 - 2023:					
Sr. No.	Activity Event	Topic of Activity/Event	Date	Attended/Organised/ Delivered by	Organising Institute/Venue

1	FDP	Python Programming	29 Aug 22 to 03 Sep 22	Attended by Ravi Kumar	IIT Mandi
2	FDP	ML/DL for Data Science and Analytics using Python	15-19th Feb 2023	Attended by Ravi Kumar	NIT Jalandhar
3	FDP	AIML Enabled IOT Networks	24-29 apr 2023	Attended by Ravi Kumar	Anant Gyan Knowledge and skill Pvt Ltd Dr. Om Jee Pandey AP ECE IIT (BHU) Varanasi
4	FDP	Outcome Based Curriculum Design	12/06/2023 to 16/06/2023	Dr. Abhishek Dhiman	National Institute of Technical Teachers' Training and Research Chandigarh
5	FDP	Training of teachers on Indian Knowledge system (IKS)	11/09/2023 to 16/09/2023	Dr. Abhishek Dhiman	Malaviya-Mission Teachers' Training Centre, University of Kashmir, Srinagar
6	FDP	FDP on Induction Training	10th July to 20th July 2023	Aditi sharma	NITTR Kolkata
7	FDP	Research Methodology and Data Analysis	02-05-2022 to 07-05-2022	Dr. Desh Raj	BAHRA University
8	FDP	Advanced Pedagogy	25-07-2022 to 05-08-2022	Dr. Desh Raj	NITTTR Kolkata

For Session 2021 - 2022 :

Sr. No.	Activity /Event	Topic of Activity/ Event	Date	Attended/Organised Delivered by	Organising Institution Venue
1	FDP	“Inculcating Universal Human Values in Technical Education”	21-02-2022 to 25-02-2022	Attended by Ravi Kumar	ABVGIET
2	FDP	Artificial Intelligence for IoT services in Cloud: Techniques & Applications	28-02-2022 to 04-03-2022	Attended by Ravi Kumar	AICTE ONLINE
3	FDP	Blockchain assisted Federated Machine Learning for Securing Big Data Analytics	08-04-2022 to 12-04-2022	Attended by Ravi Kumar	NITJ Online

		and IoT				
4	fdp	Induction Programme Phase II	15/11/2021 to 26/11/2021	Dr Abhishek Dhiman	National Institute of Technical Teachers' Training and Research, Bhopal	
55	5fdp	Induction Programme Phase I	05/07/2021 to 16/07/2021	Dr Abhishek Dhiman	National Institute of Technical Teachers' Training and Research, Bhopal	
	FDP	Energy Application In Computer, Communication, Chemical And Electronic Engineering	27 Feb 2021 To 3 March 2021	Dr. Desh Raj	ABVGIET PRAGATINAGAR	
	FDP	Novel multifunctional Materials	11-01-2023 to 16-01-2021	Dr. Desh Raj	PEC, Chandigarh	
	FDP	Induction Programme Phase-I	22-11-2021 to 03-12-2021	Dr. Desh Raj	NITTTR Bhopal	
	FDP	Research Methodology	22-05-2021	Dr. Desh Raj	Sree Vidyanikethan Engineering College (Autonomous), Tirupati	

For Session 2020 - 2021 :

Sr. No.	Activity/Event	Topic of Activity/Event	Date	Attended/Organised/Delivered by	Organising Institute/Venue
1	FDP	Life Skill Development	02-01-2020 to 11-01-2020	Ravi Kumar	JNGEC SUNDERNAGAR
2	FDP	Online safety awareness	17-02-2020 to 21-02-2020	Ravi Kumar	NITTTR CHANDIGARH
3	FDP	Software Testing	Jan- feb 2020	Ravi Kumar	NPTL ONLINE Certification
4	FDP	Universal Human Values	19-23 April 2020	Ravi Kumar	AICTE ONLINE
5	FDP	Python Programming	07-18 Sep 2020	Ravi Kumar	ONLINE EICT Academies

	For Session 2019 - 2020 :					
	Sr. No	Activity /Event	Topic of Activity/Event	Date	Attended/Organised/Delivered by	Organising Institute/Venue
	1	FDP	Computer Networking and H/W Maintenance	15-07-2019 to 19-07-2019	Ravi Kumar	NITTTR CHANDIGARH
	2	FDP	Innovative and responsible research practices (IRRP-2020)	September, 15-20, 2020	Dr. Abhishek Dhiman	Sant Longowal Institute of Engineering Technology Longowal, Punjab
	3	FDP	Advanced Nanostructured Materials for Sustainable Energy and Environmental Remediation Applications-Tiny Particles, Big Effects	18-22 December, 2020	Dr. Abhishek Dhiman	MNIT Jaipur
	4	FDP	Additive Manufacturing with Interdisciplinary Applications	29 June- 3 July 2020	Dr. Abhishek Dhiman	NIT Jalandhar
6.3.5	Institution's Performance Appraisal System for teaching and non-teaching staff The performance appraisal systems for teaching and non-teaching staff in educational institutions are designed to evaluate and improve individual and institutional performance. For teaching staff, these systems typically assess factors such as teaching effectiveness, research contributions, student feedback and participation in academic activities. Non-teaching staff performance may be evaluated based on efficiency, punctuality, teamwork, and job-specific skills. The system usually involves regular feedback, self-assessment, peer reviews and sometimes student evaluations. For both teaching and non-teaching employees, the performance appraisal serves as a basis for promotions, salary increments, training needs and professional development and this assessment is done through Annual Confidential Report every year. Attach as Annexure(s) <ul style="list-style-type: none">Any additional information.Paste link for additional information, if any.					

Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars						
6.4.1	Institution conducts internal and external financial audits regularly The institution conducts both internal and external financial audits regularly to ensure transparency and accountability in its financial operations. Internally, the finance department conducts annual audits, reviewing all transactions, expenditures, and financial records to ensure compliance with institutional policies. Externally, the institution is audited by a qualified external audit firm every year to verify financial statements and ensure adherence to statutory regulations and standards. In case of any audit objections, a mechanism for resolution is in place. Internal audit findings are reviewed by the management, and necessary corrective actions are taken. For external audit objections, the institution's finance team collaborates with the auditing firm to address discrepancies or concerns. Any unresolved issues are escalated to the governing body for further review, and corrective measures are implemented to prevent recurrence. This robust system ensures financial integrity and timely resolution of audit issues. Attach as Annexure(s) <ul style="list-style-type: none">Any additional information.						
6.4.2	Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (Not covered in Criterion III)						
6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)						
	Year	2020-21	2021-22	2022-23	2023-24	2024-25	
	INR in lakhs	500	500	1000	NIL	NIL	
	Data requirement for last five years: <ul style="list-style-type: none">Name of the non-government bodies, individuals, PhilanthropersFunds/grants received Name of the non- government bodies :- <ul style="list-style-type: none">i) National Thermal Power Corporation (NTPC)ii) National Hydroelectric Power Corporation Attach as Annexure(s) <ul style="list-style-type: none">Annual statements of accounts.Details of funds/grants received from the non-government bodies, individuals, Philanthropers during the last five years.Any additional information.						
6.4.3	Institutional strategies for mobilisation of funds and the optimal utilization of resources The main source of the income to this Institution is mainly State Government Grants, allocated under different Standard of Objects to the institution. The Grants allocated by the State Government as per requirement of the Institution, are spent strictly in accordance with the HP Finance rules and latest guidelines issued by the Government time to time. The Second Source of the Income to the institution is the Fee, collected from the Students annually/ Monthly as per norms fixed by Technical University Hamirpur. The Students welfare Fund is utilized for the welfare of the students, in accordance with Rules of the						

	<p>Students Fund, Issued by the State Government. The Students and the Teaching Faculty are the member of purchasing committee for making any procurement for the urgent needs of the Students. The purchasing committee makes procurement after taking unanimous decision, within the preview of Students Fund Rules and justification of expenditure in student's welfare.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Any additional information.
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Criterion 7 – Institutional Values and Best Practices
Key Indicator-7.1 Institutional Values and Social Responsibilities

Item No.	Particulars
7.1.1	<p>Measures initiated by the institution for gender equity promotion of gender equity during the last five years</p> <p>Describe gender equity and sensitization in curricular and co-curricular activities, facilities for women on campus etc. within 100-150 words</p> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> • Annual gender sensitization action plan • Specific facilities provided for women in terms of <ul style="list-style-type: none"> (a) Safety and security (b) Counselling (c) Common Rooms (d) Day care center for young children (e) Any other relevant information <p>Over the past five years, the institution has actively promoted gender equity through various academic, co-curricular, and infrastructural initiatives. Gender studies have been integrated into the curriculum, while regular workshops, seminars, and awareness campaigns foster a gender-sensitive and inclusive environment. Co-curricular activities like debates, cultural programs, and discussions further engage students in conversations on gender issues, encouraging empathy and diverse perspectives. Support systems such as counseling services and dedicated women's cells provide safe spaces and emotional support, especially for female students.</p> <p>Infrastructure enhancements include separate women's restrooms, secure parking areas, and well-lit, monitored spaces to ensure a safe and comfortable campus. Round-the-clock CCTV surveillance and trained security personnel, particularly around hostels and other sensitive areas, further reinforce safety. Dedicated common rooms for women offer private spaces to socialize and unwind.</p> <p>The institution also prioritizes mental and physical well-being through personalized and group counseling, alongside yoga camps that address both health and gender-related concerns. Together, these measures aim to create a supportive, empowering, and secure environment that upholds gender equality and fosters the holistic development of all students.</p>



Environmental Consciousness and Sustainability

7.1.2

The institution has facilities for alternate sources of energy and energy conservation measures

- (1) Solar energy
- (2) Biogas Plant
- (3) Wheeling to the Grid
- (4) Sensor-based energy conservation
- (5) Use of LED bulbs/power efficient equipment

The institution has undertaken various initiatives to promote sustainable energy practices by adopting alternative energy sources and implementing energy conservation strategies. **Solar panels have been installed across the campus to generate renewable energy**, thereby reducing reliance on traditional power sources. To further minimize energy usage, energy-efficient lighting has been installed throughout the premises, and **motion-sensor lights have been placed** in low-traffic areas to prevent unnecessary power consumption. The institution also encourages the use of energy-saving appliances and responsible energy practices among students and staff. In addition, awareness campaigns and workshops are regularly organized to educate the campus community on the importance of energy conservation and sustainability. Collectively, these efforts aim to lower the institution's carbon footprint and nurture an environmentally conscious and responsible campus culture.



Attach as Annexure(s)

- Geotagged photographs
- Any other relevant information

7.1.3 Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

The institution follows a structured and environmentally responsible waste management system to ensure proper disposal and treatment of both solid and liquid waste. Human excreta generated on campus is directed to a Sewage Treatment Plant (STP), where it undergoes systematic treatment before the water is either reused for non-potable purposes such as irrigation or safely discharged in accordance with environmental regulations. This helps in minimizing pollution and promoting sustainable water use.

In addition to liquid waste management, the institution has implemented an effective system for handling solid waste. Separate bins are provided across the campus for the segregation of dry and wet waste at the source. This segregation facilitates easier and more efficient waste processing.

The segregated waste is regularly collected by the Municipal Corporation of Bilaspur (MC Bilaspur), which is responsible for transporting it to designated treatment and recycling facilities. The collaboration with the municipal authorities ensures that the waste is managed in an environmentally sound manner, supporting broader goals of cleanliness, sustainability, and resource conservation. Through these integrated waste management practices, the institution demonstrates its commitment to environmental stewardship. **(Annexure 7.1.3)**

Besides this, cleanliness drives are also conducted in hostels under the guidance of wardens. (The cleanliness drive was conducted on 25-03-2025 around 4:00 PM)



Provide web link to (if any):

- Relevant documents like agreements/MoUs with Government and other approved agencies
- Geo-tagged photographs of the facilities.
- Any other relevant information.

7.1.4

Water conservation facilities available in the Institution:

Rain water harvesting

- (1) Borewell/Open well recharge
- (2) Construction of tanks and bunds
- (3) Waste water recycling
- (4) Maintenance of water bodies and distribution system in the campus

☐
☐
☐
☐

The institution has adopted a range of water conservation initiatives aimed at promoting sustainable water usage. A rainwater harvesting system has been established to collect rainwater from rooftops, which is then channeled into storage tanks or recharge pits. This practice not only reduces reliance on external water supplies but also aids in replenishing groundwater levels. Such measures enhance overall water management efficiency and help prevent unnecessary water wastage across the campus.

To further support these efforts, the institution conducts awareness programs that educate students and staff about the importance of conserving water. These initiatives encourage the campus community to adopt responsible water usage habits. Together, these practices reflect the institution's strong commitment to environmental sustainability and the responsible use of natural resources.



Attach as Annexure(s)

- Geo-tagged photographs/videos of the facilities.
- Any other relevant information.

7.1.5

Green campus initiatives include:

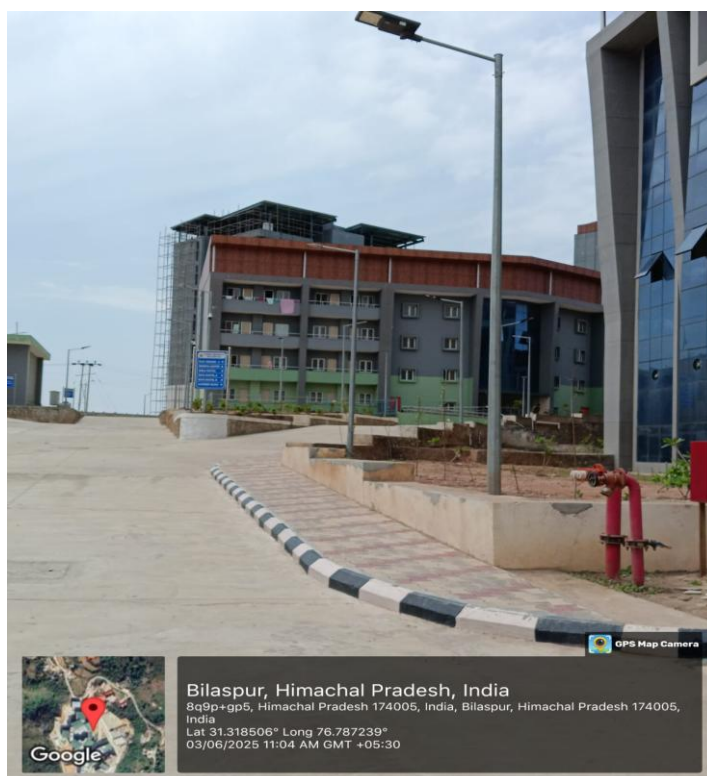
- (1) Restricted entry of automobiles
- (2) Battery-powered vehicles
- (3) Pedestrian-friendly pathways
- (4) Ban on the use of plastics
- (5) Landscaping with trees and plants


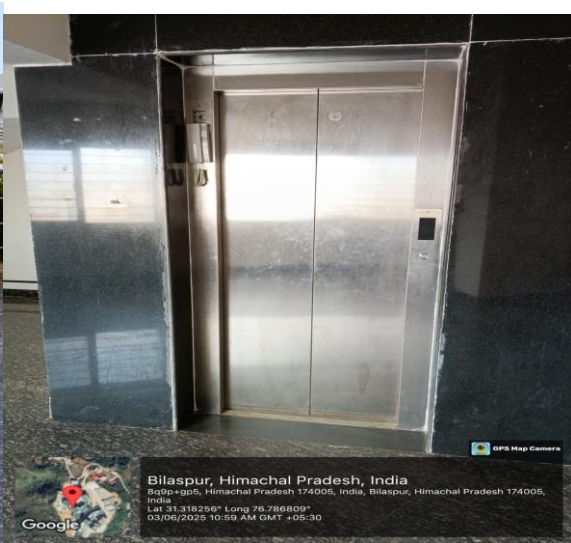
The campus is thoughtfully designed with spacious, well-maintained **pedestrian pathways** that promote walking as a primary mode of movement. These walkways ensure safety, encourage a healthy lifestyle, and help reduce dependence on motor vehicles, contributing to a calm, eco-friendly atmosphere.

In terms of greenery, the college places a strong emphasis on landscaping with native trees, shrubs, and plants, enhancing both the visual appeal and air quality of the campus.

The lush environment supports the institution's commitment to sustainability and environmental consciousness. Currently, all **landscaping and plantation** activities are managed and maintained by PSK Pvt. Ltd., a construction company entrusted with this responsibility.

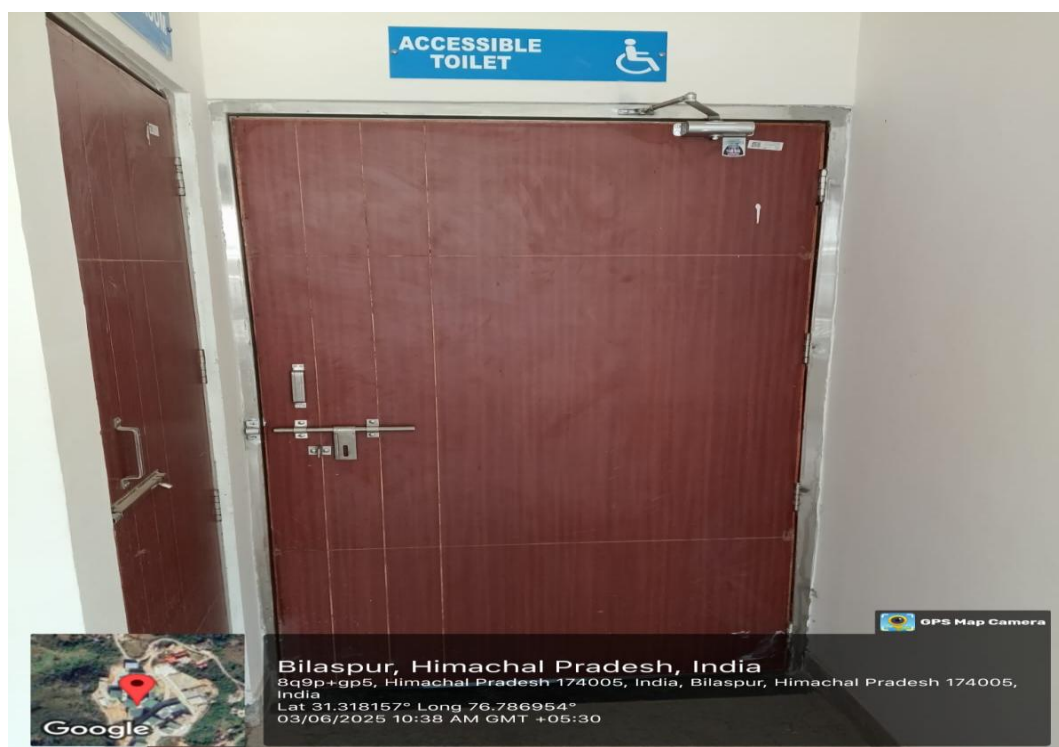
Although there is no formal ban on plastic use, students are actively engaged in minimizing its usage. Regular awareness campaigns are organized to promote sustainable habits and encourage environmentally responsible behavior, significantly contributing to the reduction of plastic waste on campus. These combined efforts reflect the college's dedication to maintaining a green, sustainable, and student-conscious campus environment.



	<p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Geotagged photographs/videos of the facilities. • Any other relevant information.
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <div style="display: flex; justify-content: space-between;"> <div> <p>(1) Green audit</p> <p>(2) Energy audit</p> <p>(3) Environment audit</p> <p>(4) Clean and green campus recognitions/awards</p> <p>(5) Beyond the campus environmental promotion activities</p> </div> <div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> </div> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Reports on environment and energy audits. • Any other relevant information.
7.1.7	<p>The institution has disabled-friendly, barrier free environment</p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> • Built environment with ramps/lifts for easy access to classrooms • Disabled-friendly washrooms • Signage including tactile path, lights, display bards and signposts • Assertive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, Mechanized equipment • Provision for enquiry and information: Human assistant, reader, Scribe, soft copies of reading material, screen reading <div style="text-align: right;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> </div> <p>1. Built environment with ramps/lifts for easy access to classrooms</p> <p>The institution ensures a disabled-friendly environment by providing ramps and lifts, making classrooms accessible to everyone, including differently-abled individuals. This reflects the college's commitment to inclusivity and accessibility. Future plans include enhancing these facilities to ensure greater ease of access for all students and staff.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>

2. Specially abled friendly washrooms

While the college currently does not have specialized disabled-friendly washrooms, we are actively exploring options to provide such facilities. The administration is committed to ensuring a comfortable and accessible environment for all, and this initiative will be prioritized in upcoming campus improvements.



3. Signage including tactile path, lights, display boards, and signposts

The college has taken steps toward providing signage and display boards to enhance accessibility. While some features like tactile paths and specific lights are still to be implemented, efforts are underway to install clear and accessible signposts across the campus to improve navigation for differently-abled individuals.

Attach as Annexure(s)


- Geo-tagged photographs/videos of the facilities.
- Any other relevant information.

Inclusion and Situatedness

7.1.8 **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)**

Provide Web link to: (if any) or Attach as Annexure(s)

- Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)

	<ul style="list-style-type: none"> Any other relevant information.
	<p align="center">Human Values and Professional Ethics</p>
7.1.9	<p>Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</p> <p>The Electoral Literacy Club conducted a pledge- taking ceremony for motivating students regarding voting. Motivational videos are being displayed on institution entrance screens for celebrating National Voters' Day. Besides this, a poster making competition is also organised to motivate faculty and students regarding voting (Annexure 7.1.9 Page 1 &2)</p>  <p>Provide Web Link to: (if any)</p> <ul style="list-style-type: none"> Details of activities that inculcate values; necessary to render students into responsible citizens. Any other relevant information.
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard</p> <p>(1) The code of Conduct is displayed on the website: Yes/No (2) There is a committee to monitor adherence to the Code of Conduct: Yes/No (3) Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: Yes/No (4) Annual awareness programmes on Code of Conduct are organized: Yes/No</p> <ol style="list-style-type: none"> Internal Complaints Committee (Annexure 7.1.10 (1)) : Focused on gender sensitization, prevention, and prohibition of sexual harassment of women employees and students, as well as addressing grievances through the Women/Girls Grievances Cell SC/ST/OBC/PWD Grievance Cell (Annexure 7.1.10 (2)) : Dedicated to addressing issues and grievances faced by students and staff belonging to these


	<p>categories.</p> <p>3. Anti-Ragging Committee (Annexure 7.1.10 (3)): Implemented to prevent and address instances of ragging, ensuring campus safety.</p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> • Code of ethics • Appropriate information about the monitoring committee composition, number of programmes organized etc. in support of the claims. • Any other relevant information
7.1.11	<p>Institution celebrates/organizes National and International commemorative days, events and festivals</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> <p>The Republic Day/Himachal Day/Independence Day/Diwali and other festivals are celebrated at GHEC every year. These events, held at GHEC, bring together students and faculty to remember and celebrate key moments in Indian history. The corresponding images for each event are attached, visually capturing the spirit and participation of these national celebrations.</p>  <p>vivo V40 Pro ZEISS</p> <p>23mm f/1.88 1/100s ISO709 10/28/2024, 11:51</p>



Provide web link to (if any):

- Annual report of the celebrations and commemorative events for the last five days.
- Geotagged photographs of some of the events.
- Any other relevant information.

Key Indicator – 7.2 Best Practices

Item No.	Particulars
7.2.1	<p>Describe two best practices successfully implemented by the Institution</p> <ol style="list-style-type: none"> 1. Honesty Shop: An "honesty shop" is an innovative educational initiative that promotes trust, integrity, and personal responsibility among students. In these unmanned stores, students are encouraged to select items—such as stationery—and pay the listed price by depositing money into an unattended box or through a scanner. There are no shopkeepers or surveillance cameras, relying solely on the honor system.  <ol style="list-style-type: none"> 2. National Anthem: The national anthem is being played at 9:25 am every day at the academic block of GHEC to impart a quality of patriotism among students, faculty, and staff members. <ul style="list-style-type: none"> • Best practices in the Institutional website • Any other relevant information

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)