



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**RAJIV GANDHI GOVERNMENT COLLEGE, CHAURA  
MAIDAN, SHIMLA**

**PRINCIPAL RAJIV GANDHI GOVERNMENT COLLEGE CHAURA MAIDAN,**

**SHIMLA - 4**

**171004**

**[www.gccm.ac.in](http://www.gccm.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Rajiv Gandhi Government College**, also known as Kotshera, was established in 1984 in Shimla, India. The college is situated at Chaura Maidan, on Inverarm Hill, a scenic and tranquil hill, and is nestled in a pristine natural environment with stunning views of snow-capped mountains and dense woods. The college's original building was a palatial house called the Kotshera House, which was closely tied to a royal family from Gujranwala in the former Punjab.

The college is a top coeducational institution in the state, offering undergraduate courses in humanities, sciences, and commerce, as well as professional courses like Bachelor of Computer Applications, Journalism and Mass Communication, Tourism and Travel Management, and Postgraduate Diploma in Computer Applications. It has been listed under the "Utkrisht Mahavidyalaya Yojana - 2021" to improve overall college development and provide better infrastructure and technology benefits. The college has cutting-edge infrastructure facilities, including well-furnished classrooms, science laboratories, IT laboratories, library, auditorium, smart/virtual classrooms, gymnasiums, multipurpose court, and playground. It also provides a clean canteen, smart classrooms, and social outreach activities. The campus offers a clean canteen, smart classrooms, and social outreach activities through various clubs like the National Service Scheme, National Cadet Corps, Rovers and Rangers, Eco Club, Red Ribbon Club, Road Safety Club, Electoral Literacy Club, Women Cell, and various subject societies.

The Internal Quality Assurance Cell (IQAC) at Rajiv Gandhi Government College, Shimla-4 was established in 2004 to improve academic standards and capabilities. It focuses on efficient tasks, quality programs, equitable access, affordability, and optimization of teaching methods. The IQAC develops quality benchmarks, facilitates a learner-centric environment, collects and analyzes stakeholder feedback, coordinates activities, maintains an institutional database, conducts audits, and prepares the Annual Quality Assurance Report.

The institution focuses on socio-cultural, moral, and intellectual development of students, providing meaningful education, counseling, and tutorials for underprivileged students. It inspires success in the rapidly changing world and has improved infrastructure for construction, sports, computers, and digital technology. The college achieved a B grade in the second accreditation cycle and has made significant improvements in infrastructure for construction, sports, computers, and digital technology over the past five years.

### Vision

Our college motto, "???? ??????????????", (*Abhayam Jyotirashyaam*) is a Rigvedic dictum that translates, "**May I attain the fearless light of knowledge!**" With this benign goal, we strive to offer our students an education that will liberate them from the fear and darkness of ignorance. Our primary mission is to empower students to overcome their doubts through education.

The college aims to transform young minds through innovative, compassionate education, fostering critical thinking, lifelong learning, and ethical sensitivity. It provides affordable, liberal, and quality education in humanities, science, and commerce.

- Transforming young minds through innovative, rigorous, and compassionate education.
- Leveraging strengths like inspiring learning, broadening perspectives, and striving for excellence.
- Utilizing digital technology in teaching and learning.
- Fostering knowledge dissemination for holistic development.
- Nurturing individuals with skill sets, critical thinking, confidence, and strong character values.

### *Core Values of the Institution*

- **Inspiring work environment:** Based on mutual trust, respect for rights, differences, and dignity.
- **Honesty, Integrity, and Hard Work:** Promotes respect, kindness, honesty, and hard work.
- **Punctuality and Dedication:** Encourages dedication among staff and students.
- **Conscientious Pursuit of Excellence:** Aims for excellence in all aspects of institutional delivery.
- **Accountable Actions and Conduct:** Promotes scientific temperament, environment-friendly practices, cleanliness, civic awareness, equity, and social inclusion.

### **Mission**

**Rajiv Gandhi Government College, Chaura Maidan, Shimla-4 H.P.** has a stated mission and seeks to attain its specific goals:

- To inspire, prepare, and empower students for success.
- To promote Student Success and Ethical Behaviour
- To foster intellectual, physical, and emotional growth.
- To develop independent judgments and imagination.
- To promote knowledge creation and dissemination for human welfare.
- To encourage student collaboration for knowledge acquisition and critical thinking.
- To provide affordable, liberal, and quality education in humanities, science, and commerce.
- To encourage student creativity and active involvement in academic, cultural, and sports.
- To foster a culture supporting ethical, professional behaviours.
- To foster an inspiring work environment based on mutual trust, respect for rights, differences, and dignity.
- To promote honesty, integrity, hard work, punctuality, and dedication.
- To pursue excellence through a 3Ds approach of duty, discipline, and devotion.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **Institutional Strength:**

- Highly qualified, skilled, experienced, and dedicated faculty.
- Well-developed infrastructure with smart and virtual classrooms, ICT facilities, and sports facilities.
- Only college in district offering **BA (Honours) in English**.
- Career guidance and entrance examination coaching provided.
- Some faculty members are alumni, contributing to institutional development.
- Flexible teaching and learning methods adapted to student needs and infrastructure.

- Robust curriculum enriched with latest trends and market demands.
- Add-on and skill-based courses offered for competitive and job opportunities.
- Excellent Sports facilities: multipurpose court, indoor stadium, playground.
- Clean, green campus free from dust, smoke, and noise.
- Proper waste/e-waste management.
- Proper waste management: disposal of solid/liquid waste, vermi compost, e-waste.
- Community service through NSS, NCC, Rovers and Rangers, Red Ribbon Club, Electoral Literacy Club, and Road Safety Club.
- Fully automated library and e-Resource Centre.
- Teachers provide personal attention to students and assist needy students.
- CCTV installed for student safety and security.

### **Institutional Weakness**

#### **Weakness:**

- Need for more workshops and seminars.
- Lack of proper industrial expo.
- Lack of research publications and patent-producing environment.
- Lack of analytical skills and outcome-based research.
- Lack of rapport with national/international industries.
- Need for stronger collaborations.
- Lack of internships, projects, and industry tie-ups.
- Requirement for more smart rooms.
- Lack of hostel for remote students.

### **Institutional Opportunity**

#### **Opportunities:**

- Career opportunities in government, media, and private sectors.
- Organization of seminars, conferences, and training programmes.
- Equipping students for placement and employability.
- E-learning materials in English and Hindi.
- Coaching for competitive/entrance exams.
- Development of well-structured labs and library.
- Participation in state and national level events.
- Attraction through job positions and campus placement drives.
- Knowledge sharing through conferences.
- Potential for alumni support.
- Organizing student add-on training programme.

### **Institutional Challenge**

### Challenges:

- High teacher-taught ratio leading to continuous four-hour work.
- Identifying advanced learners and catering to diverse student needs.
- Consulting and extension work.
- Funding for projects.
- Instilling entrepreneurial skills.
- Converting job seekers to creators.
- Developing collaborations.
- Reaching out to low achievers.
- Handling rural students.
- Cracking competitive exams and jobs.
- Tracking student progression.
- Dealing with campus politics.
- Funding for a digital learning hub in the college library.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

**Rajiv Gandhi Government College, Chaura Maidan, Shimla-171004** is affiliated to the Himachal Pradesh University, Shimla who sets up Board of Studies for curriculum development of every Course of the Program. A few of our faculty-members are also members of these Boards of Studies who not only actively contribute in making the curriculum but also provide feedback on the implementation of the courses. The Institution ensures effective curriculum delivery through a well planned and documented process.

A timetable committee chalks out the detailed programme for the effective implementation of the curriculum. Syllabus is further divided into lectures, tutorials and practical. It is ensured that sufficient time is left for seminars, academic activities of various subject societies, assignments and exams for internal assessment etc. All teachers prepare lesson plans of their courses so as to complete the syllabus well in time.

ICT supplements the intellectual output in the teaching learning process in most courses. Experiential Learning is also facilitated through internships, projects and field trips. To update the subject knowledge and to ensure continuous growth, teachers actively involve themselves in Research, Faculty Development Programmes and other academic activities. The Library resources extend enough help in strengthening the teaching learning process.

To evaluate the efficacy of curriculum implementation, the Continuous Comprehensive Assessment (CCA) pattern is implemented through marks for attendance, class-tests, assignments, presentations, tutorials, projects, and internal house-exams.

The college also offers certificate courses that impart teaching/training in life skills, job skills and provides ample of opportunity for the hands on experience to the students enrolled. Crosscutting issues, relevant to professional ethics, gender, human values, environment, and sustainability are integrated into the curriculum/various courses of the programme.

Feedback from the stakeholders with respect to improve curriculum delivery is obtained for necessary changes

and placed before IQAC for the necessary action.

### **Teaching-learning and Evaluation**

**Rajiv Gandhi Government College, Chaura Maidan, Shimla-171004** serves students from both urban and adjacent suburbs, as well as far-flung rural areas. The college's seat occupancy rate is 94.71%. The occupancy rate for seats filled against different categories is 82.15%. The student-to-teacher ratio for the most recent academic year was 66.61. Full-time teachers occupy 98.41% of the sanctioned posts.

Experiential and participative learning opportunities are provided to students through academic and extracurricular activities of many clubs and subject societies, as well as volunteering with NCC, NSS, RRC, and Rovers and Rangers, which enable students gain leadership traits and life skills through experience and hands-on learning.

Inter-college and inter-departmental competitions such as sport events, poster making, slogan writing, quizzes, debates/declamations, powerpoint presentations, skits/dramas, etc. help to sensitize and instill a spirit of participative and interactive learning in students. The college magazine reflects the joint efforts of the students, with diverse sections led by student editors. To meet the needs of slow learners, we provide review sessions, remedial classes, online and offline tutorial sessions.

One virtual classroom and nine smart classrooms for teaching, well-equipped labs and PCs for students and teachers, a Wi-Fi-enabled campus, and an automated library with access to e-books and e-journals via INFLIBNET-N list are among the ICT resources available to improve the teaching-learning experience. Every class has a separate WhatsApp group for each subject, where the subject teacher shares study materials, as well as Google Classroom and Google Meet as online platforms for sharing assignments, projects, class tests, and online teaching.

The students' assessment process is rigorous, including both internal and external examinations. At the institution level, sturdy machinery that is properly organized and transparent is used for both annual and midterm examinations. Grievances and complaints regarding assessment are also immediately addressed.

The programme and course outcomes are well-defined and available both online and offline to educate students. The assessment of POs and COs comprises direct assessment through mid-term and end-term examinations, attendance records, practical exams, assignments/tutorials, and indirect assessment through stakeholder input and feedback.

### **Research, Innovations and Extension**

**Rajiv Gandhi Government College, Chaura Maidan, Shimla-171004** promotes a research culture, performs excellent research, encourages consultancy services, and engages in extension initiatives for societal benefit. Recently, the Government of Himachal Pradesh has designated our college as the 'Utkrisht Mahavidyalaya', or College of Excellence. The college makes concerted efforts to develop world-class infrastructure, policies, and practices to support research, consultancy, and extension. The college has periodically implemented procedures for monitoring and assessing these initiatives and their influence on the academic environment and society.

The students who complete professional degrees such as BCA and PGDCA are placed in many reputable IT businesses, while others continue further education. Similarly, other departments hold exhibitions to display

their students' ability and talents. The college organised a seminar on Intellectual Property Rights (IPR) to keep up with developing trends. Furthermore, the college teachers have published several research papers in reputable publications (both national and international). They have also published several books.

In addition to academic activities, this institution conducts many extension and outreach programmes and campaigns, such as teacher's day, women's day, human rights day, community service, swachh bharat abhiyan, drug abuse awareness, AIDS awareness, national unity day, disaster management, and so on, through the NCC, NSS, Red Ribbon Club, and Rangers and Rovers units of the college. The college also commemorates the birth and death anniversaries of national leaders to raise awareness of national integrity among the general public.

Furthermore, the institution has inked Memorandums of Understanding (MOUs) with some organisations such as Shubh Enterprises and Himachal Pradesh Kaushal Vikas Nigam (for English, Employability, and Entrepreneurship - EEE), as well as Summerhill Technologies Pvt. Ltd., HIMCON, Himachal Pradesh State Museum, and JLN College of Fine Arts for various skill-based programmes. These agreements define duties, establish relationships, and frequently predate formal contracts, fostering understanding and trust among all parties participating in many different projects and collaborations.

Over the years, Rajiv Gandhi Government College has established itself as a glorious institution in the annals of education, ensconced among Shimla's hills.

### **Infrastructure and Learning Resources**

The campus of **Rajiv Gandhi Government College, Chaura Maidan, Shimla-4**, which is divided into six blocks from A to F, measures 9410.71 square meters. The campus comprises 32 classrooms, nine labs, three computer labs, twenty faculty rooms, a multipurpose hall, and eleven storerooms. The college has twenty-five CCTV cameras for student safety and convenience, six Wi-Fi connections with speeds ranging from 100 Mbps to 300 Mbps, and 154 PCs in total. Classrooms are equipped with interactive whiteboards, LCD projectors, KYAN systems, and other ICT equipment to facilitate multimodal instruction. Building infrastructure accounts for 65.73% of total expenditures, excluding salaries. The college contains a permanent basketball court, table tennis tables, chess tables, and a boxing ring. The College has a large multipurpose court that can be used for a variety of outdoor activities such as football, volleyball, handball, kho-kho, kabaddi, yoga, as well as cricket.

On campus, there is a large multipurpose auditorium that can seat roughly 700 students for college programmes/functions. The auditorium is equipped to host a variety of cultural activities. Many clubs are formed to aid students in honing their innate talents and abilities. Students choose/join these clubs based on their interests.

The library contains approximately 15,000 books, twelve newspapers (six English and six Hindi), and 10 magazines (three Hindi and seven English). The Library has five PCs for teachers and six for students with access to e-resources. RFID technology, POXO, and integrated multi-user library software have been installed at the library. Since April 2023, the College library has been utilizing RFID (Radio Frequency Identification) technology for housekeeping and other operations. The library subscribes to electronic resources that allow students and researchers to view full-text articles, e-books, and e-journals for free.

NCC and NSS units have their own space, which includes meeting rooms, lockers, and change rooms. Every college wing is equipped with restrooms, fire extinguishers, sanitary napkin incinerators, and water filters. The institution has a spacious staff room, a visitors' lounge, a girls' common room, and a canteen. The college boasts

a beautiful, verdant campus that is well served by public transit.

## **Student Support and Progression**

### ***Student Support and Progression:***

The college offers a dynamic student support system and scholarships, catering to deserving, economically weaker, and female students. In the academic years 2021-22 and 2022-23, 540 out of 3562 students and 508 out of 3398 students respectively, demonstrating the college's commitment to student support.

### ***Capacity Development and Skill Enhancement Activities:***

From 2018-19 to 2022-23, various capacity building and skill enhancement programs were conducted to enhance students' capabilities. These included 56 life skills activities, including health, hygiene, yoga, meditation, and personal counseling. In November 2021, six girl students attended a self-defense camp. Additionally, 33 soft skills, 03 ICT training programs, and 08 events were organized to strengthen language and communication abilities.

### ***Career Counselling and Guidance for Competitive Examinations:***

The career counseling cell assists students with job identification, entrance tests, and competitive exams. Over the past five years, 30 career counseling programs have been held, benefiting many students. The cell also organizes job fairs and recruitment drives.

### ***Redressal of students grievances including sexual harassment:***

The college has a Grievance Redressal Committee, Monitoring Committee, and Anti-Ragging Cell/Squad to address student issues. They have implemented a zero-tolerance policy for ragging and sexual harassment, and a Discipline Committee and Anti-Ragging Cell/Squad for discipline. A process for submitting grievances is in place, and the gender sensitization and women's empowerment programs are managed by the appropriate committees.

### ***Awards, medals and participation in sports and cultural events:***

Our college has a strong track record of exceptional performers across various levels, with 202 prizes and medals earned over the past five years. In the academic year 2022-23, students participated in 29 sports and cultural activities hosted by the college or other institutions.

### ***Students' Progression to Higher Education:***

Over the past five years, 231 students have enrolled in higher education programs both within and outside of Himachal Pradesh.

## **Governance, Leadership and Management**

Our institution works with the vision of disseminating knowledge to ensure students' holistic development



while upholding values such as honesty, kindness, earnestness, and integrity. The institutional framework, leadership effectiveness, and management practices all contribute to ensuring quality education and students' holistic development. The institution's governance structure, as evidenced by the composition and functioning of governing bodies, is built on transparency, accountability, and adherence to statutory requirements in decision-making processes. The institution works on a democratic and decentralized form of governance. The institution forms its committees and cells democratically and allows them to operate in a decentralized manner. The institution has implemented e-governance across all of its operations. The institution promotes financial mobilisation through self-finance courses, parent-teacher associations, and other funds. The institution conducts regular audits of all funding sources to ensure transparency and efficiency in its working. The institution intends to raise funds from research funding agencies as well as institutional bodies such as the institution's alumni association.

The institution's human resource management practices comply with government rules and regulations. The institution strictly adheres to all UGC and Himachal Pradesh government policies and procedures regarding faculty and staff recruitment, professional development, and welfare. The HPPSC recruits faculty members for the institution in accordance with the UGC's regulations. For promotion and career advancement, UGC's annual performance-based appraisal system is used. The institution adheres to all government welfare measures, including maternity and paternity leave, casual and earned leaves, paid study and duty leave, permission to attend conferences, seminars, orientation, refresher courses, faculty development programmes, vacations, pensions, and equal workplace opportunities.

The Internal Quality Assurance Cell (IQAC) at a college, established in 2004, aims to enhance education quality through continuous improvement. It develops efficient academic, administrative, and financial tasks, provides quality programmes, ensures equitable access, optimizes teaching methods, maintains support structures, and shares research findings. The IQAC collects and analyzes stakeholder feedback, coordinates quality-related activities, maintains an institutional database, conducts audits, and prepares the Annual Quality Assurance Report in accordance with NAAC guidelines. IQAC is enhancing education quality through a 2030 Perspective Plan, ensuring optimal teaching, research, and administrative facilities.

### **Institutional Values and Best Practices**

Our institution fosters the holistic development of its students and strives to maintain societal harmony. The college's NSS, Red Cross, and NCC units, as well as the Red Ribbon Club, Gender Sensitization Cell, Women Cell, and Eco Club, organize awareness campaigns about the environment, health, hygiene, student values, and rights. The college offers courses such as BCA, PGDCA, and EEE,. The collaboration with the HPKVN gives students ample scope and opportunity to realize their full potential and hone their entrepreneurial skills. The institution has made concerted efforts to provide a sustainable and healthy environment for its inhabitants. The college has made commendable efforts to conserve energy. Solar panels were installed to harness solar energy, and LED bulbs were used because they are energy efficient.

The campus pathway has been lit with solar street lights, which emit no harmful pollutants. The college effectively manages waste by separating it into dry and wet waste, which is then collected by MC Shimla. An MoU has been signed with "Shivalik Solid Waste Management," which agrees to accept E waste for proper treatment. The college promotes sustainable water management and has installed a rainwater harvesting tank to collect and utilize rainwater. College has made efforts to preserve the existing flora and fauna on and around campus by restricting vehicle access and parking. There is a pedestrian-friendly pathway, which contributes significantly to the protection of the surrounding vegetation.

Beyond the college campus, the college engages in plantation initiatives and cleanliness drives as part of its extension services, such as NSS, NCC, and Eco Club. The institute also provides a conducive sports environment for students. The college's Department of Physical Education has a well-designed Multi-purpose Indoor Hall where regular events such as table tennis, badminton volleyball, kabaddi, and judo are held. The college is one of the few in Himachal Pradesh that has built a modern multi-purpose basketball court for sports. Aside from basketball, the court is also used for server sports such as volleyball, kho-kho, kabaddi, judo, wrestling, wushu, and taekwondo.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | Rajiv Gandhi Government College, Chaura Maidan, Shimla              |
| Address                         | Principal Rajiv Gandhi Government College Chaura Maidan, Shimla - 4 |
| City                            | SHIMLA  |
| State                           | Himachal pradesh  |
| Pin                             | 171004  |
| Website                         | <a href="http://www.gccm.ac.in">www.gccm.ac.in</a>                  |

| Contacts for Communication |               |                         |            |     |                              |
|----------------------------|---------------|-------------------------|------------|-----|------------------------------|
| Designation                | Name          | Telephone with STD Code | Mobile     | Fax | Email                        |
| Principal                  | Gopal Chauhan | 177-2653291             | 9418482268 | -   | principal.kotshera@gmail.com |
| IQAC / CIQA coordinator    | Pyare Lal     | -                       | 7018015535 | -   | iqackotshera@gmail.com       |

| Status of the Institution |            |
|---------------------------|------------|
| Institution Status        | Government |

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

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |  |
|-----------------------|--|
|-----------------------|--|

| State            | University name             | Document                      |
|------------------|-----------------------------|-------------------------------|
| Himachal pradesh | Himachal Pradesh University | <a href="#">View Document</a> |

| Details of UGC recognition |            |                               |
|----------------------------|------------|-------------------------------|
| Under Section              | Date       | View Document                 |
| 2f of UGC                  | 01-05-1985 | <a href="#">View Document</a> |
| 12B of UGC                 | 01-05-1985 | <a href="#">View Document</a> |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) |   |                                |                    |         |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority  | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents   |   |                                |                    |         |

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

| Location and Area of Campus |   |           |                      |                          |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type                 | Address   | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | Principal Rajiv Gandhi Government College Chaura Maidan, Shimla - 4 | Urban     | 2.32                 | 9410.71                  |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                       |                           |                               |                              |                            |                                |
|---|---------------------------------------|---------------------------|-------------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/ Course</b>      | <b>Duration in Months</b> | <b>Entry Qualification</b>    | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Economics,                         | 36                        | Ten Plus Two in Any Stream    | English,Hindi                | 80                         | 71                             |
| UG  | BA,English, English Honors            | 36                        | Ten Plus Two in Any Stream    | English                      | 15                         | 15                             |
| UG  | BA,English,                           | 36                        | Ten Plus Two in Any Stream    | English                      | 140                        | 139                            |
| UG  | BA,Geography,                         | 36                        | Ten Plus Two in Any Stream    | English,Hindi                | 80                         | 70                             |
| UG  | BA,Hindi,                             | 36                        | Ten Plus Two in Any Stream    | Hindi                        | 120                        | 114                            |
| UG  | BA,History,                           | 36                        | Ten Plus Two in Any Stream    | English,Hindi                | 160                        | 131                            |
| UG  | BA,Journalism And Mass Communication, | 36                        | Ten Plus Two in Any Stream    | English,Hindi                | 20                         | 5                              |
| UG  | BA,Mathematics,                       | 36                        | Ten Plus Two with Mathematics | English                      | 20                         | 6                              |
| UG  | BSc,Mathematics,                      | 36                        | Ten Plus Two in Non Medical   | English                      | 60                         | 40                             |
| UG  | BA,Music Instrumental,                | 36                        | Ten Plus Two in Any Stream    | English,Hindi                | 20                         | 5                              |
| UG  | BA,Music Vocal,                       | 36                        | Ten Plus Two in Any Stream    | English,Hindi                | 20                         | 10                             |
| UG  | BA,Philosophy                         | 36                        | Ten Plus                      | English,Hindi                | 20                         | 1                              |

|    |                                    |    |   |               |     |     |
|----|------------------------------------|----|---|---------------|-----|-----|
|    | hy,                                |    | Two in Any Stream                             | i             |     |     |
| UG | BA,Physical Education,             | 36 | Ten Plus Two in Any Stream                    | English,Hindi | 80  | 77  |
| UG | BA,Political Science,              | 36 | Ten Plus Two in Any Stream                    | English,Hindi | 160 | 160 |
| UG | BA,Public Administration,          | 36 | Ten Plus Two in Any Stream                    | English,Hindi | 80  | 65  |
| UG | BA,Sanskrit,                       | 36 | Ten Plus Two in Any Stream                    | English,Hindi | 20  | 0   |
| UG | BA,Sociology,                      | 36 | Ten Plus Two in Any Stream                    | English,Hindi | 80  | 54  |
| UG | BA,Tourism And Travels Management, | 36 | Ten Plus Two in Any Stream                    | English,Hindi | 60  | 48  |
| UG | BSc,Botany,                        | 36 | Ten Plus Two in Medical Stream                | English       | 40  | 22  |
| UG | BSc,Zoology,                       | 36 | Ten Plus Two in Medical Stream                | English       | 40  | 28  |
| UG | BSc,Chemistry,                     | 36 | Ten Plus Two in Medical or Non Medical Stream | English       | 60  | 29  |
| UG | BSc,Physics,                       | 36 | Ten Plus Two in Non Medical Stream            | English       | 40  | 35  |
| UG | BCom,Commerce,                     | 36 | Ten Plus Two in Medical Stream                | English,Hindi | 220 | 220 |

|   |   |    |                              |         |    |    |
|---|---|----|------------------------------|---------|----|----|
| UG  | BCA,Bachel or Of Computer Application,                | 36 | Ten Plus Two in Any Stream   | English | 40 | 40 |
| PG Diploma recognised by statutory authority including university | PGDCA,Post Graduate Diploma In Computer Applications, | 12 | Graduation in Medical Stream | English | 40 | 33 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 7                   |        |        |       | 41                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 4                   | 3      | 0      | 7     | 12                  | 25     | 0      | 37    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 4                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 5                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 2                   | 3      | 0      | 5     |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 17           |
| Recruited   | 9           | 5             | 0             | 14           |
| Yet to Recruit  |             |               |               | 3            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 9            |
| Recruited   | 7           | 2             | 0             | 9            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 11           |
| Recruited   | 6           | 2             | 0             | 8            |
| Yet to Recruit  |             |               |               | 3            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

### **Qualification Details of the Teaching Staff**



| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 4                          | 3      | 0      | 7                          | 16     | 0      | 30           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 6      | 0      | 7            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 4                          | 3      | 0      | 7            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |   |              |
|---|-------------|---|---------------|---|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> |   | <b>Total</b> |
|   | 0           | 0 | 0             | 0 |              |
|   | 0           | 0 | 0             | 0 | 0            |

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

| <b>Programme</b>  |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|---|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG  | Male   | 2398   | 344                               | 0                   | 0                       | 2742         |
|   | Female | 488  | 29                                | 0                   | 0                       | 517          |
|   | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG Diploma recognised by statutory authority including university | Male   | 18   | 4                                 | 0                   | 0                       | 22           |
|   | Female | 11   | 0                                 | 0                   | 0                       | 11           |
|   | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 568           | 664           | 675           | 657           |
|  | Female | 100           | 128           | 148           | 158           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 114           | 145           | 107           | 93            |
|  | Female | 10            | 21            | 18            | 13            |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 96            | 104           | 92            | 100           |
|  | Female | 12            | 21            | 26            | 25            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 1864          | 2149          | 2026          | 1913          |
|  | Female | 319           | 330           | 305           | 333           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>3083</b>   | <b>3562</b>   | <b>3397</b>   | <b>3292</b>   |

### **Institutional preparedness for NEP**

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | Rajiv Gandhi Government College Chaura Maidan, Shimla-4, is affiliated with Himachal Pradesh University, Shimla-5. It has to follow the curriculum structure, roadmap, or guidelines issued by the university and the Himachal Pradesh government from time to time. The government of Himachal Pradesh and Himachal Pradesh University, Shimla, are yet to introduce National Education Policy 2020 in the state of Himachal Pradesh. All the provisions, rules, and regulations established in the guiding document for the implementation of National Education Policy 2020 will be implemented in the institution. At institution level, Dr. Shalini Chauhan, Associate Professor in the Department of Zoology |
|---|--|

|   |  |
|---|--|
|   | <p>has been appointed as coordinator for implementation of NEP 2020. At the institution level, to provide holistic growth among students, the inter-disciplinary curriculum as adopted by the Himachal Pradesh University, Shimla, will be implemented with greater flexibility. The institution will focus on value-added courses, multidisciplinary courses, internship programmes, and skill enhancement courses in such a manner that students can maximise the advantages of these courses in their academic career. Students during their undergraduate studies will be encouraged to take up courses run by various departments of the institution and to join the MOOCs through SWAYAM, NPTEL, and other government portals to gain an additional advantage in their learning skills. On the whole, the institution will work proactively towards the implementation of NEP 2020 guidelines to maximise student learning of life skills.</p>   |
| <p>2. Academic bank of credits (ABC):</p> | <p>To provide students with mobility and academic flexibility, freedom to choose their own learning path, and recognise their learning achievements, National Education Policy 2020 came up with the concept of the Academic Bank of Credit (ABC). The Himachal Pradesh University and Government of Himachal Pradesh have also issued directions to all the institutions in the state to encourage students to create an account on DigiLocker and to get registered at the academic bank of credit portal, <a href="http://www.abc.gov.in">www.abc.gov.in</a> at the earliest. The institution intends to create a page on the institution's website that allows students to get registered in DigiLocker and also at the academic bank of credit portal, <a href="http://www.abc.gov.in">www.abc.gov.in</a>. In this regard, a phased drive will be initiated in the academic session in which the NEP 2020 will be implemented in the state of Himachal Pradesh. Till the time NEP 2020 is implemented in the state, the students will be mandatorily required to register on DigiLocker. For the purpose of monitoring the Academic Bank of Credit (ABC), a proper technical support system will be developed at the institution level.</p> |
| <p>3. Skill development:</p>              | <p>Rajiv Gandhi Government College Chaura Maidan, Shimla-4, is a college affiliated with Himachal Pradesh University, Shimla-5. The college has to follow and implement the curriculum and guidelines issued by the university. In the existing choice-based credit system (CBCS), the institution is offering</p>   |

|   |   |
|---|---|
|   | <p>various skill development courses under the curriculum structure adopted by the Himachal Pradesh University, Shimla. The institution's career counselling cell also assists students by arranging guest lectures and specialised workshops to assist their skill development. Under National Education Policy 2020, the institution will work to maximise the skill development of students by encouraging them to undertake those skill development courses offered by the departments that strengthen their technical, vocational, soft skills, and other skills required by them in their careers. In this regard, the institution aims at establishing a skill development and training cell comprising faculties from specialised areas that will help students choose skill development courses that are required by the industry. During the course of their undergraduate degree, the students will be encouraged to take up skill development courses offered as MOOCs through SWAYAM and NPTEL and will also be encouraged to get certifications in various fields to enhance their employability. Memorandum of Understandings (MoUs) will be signed with various government and corporate agencies to help our students get training on various life skills.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The preservation and promotion of India's cultural wealth to protect the nation's identity are given high priority in the National Education Policy 2020. This requires appropriate integration of the Indian Knowledge System, such as promoting local language, art, and culture. At Rajiv Gandhi Government College Chaura Maidan, Shimla-4 students from other states and also from all districts of the state are taking value-based education. Such diverse student backgrounds help them know and understand each other's art and culture. The institution, through its clubs and societies such as NCC, NSS, R&amp;R, etc., and through cultural events organised throughout the year, provides an opportunity for students to perform their own cultural activities and ensures students's learning of the diverse art and cultures of India. All-important national and state days and festivals are celebrated by the institution in high spirits. The college magazine "Abhay Jyoti" also has a section exclusively dedicated to promoting the Pahari language. To make students understand the subjects in a better way,</p>  |

|   |   |
|---|---|
|   | <p>teachers are encouraged to teach them in a language they understand easily. The students are also encouraged to share their thoughts and ideas in the language in which they feel most comfortable. The institution offers Hindi, Sanskrit, and English as core and elective subjects. To generate interest among the students towards our culture and ancient languages, the students are taken on exposure visits to nearby places of art and culture to make them understand their cultural heritage and traditional languages. Efforts will be made to encourage teachers and students to make use of modern-day technology tools such as artificial intelligence and online sources to protect and promote local language and culture.</p>  |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Outcome-based education (OBE) is a continuous process of education wherein the curriculum, teaching and learning strategies, and assessment tools are continuously improved. The National Education Policy (NEP) 2020 emphasises outcome-based education (OBE). It focuses on measuring student performance and outcomes at different levels. The curriculum of the choice-based credit system (CBCS) that is presently functional in the college also aims at achieving the objective of outcome-based education. The existing courseware for the majority of subjects clearly mentions the learning outcomes, evaluation methodology, list of textbooks, reference books, and resources. Programme outcomes (POs) and course outcomes (COs) are being provided on the institutional website to make students aware of the benefits of the course or programme. The IQAC also obtains feedback on the effectiveness of the curriculum from students and faculty members. The outcomes of the feedback are being discussed, and action is being taken on the shortcomings and suggestions given by the stakeholders. However, with the implementation of National Education Policy (NEP) 2020, it is expected that Himachal Pradesh University will also restructure its curriculum to provide outcome-based education to students. Many of our faculty members are members of the board of studies and subject expert teams of the Himachal Pradesh University, Shimla. By providing valuable feedback and suggestions, faculty members of our institution contribute to creating an outcome-based curriculum for the students. At the institution level, every effort to implement the curriculum adopted by</p> |

|  |  |
|--|--|
|  | <p>Himachal Pradesh University Shimla will be made by the institution. A mechanism will be developed to continuously assess the performance of the students. Faculty members will be encouraged to engage in the routine evaluation process, and their input and feedback will be incorporated into future courses of action. The effective implementation of NEP 2020 measures such as internships, value-added courses, project-based learning, fieldwork, etc. will be ensured to provide outcome-based education for students.</p>   |
| <p>6. Distance education/online education:</p> | <p>The adoption of online modes of instruction during the COVID-19 pandemic made all faculty members adopt online teaching and learning tools for the purpose of imparting education to students living in far-flung areas of the state. During this phase, teachers made use of different online modes of teaching, such as Google Meet, WhatsApp, Telegram, Zoom, etc., for the conduct of classes and for imparting information to the students. This practice continues to be followed by almost all departments of the institution, and each department of the college has fully functional students' groups where teachers and students communicate on a regular basis. This flexible blended mode of teaching and learning has helped make the teaching learning process more efficient by making it easy for faculty members to share learning content with students. Faculty members of the institution are also making use of the online mode to attend orientation, refresher programmes, FDPs, and conferences and seminars that have helped them gain academically. Under National Education Policy (NEP) 2020, these measures will be strengthened, and students will be encouraged to make use of online modes to get additional certifications and quality education material available from various sources. With the help of faculty members, the IQAC will devise some mechanism to monitor the enrolment status and progress of our students in all such value-added and add-on courses. IQAC will work on developing an institutional learning management system and will encourage faculty members to develop and contribute to it by way of developing MOOCs.</p> |

### Institutional Initiatives for Electoral Literacy

|   |  |
|---|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>   | <p>Yes, ELC is in existence in college since 2018. Systematic voters education and electoral participation programme activities are regularly conducted in the college under the supervision of Electoral Registration Officer. Debate, Quiz, Painting, Essay Writing and other activities are part of SVEEP programme.</p>        |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>  | <p>Yes, Co-ordinator, co-coordinating faculty members and students are appointed by the college every year. For the current year, Sulakshna Thakur, Sunil Kumar, Divyanshi, Kum Kum Sneha and Aditi are student representative and Mr. Ajay Kumar, Assistant Professor, Department of Political Science is Coordinator of ELC.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Yes, All these activities are done by the college under the supervision of electoral registration officer cum SDM regularly. All the activities conducted in the college are documented in the department register of Department of Political Science.</p>  |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>Awareness drives among college students and local people are taken by ELC every year.</p>   |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>In the beginning of the session, ELC conducts the meeting and identify the eligible voters who have attained the age of 18 years. Application form for new voters - Form - 6 is filled. BLO also help in registration process.</p>  |



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3397    | 3562    | 3083    | 2896    | 2980    |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

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

Response: 104

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 51      | 51      | 50      | 48      | 48      |

### 3 Institution

#### 3.1

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

| 2022-23   | 2021-22   | 2020-21   | 2019-20  | 2018-19  |
|-----------|-----------|-----------|----------|----------|
| 143.67917 | 130.02408 | 192.66589 | 54.80568 | 60.94099 |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The Institution ensures effective curriculum delivery by following a well-planned and documented process. This institution is affiliated to Himachal Pradesh University, which has set up separate Boards of Studies for undergraduate and postgraduate courses in each programme/subject. The Board of Studies continuously works to develop, improve, and update the curriculum for its courses. Some of our faculty members also serve on these boards of studies. These teachers not only actively participate/contribute in the curriculum development process, but they also offer feedback on implementation of courses from time to time. The following points expound on the method and mechanism of efficient Curriculum delivery and implementation:

Every academic session begins with the notification of the academic calendar by the university/department of higher education, which is duly printed in the college prospectus. Following the admissions process, a timetable committee is formed to develop a thorough plan for the curriculum's effective implementation. The committee prepares a detailed timetable for all subjects based on the number of teaching hours specified in the curriculum. The timetable and syllabus are further divided into lectures and practicals. Through this division, an effort is made to ensure not only that the syllabus is completed within the time frame specified, but also that adequate time is provided for seminars, academic activities of various subject societies, assignments and examinations for internal assessment, etc.

To guarantee effective curriculum delivery, all teachers are required to write lesson plans for their courses at the beginning of each session in order to complete the syllabus on time and in a systematic manner.

To ensure effective syllabus delivery, at least two classes per week of each subject are held in the smart classroom, allowing students to benefit from digital resources to the fullest. Thus, ICT supplements the intellectual output of teaching and learning. Internships, projects, and field excursions all help in facilitating experiential learning.

The Continuous Comprehensive Assessment (CCA) pattern is implemented in full spirit, with attendance, class tests, assignments and tutorials, projects, and internal house exams conducted during each academic session.

Mid-term tests are held to meet the criteria for internal assessment, and students are notified about them via notice boards and the college website. Students receive internal assessments based on their attendance, midterm exam results, and performance in class tests, presentations, assignments, projects,

and so on. Departments also hold debates, seminars, and quizzes in important topics related to the curriculum, and the outcomes of these events are considered in internal assessments.

College also offers certificate courses that teach/train students in job skills and enable them to gain hands-on experience.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 13

| File Description  | Document                      |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |

### 1.2.2

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

**Response:** 4.83

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 184     | 375     | 0       | 210     | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

Crosscutting issues such as gender sensitisation, human values, environment awareness and sustainability are addressed in several B.A., B.Com., and B.Sc. programmes, the curriculum of which is notified by the affiliating Himachal Pradesh University. In addition, our college's teaching departments, clubs and subject-specific societies conduct a variety of co-curricular activities to raise student awareness and sensitization to these relevant/important cross-cutting concerns.

#### Environmental Awareness and Sustainability:

Students from all streams are mandatorily required to pass a course titled 'Environmental Science' (EVS). This course covers a variety of issues related to environmental awareness and sustainability. Aside from that, the departments of Physics, Economics, Geography, History, Philosophy, Political Science, Sociology, and Tourism provide a various topics that integrate the issue of environment and sustainability into their curriculum. The college's NSS, NCC, Rangers and Rovers, and Eco Club promote social responsibility and awareness through lectures, film screenings, and awareness campaigns for recycling, composting, efficient land use, organic gardening, rainwater harvesting, bio-leaching, wildlife conservation, climate change, etc.. The college also conducts green audits and promotes green campus initiatives. The college also boasts a solar energy plant, a vermi-compost plant, and a rainwater harvesting system.

#### Gender Sensitisation:

Gender sensitization is an important part of students' overall development. Gender awareness increases their sensitivity and sensitization. Gender issues are included and effectively addressed in the curricula of the various departments. Every year, a Women's Day and gender awareness programmes are held. Courses that expressly address gender and issues of women's empowerment are offered in various courses of different programmes, assisting students in understanding gender diversity. The Women Cell and Prevention of Sexual Harassment (POSH) Committee organises academic, medical,

cultural, and social events to raise gender awareness among students. Expert lecture sessions are used to disseminate awareness initiatives on crime against women as well as the provisions of the Vishakha Guidelines.

### Professional Ethics:

College coursework and extracurricular activities help students acquire professional ethics. Various aspects of professional ethics are integrated into the curricula of a few courses, including journalism and mass communication, tourism, commerce, and BCA/PGDCA. Besides, the NSS, NCC, and Rangers and Rovers also organise several lectures and programmes on professional ethics.

### Human Values:

Courses on human values and ethics, cultural impacts, and social implications have been integrated into the curriculum of many departments. The Institution also holds talks, lectures and discussions on these issues from time to time to raise student awareness of the importance of human values. NSS volunteers have actively participated in community services. They also adopted the villages of Gavahi near Annandale and Sangti near Summerhill. Students of the college participate in national programmes such as the Fit India Mission, SVEEP, National Unity Day, World Food Day, Peace Day, Yoga Day, and others. Individual teaching departments, as well as subject-specific clubs and societies, participate in activities aimed at raising awareness and implementing solutions linked to the drug problem, youth anguish, distress and suicide, HIV/AIDS awareness, and so on.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 1.3.2

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

**Response:** 17.54

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

Response: 596

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 95.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1471    | 1498    | 1380    | 1293    | 1264    |

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1571    | 1568    | 1500    | 1332    | 1268    |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 76.07

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



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 586     | 531     | 295     | 275     | 255     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 819     | 812     | 338     | 298     | 286     |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 66.61

## 2.3 Teaching- Learning Process

### 2.3.1

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

## **Response:**

The teachers' teaching methodology is primarily student-centered, with a focus on transforming students from passive recipients to active and involved stakeholders through experiential, interactive, participatory, problem-solving methodology and ICT-enabled tools for an effective teaching and learning process.

## **Experiential Learning:**

- Many core courses offered by various departments of the college include regular laboratory hands-on experiments and project writing, exemplifying "learning by doing."
- Certain departments include study visits to significant cultural, historical, agricultural, geological, geographical, zoological, and botanical sites in their course structures.
- Workshops and training programmes on Mushroom Cultivation/Growing, Beauty Parlour/Wellness/Beautician, Emergency Preparedness, and Digital Marketing are organised to provide practical, real job experience in a specific field and promote creativity and innovation.
- Volunteering with clubs and societies along with college units of NSS, NCC, and Rovers and Rangers, helps students develop a sense of social responsibility and multidimensional skills via hands-on experiences.

## **Participative learning:**

- Group discussions, presentations, seminars/webinars, workshops, guest lectures, and brainstorming sessions on social and scientific issues foster peer learning, encourage teamwork, and instill self-confidence in students.
- Students' engagement in extracurricular activities such as debates, street plays, skits, mono acting, essay competitions, quizzes, drawing/painting, and rangoli competitions at the college and inter-college levels is ensured.
- Annual cultural programmes are organised to facilitate the holistic development of students.
- The college magazine mirrors the students' joint endeavour, with student editors overseeing various sections. They outline, compose, improve, proofread, and visit the printing press under their professors' supervision and guidance.

## **Problem solving methods:**

- CCA addresses learners' deficiencies through classroom discussions, presentations, and assignments.
- Pedagogues use tutorial sessions to address students' individual problems and difficulties.
- Various ways are used to assist slow learners, including audio-visual aids, real-life examples, efficient outlining techniques, course notes, mnemonic devices, remedial classes, and peer tutoring.

## **ICT- enabled tools including online resources for effective teaching and learning:**

- During the Covid-19 pandemic lockdown, ICT-enabled platforms such as Google Meet and Google Classroom were used to conduct online classes, share study materials, and assign assignments/projects. Google Forms, Kahoot, EpicPen, and Quizzes were also used for effective test-taking.

- INFLIBNET's N-list provides optimal access to e-resources from many online platforms, including e-journals and e-books.
- WhatsApp groups are controlled for sharing study materials, notes, notices, alerts, and internal assessment awards.
- Both formative and summative assessments are conducted online.
- Faculty employ ICT resources including digital whiteboards, MS PowerPoint, YouTube, Google Earth, projectors, and PCs to enhance teaching and learning.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 98.41

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53      | 52      | 51      | 48      | 48      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

### 2.4.2

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

**Response:** 64.11

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

**during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 42      | 37      | 31      | 28      | 21      |

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

**2.5 Evaluation Process and Reforms****2.5.1****Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

Rajiv Gandhi Government College, Shimla-4 provides a secure and satisfactory academic redressal mechanism to its students. This mechanism is effective and time-bound. The institution makes every effort to provide immediate relief for the issues facing the learners. Since 2017, the college has had an active Grievances Redressal Cell. The cell consists of a chairperson, the institution's principal, and three to five senior teachers. The cell's function is to investigate student complaints, determine their nature, and give rapid redressal. Mr. Roshan Lal Dogra, the college's data operator, assists teachers in uploading Internal Assessments and re/solves students' issues and grievances regarding the same. Mr. Dogra edits student details such as name, date of birth, subjects, user ID, and so on to ensure that the process of declaring results runs well. The institution began maintaining a Grievances Redressal Register in the academic year 2020-2021, where it keeps track of students' issues and grievances. It remains in the custody of Mr. Dogra, along with all of the students' applications. Students are briefed about the examination schedules and evaluation procedures at the start of each session. They are also informed about the internal and external evaluation systems, as well as the transparency that results from them. Internally, the teachers identify students as slow or fast learners and provide them with remedial and advanced classes to help them advance their career. At the end of the session, Himachal Pradesh University conducts external exams for all theoretical and practical subjects. Students who fail to complete the internal process of obtaining Internal Assessment due to missed midterm exams or

incomplete assignments are referred to their respective subject teachers for review and reassessment.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

There are several composite outcomes of an academic programme, which are essentially broad statements that describe the practical and professional accomplishments aimed at by the programme. The teaching faculty at Rajiv Gandhi Government College, Shimla-4 constantly works to prepare undergraduates for their eventual evolution into career-oriented, successful individuals.

#### Programme Outcomes

The Programme Outcomes (POs) determine the satisfactory practical and professional accomplishments of students enrolled in a certain programme of study that it seeks. The Programme Outcomes for various pass and elective courses are carefully planned by the departments concerned and realized by continuous monitoring of the students and subsequent corrective remedial measures.

#### Course Outcomes

The Course Outcomes (COs) describe the necessary and specific disciplinary knowledge and abilities that students must acquire in a given course. These are specific to each course and have been designed with the knowledge that a student should have after completing the course in mind. These have been posted on the website alongside the syllabi.

#### Method of Communicating Programme and Course Outcomes

During departmental meetings, the institution's department heads discuss and distribute the POs and COs to their faculty colleagues. Since the students are the main stakeholders, teachers also convey these to them in their individual classrooms. Each department within the college has specific course and programme outcomes that are listed in departmental profiles. Lesson plans that are properly developed also include these. Records of all programmes and course outcomes from each department within the institution are also kept in the Internal Quality Assurance Cell.

The institution uses systematic teaching-learning methodologies to help students achieve graduate

attributes in three years. The teaching faculty assesses course outcomes using a variety of methods, including assignments, class tests, presentations, ICT presentations, group discussions, viva voce, and so on. Furthermore, the outcomes are assessed in the final examinations. The Internal Quality Assurance Cell constantly monitors the COs, POs, and Lesson Plans of all departments in each stream. The Heads of Departments ensure that these are completed on time and to a high standard for the students' benefit. The process is repeated at regular intervals.

The college recognizes the importance of uprightness for teachers and idealism for their particular subjects, and hence provides them with ample opportunity to demonstrate the same with their students independently. The numerous departmental activities, as well as those conducted by various clubs and groups, ensure adherence to the specific Programme Outcomes and are thus recorded in departmental registers. The college organizes career counseling programmes on a regular basis to inform students about the future and scope of their particular disciplines. Their queries concerning various academic pursuits are answered by the Career Counselling Cell. The institution's IQAC monitors the Career Counselling Cell and reviews the documents/records that are properly maintained.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The attainment of Programme Outcomes and Course Outcomes are indicators of graduation from an institution. Students are regularly monitored to ensure that they progress properly into graduates, and corrective remedial actions are implemented when any gaps in the process are identified. The college has a learner-centric approach and encourages students to complete the course on time.

Final-year students prepare for competitive tests and PG admission exams in order to advance their careers. Teachers guide students about this process during their first year of graduation. There are several informal meetings with graduates from all courses to mentor them on the various career options available after graduation. The college's Career Guidance and Counselling Cell regularly gives students with opportunities to learn about various academic pursuits and career prospects through several counselling programmes. The female students are informed about various courses and diplomas that they can pursue after graduation. IQAC monitors the Career Guidance and Counselling Cell to ensure knowledge acquisition, skill development, and employment preparedness.

The college's IQAC uses a specific approach to assess levels of outcome attainment. Faculty members from all departments of the institution use a variety of assessment strategies, and all faculties have the freedom to assess and evaluate students.

**Direct Assessment**

Since the the College is affiliated to Himachal Pradesh University, the external evaluation of student performance is conducted using 70% of total marks in the term-end university examination. Students' internal evaluation is based on 30% of their college marks, which include assignments submitted, midterm exam results, class tests, presentations, and attendance in their respective subjects. Even throughout the COVID-19 epidemic, the internal evaluation system was maintained through student-submitted online assignments and presentations. However, the time constraint for submitting the same was relaxed keeping in view the students' condition at the crucial time. The college's IQAC conducts PO and CO reviews on a regular basis.

**Programme/Course Outcome Attainment Level Criteria**

Attainment of Programme/Course Outcomes is determined by analyzing the results and categorizing students as follows:

1. Students with 60% or above marks.
2. Students with less than 60% and more than 45%.
3. Students achieving less than 45%.

Students who score less than 45% on internal exams are identified as slow learners and are provided with remedial teaching classes and simplified notes. The Institution officially recognizes the PO and CO achievers/achievements at its annual functions.

**Indirect Assessment**

Student feedback, course assessment, and student feedback all contribute to the indirect assessment of programme and course outcomes. The college's Internal Quality Assurance of monitors the evaluation of programme and course outcomes via student assessments of internal and external examinations. Furthermore, student performance is discussed with the faculty during staff meetings. The course outcomes are aligned with the intermittent group discussions in the concerned classes.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

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

**Response:** 89.72

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 812     | 870     | 641     | 793     | 725     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 900     | 1089    | 667     | 838     | 787     |

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

## 2.7 Student Satisfaction Survey

| <p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response:</b></p> |                               |
|--|-------------------------------|
| File Description   | Document                      |
| Upload database of all students on roll as per data template   | <a href="#">View Document</a> |



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Rajiv Gandhi Government College, Chaura Maidan, Shimla-171004 H.P. promotes a research culture, performs excellent research, encourages consultancy services, and engages in extension initiatives for societal benefit. Recently, the Government of Himachal Pradesh has designated our college as the 'Utkrisht Mahavidyalaya', or College of Excellence. The college makes concerted efforts to develop world-class infrastructure, policies, and practices to support research, consultancy, and extension. The college has periodically implemented procedures for monitoring and assessing these initiatives and their influence on the academic environment and society. The students who complete professional degrees such as BCA and PGDCA are placed in many reputable IT businesses, while others continue further education. Similarly, other departments hold exhibitions to display their students' ability and talents.

The college organised a seminar on Intellectual Property Rights (IPR) to keep up with developing trends. Furthermore, the college teachers have published several research papers in reputable publications (both national and international). They have also published several books. In addition to academic activities, this institution conducts many extension and outreach programmes and campaigns, such as teacher's day,

women's day, human rights day, community service, swachh bharat abhiyan, drug abuse awareness, AIDS awareness, national unity day, disaster management, and so on, through the NCC, NSS, Red Ribbon Club, and Rangers and Rovers units of the college. The college also commemorates the birth and death anniversaries of national leaders to raise awareness of national integrity among the general public.

Furthermore, the institution has inked Memorandums of Understanding (MOUs) with some organisations such as Shubh Enterprises and Himachal Pradesh Kaushal Vikas Nigam (for English, Employability, and Entrepreneurship - EEE), as well as Summerhill Technologies Pvt. Ltd., HIMCON, Himachal Pradesh State Museum, and JLN College of Fine Arts for various skill-based programmes. These agreements define duties, establish relationships, and frequently predate formal contracts, fostering understanding and trust among all parties participating in many different projects and collaborations. Over the years, Rajiv Gandhi Government College has established itself as a glorious institution in the annals of education, ensconced among Shimla's hills.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.2.2

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

**Response:** 13

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7       | 1       | 0       | 3       | 2       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.41**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 9       | 4       | 9       | 9       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | <a href="#">View Document</a> |
| Link to re-directing to journal source-cite website in case of digital journals   | <a href="#">View Document</a> |
| Links to the papers published in journals listed in UGC CARE list or  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.22**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3       | 6       | 9       | 1       | 4       |

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

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The Extension Programme has transformed people's perspectives. It has helped people in learning new skills and knowledge, so improving their and their families' lives. It has also strengthened communities by allowing inhabitants to connect and share resources. It has also helped our students/volunteers build social responsibility, learn by doing, and leadership skills.

Every year, our institution conducted several extension initiatives/activities addressing social, environmental, moral, and health challenges.

**Social Awareness:**

Our institution is committed to addressing social concerns by active participation from all units. We conduct and implement a variety of social extension programmes, including Covid-19 Awareness, Voter Awareness, AIDS Awareness, Drug Abuse, and Cleanliness Drives. During the Covid epidemic, our institute ran online programmes. We commemorate the birth and death anniversaries of national leaders to recognise their societal contributions. We organise student rallies to raise social awareness among people. Every year, our NSS unit organises a special residential camp in one of the adopted villages.

**ENVIRONMENTAL AWARENESS:**

The institution prioritises environmental awareness, including afforestation, pollution, and biodiversity loss. So, to raise awareness in society, we organise various events such as tree planting, cleanliness campaigns, and so on.

**Moral Activities:**

Moral values like kindness, humility, courage, and compassion should be instilled in students from a young age to shape their character. To instill moral values in students and society, our institute has organised and celebrated events such as Teachers' Day, Women's Day, and Human Rights Day.

#### **Health Consciousness:**

Health consciousness is our institution's primary focus. Our institution has implemented a variety of programmes to improve our community's quality of life. The institution organised events such as Covid-19 vaccination/immunisation camps, blood donation camps, blood group testing camps, and Yoga Day celebrations, among others.

#### **Gender Sensitisation:**

Our institution has taken a number of initiatives to ensure that all students have equal status and opportunity. Several groups, including the Sexual Harassment Prevention Committee, Student Development Cell, and Anti-Ragging Committee, are actively working and monitoring day-to-day activities in this area. A Counselling Cell has been formed in the institution to help students with their personal and psychological difficulties.

#### **National Integration:**

We celebrated the 'Azadi Ka Amrit Mahotsav' in accordance with the Government of India's directives for national integration. To participate in this programme, the institution organised a variety of events to raise awareness of national integration, such as commemorating national luminaries' birth and death anniversaries. The institution maintains a distinct NCC unit, and a number of NCC cadets are joining armed forces and marching in national level parades.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **3.4.2**

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

##### **Response:**

Rajiv Gandhi Government College, Chaura Maidan, Shimla-4, is a well-known institution that has been recognized for its efforts in community service and outreach via extension programmes. The institution has organized a variety of activities to address social challenges, including volunteer work, community development projects, and outreach initiatives. These efforts have been recognized with awards and accolades from government agencies, non-profit organizations, and community groups. These awards demonstrate the institution's commitment to making a positive impact and a good difference in the

community and its dedication to social responsibility. Additionally, the institution arranges a variety of programmes to address key societal concerns such as cleanliness, the environment, and women's health. Special efforts have been made to instill human values and social consciousness in students through activities such as blood donation camps, Covid-19 vaccination camps, tree planting, cleanliness campaigns, AIDS awareness programs, Covid-19 safety awareness, national leaders' birth and death anniversaries, Women's Day, Teachers' Day, Voter Awareness, Human Rights Day, and more. These events are organized by NSS, NCC units, Rovers and Rangers, committees, and departments, with the goal of developing students' personalities, social consciousness, and social services.

- Shiven Kumar, son of Sh. Tilak Raj, received a certificate of commendation as a NSS Master Trainer in 2018 for his excellent contribution to SVEEP activities during the Lok Sabha Election. He also received a Certificate of Merit in the 8th Annual Inter-state (North Zone) Declamation Contest that same year.
- In 2018, Shiven Kumar, an NSS volunteer, received a certificate for raising awareness about cybercrime from the Superintendent of Police, Cyber Crime Shimla, Himachal Pradesh.
- On January 29, 2022, the NCC unit received an award for Representation of NCC Directorate from Director General NCC.
- On January 1, 2022, NCC received an Appreciation Certificate for Outstanding Performance from Director General NCC.
- On March 13, 2022, Major General Rajiv Chibber, ADG, NCC, Dte, PHHp, and Chd presented NCC with a Certificate of Merit for their participation in the Republic Day Parade.
- On February 22, 2022, State Chief Commissioner Bharat & Scouts H.P. presented a Certificate of Thanks to Rovers & Rangers for State Level Founder Day.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.3

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

**Response:** 192

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39      | 32      | 37      | 40      | 44      |

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 8

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

Rajiv Gandhi Government College, Chaura Maidan, Shimla-4, is home to a rich ecology of extracurricular, cultural, and athletic activities. The institution acts as a cradle for leadership since it places a high value on students' overall and dynamic development. Our athletic/sporting and cultural organizations have a rich history of accomplishment and strong competition. As a result, our college strives to provide the best amenities.

#### Academic Activities

Our students have access to cutting-edge facilities that will help them develop into a Centre of Excellence for science, arts, and business education that is committed to providing high-quality instruction and learning.

- 1.The institution's beautiful, green campus spans 2.32 acres and includes an administrative building, teaching blocks with large, elegantly decorated classrooms, and exceptional infrastructure to encourage a learner-centric environment.
- 2.The institution has created and enhanced the essential infrastructure to facilitate effective teaching and learning.
- 3.Each department has computers, printers, and faculty rooms for academic purposes.
- 4.Rajiv Gandhi Government College's IQAC promotes the use of ICT in the teaching-learning process, such as Smart Boards, Video Conferencing, LCD presentations, Internet Connectivity, and so on, in almost every classroom equipped with projectors, screens, and sound systems. Some classes use smartboards instead of displays. The vast majority of science labs are outfitted with ICT and also serve as lecture halls.
- 5.The college has a large, well-stocked library with many areas to sit and read. The library houses a digital resource center that includes computers, printers, reprography, and scanning equipment.
- 6.Co-curricular and extracurricular activities are given priority at Rajiv Gandhi Government College, Shimla-4. Students benefit from participation in both indoor and outdoor sports and games, which help them develop qualities such as leadership, teamwork, and competition.

#### Laboratories:

- 1.Experiential learning facilities with latest equipment are accessible to help students succeed



academically.

2. The laboratories are supplied with cutting-edge gear and provide ample room to conduct experiments in accordance with the University curriculum. According to the laws, open source and licensed software are available in programming laboratories.
3. In addition to obligatory coursework, students are encouraged to do case studies in newly discovered areas of research.

## Sports and Games

Physical education coaches train students in various sports and games events, using a large indoor facility with gym, badminton, table tennis, chess, caroms, and courts. The organization sponsors regional, national, district, university, and intercollegiate contests.

## Cultural Activities

The college offers a diverse range of indoor and outdoor activities, including a large, multifunctional auditorium with media capabilities for various cultural events. The auditorium is used for events like Freshers' Day, Farewell, Annual Day, and Independence Day. Students can join various clubs based on their interests, fostering their natural abilities and showcasing their strengths. These activities help developing communication, leadership, and teamwork skills, and enhancing overall personality development.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 4.1.2

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

**Response:** 36.2

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

| 2022-23  | 2021-22  | 2020-21  | 2019-20  | 2018-19  |
|----------|----------|----------|----------|----------|
| 15.56232 | 70.21037 | 96.44427 | 12.51499 | 16.01949 |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The college library was established four decades ago, in 1984. Later, in August 2008, it was relocated to a larger space within the new structure.

The library is fully automated with an Integrated Library Management System (ILMS) funded by the Utkrith Mahavidyalaya Yojana grant. The primary features of the library are as follows:

#### RFID technology and POXO software:

- The library utilizes RFID technology and POXO software. The technology facilitates bookkeeping and other tasks. It also facilitates an efficient security system, improves tracking, encourages speedier book circulation, inventorying, and so on. Members are given RFID-enabled ID cards to issue and return books.
- The library employs POXO, an integrated multiuser library software. It supports WiFi and LAN.

#### E-resources and Book Bank:

- The college is member of the National Library and Information Services Infrastructure (N-List). It offers free access to more than 31,35000 full-text e-books and 9000 e-journals covering a wide range of topics.
- The library has 11 computers for teachers and students to access open e-resources, including e-journals.
- Currently, there are 3,032 registered users with N-list, including 621 active, 2,411 pending, and 5 expired.

- The college library also has a book bank where students can borrow textbooks on a security basis (actual cost + 20% and Rs 2/- per book maintenance charge).

**Utilization:**

- The library has about 15,000 books stored in 101 almirahs. It provides 12 newspapers (6 English and 6 Hindi). Ten periodicals (07 English and 03 Hindi) are also subscribed by students for holistic learning.
- In 2022-23, students utilized the library 11,327 times, up to 8,506 in 2021-22.
- Over the past five years, the average yearly expenditure on books, magazines, and e-resources was Rs 4.48,697/-.
- The library contains a reading hall that can accommodate approximately 200 students.
- A computer area for both students and teachers.
- A reading room for teachers only.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**4.3 IT Infrastructure**

**4.3.1**

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

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

**Response:**

The institution regularly maintains its infrastructure and provides adequate bandwidth for internet connection.

**Mechanism for updating IT Facilities:**

The college has a well-established process for upgrading and deploying IT infrastructure. Every year, the college's IQAC solicits feedback from its IT faculty on existing IT facilities, service quality, and future requirements. After reviewing all of the suggestions, the necessary actions are recommended to the College administration. According to the requirements for IT equipment maintenance, the college has faculty and technical staff in the Computer Science and Computer Application departments who use their skills to update and repair the system/equipment. However, for major repairs and damages, computer

technicians and service providers are always up to the task of maintenance and replacement.

### **Updation of ICT Infrastructure:**

Continuously updating ICT infrastructure supports college academics, administration, examinations, and research activities. The college has 146 computers available for use by students. Lecture halls are outfitted with LCD projectors, KYAN systems, and interactive flat panels to aid in teaching and presentation. Six internet connections are available at the institution. Four of them are 200 Mbps; one is 300 Mbps, and one is 100 Mbps. All of these connections are available throughout the campus via LAN and Wi-Fi (classrooms, labs, library, and staffroom, faculty rooms, administrative offices, fee counter, student welfare, auditorium, and virtual class rooms).

### **Updating/Improving Internet Connectivity:**

The existing internet infrastructure evaluation includes network equipment, cabling, and bandwidth capacity. The college has upgraded from simple/conventional broadband lines to fiber optics technology. The college's bandwidth has been upgraded from 30 Mbps to 100 Mbps to 200 Mbps to 300 Mbps in response to demand. The college has installed dependable networking equipment (such as routers, switches, and firewalls) and improved network layout and cabling to reduce signal interference and ensure constant coverage across campus.

### **ICT Enabled Classroom:**

The college continuously improves and updates its learning environment by integrating tools and resources. The college has taken part in the transformation by transitioning from Blackboards to whiteboards, projectors, and internet-based interactive flat panels. Almost every classroom and lab at the college has a reliable internet connection and adequate power outlets to support ICT equipment. The classrooms/labs feature the appropriate hardware, such as computers, interactive flat panels, and projectors, to support multimedia presentations, collaborative work, and interactive learning.

### **Website Update:**

College features a dynamic and adaptable website that runs on the ac.in domain and uses Secure Sockets Layers certification to establish an encrypted link between a web server and a browser. The college website is regularly updated by the website manager, and the college staff creates dynamic pages.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **4.3.2**

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

**Response:** 23.27**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 146

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

**4.4 Maintenance of Campus Infrastructure****4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 23.41**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)**

| 2022-23  | 2021-22  | 2020-21  | 2019-20  | 2018-19  |
|----------|----------|----------|----------|----------|
| 25.51330 | 15.39996 | 54.73373 | 20.27161 | 20.37568 |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 13.76

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 508     | 540     | 395     | 389     | 358     |

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

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

### 5.1.3

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

**Response:** 35.02

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2066    | 1156    | 383     | 1329    | 641     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 8.63

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 99      | 123     | 43      | 17      | 9       |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 618     | 819     | 508     | 743     | 685     |



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

### 5.2.2

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

**Response:** 0.03

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

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

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 06      | 00      | 07      | 03      |

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.3.2**

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

**Response:** 2.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 03      | 00      | 03      | 03      |

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Alumni of Rajiv Gandhi Government College, Chaura Maidan, Shimla, have achieved great success and made significant contributions to their profession and nation-building. Rajiv Gandhi Government College, Chaura Maidan, and Shimla have an alumni association called the "Kotshera Alumni Association." The association is registered under the Himachal Pradesh Societies Registration Act, 2006 (Act No. 25 of 2006) and has the registration number HPCD-13246. The association's governing body consists of a president, vice president, secretary, treasurer, and executive member elected by alumni every three years. The alumni association operates as an independent organization with the backing of the institution, giving all necessary help to carry out their activities at the institution. The alumni organization has meetings on the college campus and is involved in the institution's numerous development efforts. The alumni organization has helped in non-monetary ways such as job counseling, skill development, and expert speeches. The Kotshera Alumni Association has implemented the following alumni engagement initiatives:

- **Organising Guest Lectures:** The Kotshera Alumni Association organizes guest lectures and fosters connection among alumni, students, staff, and administration. The society, with the assistance of the college administration, is organizing guest lectures by alumni of the institution. During 2022-23, the group hosted talks by the institution's alumni, mountaineer Amit Negi. This encourages our students to perform well in their life.
- **Organisation of Sports Events:** The Alumni Association organizes sports events to bring alumni together, reminisce, and share experiences. To accomplish this goal, the Kotshera Alumni Association hosted a two-day badminton championship on the college campus in 2022-23.
- **Involving Alumni of the Institution in Institutional Activities:** The institution actively engages alumni in its developmental activities. The association's governing body holds meetings on campus. During these meetings, students' requirements, skill gaps, and current employment market developments and trends are discussed.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

A decentralised and participatory approach is used to ensure that governance aligns with the institution's vision and goal. Each academic session begins with the formation of administrative committees and cells dedicated to various aspects of the institution's functioning, such as academics, administration, infrastructure development, financial planning, self-financing programmes, student affairs, sports, co-curricular activities, and so on. These committees and cells are allowed to work autonomously during the academic year. The Principal and Internal Quality Assurance Cell of the institution regularly hold review meetings of these committees to ensure that their functioning is consistent with the institution's vision and mission.

All of the institution's stakeholders—the principal, teaching and non-teaching staff, parents, students, and alumni—operate in a democratic manner, adhering to the tacit principles of accountability when carrying out their work and responsibilities. Institutional activities focus on comprehensive and sustainable growth for the benefit of both students and the institution. The academic plan comprises variables such as skill development, awareness programs, and a variety of programmes organized by the career counseling and placement cell to provide students with hands-on learning for a better future.

The institution's subject societies are encouraged to organise activities to ensure student engagement and development. Another area of concentration for an institution is the use of ICT in the teaching and learning process. The institution uses social media platforms such as WhatsApp and Telegram to connect with students about academic and career-related topics. Academic, cultural, and sporting activities are planned, and students are encouraged to take part in these events. The College Student Central Association (CSCA), the Parent-Teacher Association (PTA), and the Alumni Association all play active roles in the institution's planning and decision-making processes.

The college organizes character-building activities with the active participation of all stakeholders using the institutional academic calendar. Students are encouraged to use platforms such as SWAYAM and NPTEL to ensure their overall development in skill sets and critical thinking. To improve critical thinking, students are encouraged to write pieces for the college journal "Abhayjyoti." Important days and festivals are observed, and discussions on topics such as ethics, professional behavior, and so on are held within the institution. The feedback process, which includes soliciting feedback from students, parents, alumni, and employees, enables the administration to strengthen its efforts to achieve its vision and goal. In accordance with NEP 2020 standards, the institute has also produced an institutional development plan for 2023-2028. The IDP was created in accordance with the institution's vision and mission.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The college operates under a clearly defined hierarchical structure, making participatory administration easier. Institutional bodies are established with transparency. The institutional bodies have a hierarchical structure from top down management, with well defined duties, positions, and responsibilities. The institution's organogram clearly depicts the structure of the institutional entities and how they perform successfully and efficiently. The advisory committee, along with the Internal Quality Assurance Cell, serves as the top governing body, overseeing the operation of all institutional bodies in accordance with the institution's vision and mission. The college advisory committee serves as the institution's policy-making body, meeting on a regular basis to debate and analyze the institution's performance, as well as ratify policy decisions. The institution follows the policies, rules, and regulations established by the government from time to time.

The institution's infrastructure is maintained by funds received from the government, other funding agencies, and revenues generated by the institution itself. The institution scrupulously adheres to the laws and regulations of the government and funding agencies when allocating funds for infrastructure maintenance and upgrade. For substantial maintenance work, the administration employs engineers from the Himachal Pradesh Public Works Department, while independent vendors are hired for minor maintenance work at the institution.

The administration of the institution is performed using a clearly defined hierarchical structure. The institution follows the government's laws and regulations for efficient management. The institute also conducts academic and administrative audits (AAA).

The government makes all recruitments of teaching and non-teaching staff at the institution. The recruitment process for self-finance courses follows the rules set by the Directorate of Higher Education. The institution adheres to the standards, rules, and regulations established by the government in order to promote teaching and non-teaching staff. All employees at the institution are governed by the Himachal Pradesh government's recruitment and promotion rules, as well as its service rules.

The institution's staff and students follow a well-defined code of professional ethics. The same information is also published on the institutional website, and the institution oversees stakeholders' compliance through committees and cells.

The institution ensures that institutional bodies are effectively deployed and functioning in areas such as gender equality, admission, anti-ragging, decentralised planning at the institution level, grievance redressal mechanism, green campus, persons with disabilities, scholarship, library usage, and so on. For this goal, the institution is guided by government laws, regulations, and acts. The Internal Quality Assurance Cell, headed by the principal, coordinates and supervises all aspects of college life to ensure that institutional bodies perform effectively and efficiently. Regarding the deployment of the Institutional Development Plan, the IQAC has created the Institutional Development Plan 2030, which shows the institution's goal for the successful implementation of NEP 2020 in the institution.

| File Description   | Document                      |
|--|-------------------------------|
| Upload Additional information  | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

## 6.2.2

### *Institution implements e-governance in its operations*

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

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI  | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document                        | <a href="#">View Document</a> |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-**

## **teaching staff and avenues for career development/progression**

### **Response:**

The college administration adheres to the UGC-approved performance appraisal system and offers the best welfare schemes to both teaching and non-teaching staff.

### **Performance Appraisal System for Teachers:**

- Teacher appraisals are scheduled in September each academic year. The Annual Confidential Report (ACR) of each faculty member covers all aspects, including workload, class results, extra assignments, and co-curricular and extracurricular activities. Research encompasses academic papers published in journals, books, presentations, and professional growth programmes.
- The assessment is performed using the PBAS (Performance Based Appraisal System) proforma, which assigns appropriate weightage to each component. This format, along with the supporting documentation, is examined and reported by the Principal before being sent to the Directorate of Higher Education for additional evaluation.
- The Departmental Promotional Committee (DPC) evaluates APIs/ACRs and awards higher scales and promotions to faculty members through the Career Advancement Scheme.

### **Performance Appraisal System for Non-Teaching Staff**

- The Principal reviews the HODs' reports on technical lab staff's ACRs, which are then forwarded to higher authorities.
- The Superintendent reports on the ACRs of non-teaching staff, excluding librarians and lab staff. The Principal reviews these and forwards them to higher authorities.
- The librarian falls under non-teaching personnel but is subject to UGC norms/standards. ACR of librarian is appraised by the Principal and reviewed by the Director of Higher Education.

### **Performance Appraisal System for Temporary Staff**

- The staff who operate on "local finances and need base" are also monitored. Their pay or honorariums are determined as per government norms/guidelines.
- The college Advisory Committee proposes wage increases depending on employee performance.

### **Welfare Measures:**

#### ***Leaves and vacation:***

- Up to 12 Casual Leaves and 20 Earned Leaves per year, as well as maternity and paternity leave, medical leave, annual summer and winter vacation of 65 days, and state government holidays.

#### ***Various security measures for the employees:***

- Pension system for all permanent employees (most employees are already covered by the old pension scheme); GPF; medical reimbursement; group insurance scheme; house rent allowances; and TA/DA on official duty.

***Mechanism to ensure equal opportunities:***

- The institution implements equal opportunity mechanisms, including a Staff Council, Staff Secretary, and meetings, as well as a Women Cell and Prevention of Sexual Harassment Committee, to improve working conditions.

***Employee-friendly measures at the workplace:***

- Departmental rooms/cabins with internet-enabled computers facility, well-equipped staff room, biometric attendance, infirmary, canteen, parking, and recreational activities (sports and gym).

***Avenues for Career Development/ Progression:***

- Paid study leaves for up to two years.
- Paid duty leaves for Refresher Courses, Orientation Programmes, and FDPs.
- Paid leave for attending workshops, seminars, conferences, and symposia.
- Capacity building and professional development programmes organized by HIPA Shimla, SCERT Solan, HRDC, and UGC Academic Staff Colleges.
- In-house Professional development programmes for both teaching and non-teaching professionals.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**6.3.2****Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

| File Description                            | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format | <a href="#">View Document</a> |



**6.3.3**

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

**Response:** 30.51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43      | 15      | 27      | 09      | 07      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 16      | 15      | 17      | 16      |

**File Description****Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

Annual reports highlighting the programmes undertaken by the teachers

[View Document](#)

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

## **Strategies for Mobilisation and Optimal Utilisation of Funds**

The Department of Higher Education makes budget allocations for the college based on the institute's requests and demands. Salaries and payments are made through Government Treasury following the passing of the bills by the Treasury Officer. Payments are credited straight to the person or party's account. The tuition fees collected are put into government accounts via challans. Other sources of funding include the Amalgamated Fund (AF) and the Parents-Teacher Association (PTA) fund. The funds from these accounts are utilized for the college's developmental activities, such as hiring teachers and administrative staff as needed, as well as carrying out minor developmental initiatives for the students' welfare. The Institution follows the prescribed method as outlined in the HP Financial Rules (HPFR), 2009. The Institution makes purchases online using the GeM Portal. The Principal and Bursar are consulted to obtain permission to spend the funds. All of these funds are subject to thorough auditing.

The institution carries out two types of audits.

### **Internal Audits:**

Parent Teacher Association (PTA) accounts are audited by an internal committee constituted by the Principal and approved by the Central Body of PTA. The PTA fund audit has been completed until March 2023.

**Audit of cashbooks:** The college has separate cashbooks for about 21 different funds. The bursar or the corresponding coordinator(s) also extensively check cash and account books. The college's principal personally validates all entries while signing the financial books. The cashbook audits have been completed until March 2023.

**Internal Physical Audit:** The stock verification of the institution's assets is performed every year, conveniently around March. Internal physical audits are conducted by committees comprised of staff members from different departments.

### **External Audits:**

The Principal appoints an independent Chartered Accountant to undertake a professional audit after the fiscal year ends. External audits are conducted separately for various grants, such as UGC, NSS, and Self-Financing Courses. The State Project Director Rashtriya Uchcharat Shiksha Abhiyan (SPD-RUSA) team from the Directorate of Higher Education, Government of Himachal Pradesh, Shimla, audits the funds distributed under the RUSA scheme. The chartered accountant conducted an audit until 2023.

**Statutory Audits:** AGHP Shimla's staff conducts a rigorous audit of funds and service records. The audit is conducted in accordance with the audit requirement outlined in the Constitution of India. The Accountant General of Himachal Pradesh has conducted a statutory audit up until 2003. The Local Audit Department (LAD), Department of Finance, Government of Himachal Pradesh, conducts audits on various college funds. The Local Audit Department (LAD), Department of Finance, Government of Himachal Pradesh, audited college finances until March 2023.

**Settlement of audit objections:** There are currently no major audit objections pending for settlement.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

The internal quality assurance cell (IQAC) plays a critical role in institutionalizing quality assurance strategies and to accomplish the Higher Education Institution's vision and mission. The college's many contributions to quality assurance strategies and processes are mentioned below.

- Contributed to quality assurance strategies and processes, providing a congenial work environment for human resources and a learning environment for students.
- Developed a Perspective Plan to ensure the college's long-term sustainability and growth, highlighting its mission, vision, philosophy, and objectives.
- Created a Student Charter that outlines students' expectations of the College as well as the College's expectations of the students.
- Developed a Code of Conduct for students and employees.
- Conducted Faculty Development Programmes (FDP) focused on quality enhancement. Held a workshop on implementing NEP 2020 with the Higher Education Council in Himachal Pradesh.
- Organized a Capacity Building Programme on Soft Skills for both teaching and non-teaching staff.
- Conducted online teaching and learning during the COVID-19 pandemic.
- Creates and implements an annual Academic Calendar that includes curricular and co-curricular activities for student growth.
- Ensures college website updates for transparency and timely submission of NAAC AQARs reports.

#### **Review of teaching-learning process, structure and methodologies of operations and learning outcomes**

- To address challenges identified in the Prospective Plan, solutions were identified and introduced, including E-learning resources, strengthened ICT in teaching, self-financing courses, Disaster Management Plan, and library expansion.
- IQAC collects feedback from students, teachers, and stakeholders, conducts remedial classes and peer-to-peer learning for weak students (2021-22, 2022-2023), formulates programme-specific learning outcomes for all faculties and displays them department-wise on the college website.

**Recording improvements**

- Students who attended remedial classes performed better on subsequent house exams., which has been duly recorded.
- New courses and facilities were introduced, including smart classrooms, IT facilities, and sports facilities.
- A Placement Cell was established to guide students to unconventional career paths based on their demand.
- IQAC assigned teachers the task to reach out to students experiencing domestic violence, mental health issues, sexual violence, or financial constraints that may lead to dropping out.
- Government helpline numbers were shared with students, and when necessary, students were assisted in accessing professional help. IQAC monitored and reported the college's daily online teaching-learning activities to the Directorate of Higher Education.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**6.5.2****Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

| File Description  | Document                      |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period.  | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions  | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website  | <a href="#">View Document</a> |



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

#### **Measures Initiated by Institution for the Promotion of Gender Equity:**

Committed to the spirit of nation-building and developing an inclusive culture via its systematic approach to gender sensitization, our college believes in women's empowerment and education for the disadvantaged sections of society. To enhance this commitment, the following actions are made to promote gender equity:

#### **1. Gender Sensitization:**

- The college's Women Cell and Gender Sensitization Committee promote gender equity through awareness campaigns, lectures, policy representation, and film screenings, addressing health, hygiene, and gender disparities.
- Legal awareness programmes aim to educate girls about sexual assault, workplace harassment, and civil rights, while sensitizing male students to gender issues and encouraging torchbearers.
- The college commemorates/organizes various National and International remembrance days and activities such as International Women's Day to educate students and the public about important issues related to gender equity.

#### **2. Safety and Wellbeing of Women:**

The College has the following Safety and Security Measures:

- Strategic installation of CCTV cameras for continuous surveillance.
- Presence of security guards on campus for entrance and exit monitoring.
- Requirement of identity cards for all students to prevent unauthorized access.
- Establishment of Anti-Ragging and Discipline Committees for student safety.
- Maintenance of First Aid Box.
- Provision of separate washrooms for teaching, non-teaching, and student staff.
- Presence of prominent helpline numbers on campus.
- Government College, Saraswati Nagar, conducted a self-defense programme for female students, which was facilitated by NSS.

#### **3. Counselling of Girl Students:**

College hosts workshops and awareness programmes by women, child development, and lawyers to raise students' awareness about gender equity.

#### 4. Girl's Common Room:

- The ground floor of the building has a separate common room for girl students, complete with necessary facilities like a looking mirror and a change room.
- The washrooms are installed with a vending machine for sanitary napkins and an incinerator for waste disposal, promoting an eco-friendly environment.

#### 5. Curricular Initiatives:

- Incorporating gender and human rights into the curriculum through courses/papers like "Women, Power and Politics," "Women and Empowerment," "Role of Women in India's Freedom Struggle," and more.

#### 6. Age Relaxation for Girl Students:

- Offering age relaxation to female applicants for all courses, as well as a 1% seat and scholarship for single girl child during admission to promote gender equality.

#### 7. Tuition Fees Exemption:

- All Himachali girl students are eligible for tuition fee exemption.

#### 8. The Annual Gender Sensitization Action Plan:

- The Gender Sensitization Committee develops and implements an annual Gender Sensitization Plan. The gender awareness activities are organised in accordance with the strategy.

#### 9. Internal Complaints Committee:

- The college established the "Grievance Redressal Cell for Sexual Harassment at Workplace" under the Prevention, Prohibition, and Redressal Act 2013.
- The college has an internal complaints commission for sexual harassment, which follows Vishakha guidelines.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

#### 7.1.2

#### The Institution has facilities and initiatives for

##### 1. Alternate sources of energy and energy conservation measures

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

**Response:** A. 4 or All of the above

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

### 7.1.3

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

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

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage<br>Certificate from the auditing agency                                      | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |



#### 7.1.4

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

**Response:**

People of many religious, ethnic, cultural, and linguistic identities live harmoniously in India. Our college also makes every effort to maintain communal peace. Students at the institution come from Shimla, Kullu, Kinnaur, Bilaspur, Mandi, Solan, and Sirmur districts. Teachers and non-teaching professionals also come from a number of geographic places. As a result, there is a sense of harmony, acceptance, tolerance, and respect for all cultures and languages. In order to foster socioeconomic unity, the institution encourages and supports students from SC, ST, BC, OBC, and Minority categories, as well as economically disadvantaged groups, through a variety of scholarship programmes. The seats in each category are carefully allocated.

The college units of NSS, Red Cross, and NCC actively participate in numerous activities to develop student tolerance for differences while also establishing an inclusive and peaceful atmosphere for academic growth. The NSS volunteers express gratitude to the armed forces for their efforts by collecting money from college students and staff and delivering it to the State NSS Cell. In order to bridge linguistic and cultural differences, the college maintains both English and Hindi Literary Societies where students may showcase their creative abilities. Teaching and learning are performed bilingually wherever possible, and study materials are offered in both English and Hindi to ensure that all students have access to them.

The Red Ribbon Club, Gender Sensitization Cell, Women Cell, and Eco Club organise awareness campaigns regarding the environment, health, hygiene, student values and rights, and aim to promote constitutional obligations. The Principal's 'Student Induction Lecture' at the start of each academic year informs students of their constitutional duties. The college routinely hosts cultural events and serves as a catalyst for maintaining peace and national harmony. These college-sponsored programmes instill in pupils stronger values of life, love, honesty, fraternity, and patriotism. The objective of creating an inclusive environment, tolerance, and peace is achieved by arranging and celebrating several events during the academic year.

Throughout the academic year, students and teachers participate actively in a variety of state and national festivals, awareness rallies, and social welfare activities. The institution emphasises the principles of peace, love, integrity, equality, patriotism, and national unity. The college magazine, Abhaya Jyoti, has sections fostering the creative use of different languages and dialects such as Pahari, Hindi, English, and Sanskrit.

The college organises the following major days to promote the values, rights, duties, and responsibilities of its staff and students.

- Independence Day-Celebrations: 'Azadi ka Amrit Mahotsav' and 'Har Ghar
- Tiranga' (August 5-15)
- NSS Day Celebration (September 24)

- World Heart Day (September 29)
- International Iodine Day (October 21)
- National Unity Day Celebration (October 31)
- Constitution Day Celebration (November 26)
- World AIDS Day (December 1)
- Flag Day (December 7)
- Science Day (February 28)
- Women's Day (March 8)
- World Water Day (March 21)
- World Forest Day (March 22)
- Shahidi Divas (March 23)
- International Museum Day (May 18)
- World Environment Day (June 5)
- International Day Against Drug Abuse and Illicit Trafficking (June 26)

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE I**

##### **The Promotion of Sports for Physical and Mental Health**

**Objectives:**

The objective of the practice is to enhance students' natural athletic abilities, promote a healthy lifestyle, instill self-confidence, teamwork, tenacity, and support to overcome life's challenges. It also aims to help students reach their full potential, produce top-level players, and encourage girls to engage in sports.

**Context:**

Sports are highly beneficial for students, improving focus, discipline, collaboration, cerebral activity, and self-confidence. Our institution excels in promoting sports among students from diverse backgrounds, helping them channel their energy positively. Participation in sports fosters a competitive spirit, solidarity among students, and motivation to excel academically. Despite limited infrastructure and

space, the institution offers top-notch facilities like an outdoor playground, indoor multipurpose hall, and gymnasium to support sports activities.

### **Practice:**

The institution is dedicated to providing sports facilities to engage students and promote physical and mental well-being. Special training camps are offered to students from rural backgrounds, alongside celebrations of Sports Day and Yoga Day. The college assesses students' athletic abilities and provides suitable activities to complement academics, with a focus on indoor and outdoor sports. The college prioritizes physical health, promoting yoga for endurance and mental health. With 3300 students, the institution aims to provide opportunities for all interested in sports, investing in sports equipment and modern facilities like the multipurpose court and fitness gym. The Department of Physical Education hosts various sports events in the indoor hall, including table tennis, badminton, volleyball, kabaddi, and judo. The multipurpose court is utilized for basketball, volleyball, kho-kho, kabaddi, judo, wrestling, wushu, and taekwondo. The fitness gym offers high-tech equipment, and recreational games and yoga are taught to students. The college's facilities have been used for national tournaments and inter-college events, showcasing its commitment to sports development.

### **Evidence of Success:**

Rajiv Gandhi Government College, Shimla-4 excels in promoting sports through various extracurricular activities. The college has invested Rs 25 lakh in constructing a modern Multipurpose Court for Sports, used for various activities including basketball, volleyball, kho-kho, kabaddi, judo, wrestling, wushu, and taekwondo. The college hosts intercollege athletic events and even hosted a National Level Kabaddi Championship. Students have excelled in various state and national level sports competitions, winning medals in boxing, wrestling, taekwondo, kho-kho, table tennis, badminton, volleyball, wushu, shooting, judo, kabaddi, basketball, football, and cricket. Notably, students have also achieved silver medals in international championships.

### **Problems to encounter and resources required:**

The college faces limitations in sports activities due to the hilly terrain and limited space in Shimla. They have a small ground for some sports but struggle with engaging female students in activities due to parental concerns. They must hire nearby venues for sports requiring more space, but students have still achieved success at state, national, and international levels in various sports.

## **BEST PRACTICE II**

### **Clean and Green Campus Initiatives**

#### **Objectives:**

- Promote eco-friendly environment and sustainable development.
- Protect and conserve ecological systems and resources.
- Maintain cleanliness and hygiene.
- Improve efficient use of resources and reduce waste.
- Adopt cost-saving methods through effective waste management.
- Enhance environmental awareness and responsibilities.
- Safeguard and maintain campus plants and trees.

- Promote waste segregation and pollution-free campus.

**Context:**

The college, located 50 meters from the Glen forest, is dedicated to preserving nature and raising awareness about environmental issues. The forest, a dense forest of various plants, is known for its nature walks and field studies. Overuse of the forest has led to its depletion, making it crucial to protect it. The college aims to promote natural conservation and increase students' understanding of environmental resources. By reducing pollution and plastic waste, the college aims to maintain a smoke-free, clean, and green environment. This will help prevent climate change, ecological imbalance, and soil erosion.

**Practice:**

The college has taken various initiatives to preserve the existing flora and fauna on campus, such as maintaining a botanical nursery and limiting vehicle entry. Students in the Botany Department are able to learn about biodiversity and plant cultivation through the nursery. The college encourages the use of public transportation and carpooling to reduce emissions and has pedestrian-friendly pathways. Additionally, the college promotes sustainability by using solar panels, LED lights, and natural lighting to conserve energy. Paper waste is minimized through the use of single-sided printing and electronic communication. Rainwater harvesting and waste management facilities are in place on campus. Various clubs and societies organize tree planting and cleaning initiatives, with special mention given to the NSS, NCC units, and Eco Club for their environmental efforts. Environmental studies are integrated into the curriculum, and e-waste management is handled by Shivalik Solid Waste Management. Incinerators have been installed for proper disposal of waste in the restrooms.

**Evidence of Success:**

The college has implemented various environmental campaigns, including tree plantation drives involving students and faculty. They are well-informed about environmental issues and have undergone environmental and energy audits by regulatory bodies. The institution has banned smoking and plastic use, promoting a clean and green environment. Rainwater is collected for cleaning and gardening purposes, and the campus celebrates World Environment Day and World Water Day annually. Garbage disposal units and pits are in place, and an MoU with Shivalik Solid Waste Management addresses E-waste collection. This eco-friendly approach has made the college one of the cleanest in the area, fostering a sense of societal responsibility towards nature. Students actively participate in tree plantation and are educated on various environmental challenges through clubs and societies.

**Problems to encounter and resources required:**

The college faces challenges in implementing clean and green initiatives due to factors like weather and student reluctance. However, teachers raising awareness has led to increased student participation in environmental campaigns. The campus has successfully executed its clean and green programme with support from administration, students, and professors. The college also strictly prohibits tobacco and plastic use on its premises. Messages regarding these rules are circulated through social media.

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

Rajiv Gandhi Government College, Chaura Maidan, Shimla-171004, is proud to provide students with a wide range of skill-based add-on courses and programmes. These courses and programmes aim to improve learners' communication skills, soft skills, and employability, as well as their personality and confidence. Furthermore, the college has a well-equipped Career Counselling and Placement Cell that holds lectures and interactive sessions with executives and experts from other industries to provide students with a comprehensive view of the numerous career options and opportunities available in their chosen field of study. Students are encouraged to organize and manage a variety of symposia, as well as intra- and inter-college events, in order to improve their organizational skills and experiential learning.

During the past five years, from the academic year 2018-19 to 2022-23, the College has offered several add-on skill enhancement courses to students.

1. Skill Development Courses sponsored by the Himachal Pradesh Kaushal Vikas Nigam, Shimla (HP), were held at the college under a Memorandum of Understanding with the trainers, M/S Technopak Advisors Pvt. Ltd. During the academic year 2021-22, final-year students from various streams received training for the positions of Fashion Designer, Merchandiser, and Accounts Executive (Advertising Agency).
2. In collaboration with Himachal Consultancy Organization Ltd. (HIMCON) Shimla, the Entrepreneurship Development Programme provided hands-on training in mushroom cultivation, beautician/beauty parlour, and wellness technology at Rajiv Gandhi Government College, Chaura Maidan, Shimla-4 from February 18 to March 19, 2022. The training was given to 32 students from various streams.
3. The Himachal Pradesh Kaushal Vikas Nigam conducts the EEE (English, Employability, and Entrepreneurship) Skill Development Programme at Rajiv Gandhi Government College in Shimla, which is certified by the MEPSC (Management, Entrepreneurship, and Professional Skill Council). The programme prepares graduating students from BA/BSc/BCom/BCA for job interviews. The training was provided to 120 students from this college. Students who scored above 70% were duly certified.
4. The enrollment in the EEE programme at Rajiv Gandhi Government College, Chaura Maidan, Shimla-4 is as follows: Identified: 200 students; Counselling: 160 students; Registered: 120 students.
5. The Himachal Pradesh Kaushal Vikas Nigam, Shimla (HP), and C-DAC, Mohali (Punjab)

- sponsored skill enhancement courses for BCA (Semester VI) students at C-DAC Training Institute in Mohali. 17 students participated in Certificate Courses in Data Analysis and Cyber Security.
6. The college has procured software to establish an English Language Lab with cutting-edge equipment and facilities to improve students' job-related skills.
  7. On February 25, 2023, Summerhill Technologies Pvt. Ltd. Director Dheeraj Sharma and Rajiv Gandhi Government College Principal Anupama Garg signed a memorandum of understanding to provide free educational programmes, establish friendly relationships, analyze and discuss products and services, and help students improve, enrich, and empower themselves through various activities.
  8. Rajiv Gandhi Government College and Himachal Consultancy Organisation Limited signed a five-year Memorandum of Understanding in Shimla, Himachal Pradesh, aiming to generate business for project management consultancy and conduct entrepreneurship and skill development programmes for students. Stakeholders/Colleges identify and counsel unemployed college students based on qualifications, mobility, and skill gaps. They analyze skills and identify employment-potential courses, release payments within 30 days, monitor training services, provide feedback, and ensure compliance with guidelines.
  9. On September 25, 2019, a Memorandum of Understanding was signed between IISDB (Indian Institute of Skill Development Pvt Limited through Anshuk Talwar, IISDB) and Principal, Rajiv Gandhi Government College. The primary goal is to provide monthly training by hiring classrooms and labs on the college campus for the ADB Project. The college provided two classrooms and one laboratory for candidate training, while IISD commissioned their own master trainees/vocational trainers to deliver skill training.
  10. On September 25, 2019, a Memorandum of Understanding was signed between Indian Institute of Skill Development Pvt Limited (Anshuk Talwar, IISDB) and Rajiv Gandhi Government College (Chaura Maidan, Shimla 4). The primary goal of this MoU is to provide training by hiring classrooms and labs on a monthly basis on the college campus in order to carry out the ADB Project. The college provided two classrooms and one laboratory for candidate training. IISD commissioned their own master trainees/vocational trainers to deliver the skill training under the ADB project.
  11. Shubh Enterprises and Rajiv Gandhi Government College have signed a Memorandum of Association for a year from October 2022 to 2023. The college will provide final-year students with a skill development program, a nodal officer for EEE-related projects, and a classroom and laboratory for candidate training.
  12. On May 27, 2024, Rajiv Gandhi Government College, Shimla-4 held a career counseling session at SKY Institute/PLUTUS IAS Panthaghati in Shimla for 30 PGDCA students. The three-hour program aimed to raise awareness of opportunities and trends in UPSC and IAS fields, with keynote speakers Mr. Ghanshyam Singh and Ms. Sheetal.
  13. On May 22, 2024, the BCA and PGDCA departments held an offline career counselling session for outgoing BCA students. The session provided students with insights into emerging career trends in computer science, upcoming entrance exams, and job opportunities in various fields including JOA-IT, Data Operator, IT Officer, Web Developer, System Analyst, Network Administration, Tester, and Freelancer, which was highly beneficial and motivating for the students.
  14. Technopak Advisors Pvt. Ltd. and Rajiv Gandhi Government College, Chaura Maidan, Shimla-4 have signed a 14-month Memorandum of Understanding to provide a graduate-level add-on programme and end-to-end learning and skill building solutions. The MoU aims to increase business productivity and provide placement opportunities for successful trainees. The college

has also outlined the process of establishing a training center.

#### Success through MoU:

**Rajat Kashyap**, a 2022 BSc. with Mathematics from Rajiv Gandhi Government College, Chaura Maidan, Shimla-4, is now working as a merchandiser for an organization. He completed an add-on program in 2021-22 and received training from Technopak Advisors Pvt. Ltd. in accordance with the National Skill Development Council's Qualification Packs (QP) and National Occupational Standards (NOS).

**Luv Dogra**, a B.A. Tourism and Journalism graduate, has also found work and received training from Technopak Advisors Pvt. Ltd.

| File Description                             | Document                      |
|--|-------------------------------|
| Any other relevant information               | <a href="#">View Document</a> |
| Appropriate web in the Institutional website | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

#### For BCA/PGDCA (Self-Financing)

##### Strengths:

- Skilled faculty.
- Innovative, state-of-the-art curriculum.
- Good alumni interaction.
- Certificate courses, internship-linked courses.
- Access to books, journals, and e-journals.
- Installation of smart boards in labs/classrooms.

##### Weaknesses:

- Insufficient library resources.
- Requirement for exposure to western universities.

##### Opportunities:

- Startup unit, incubation center, software development and testing centre.
- Participation in MOOC platform.
- Opportunities for international conferences, workshops, webinars, and seminars.
- Additional employability courses at PG level.

##### Challenges:

- Department-level placement cell.
- Potential collaboration with software companies.

### Concluding Remarks :

**Rajiv Gandhi Government College, Chaura Maidan, Shimla-4** has made significant strides in its history, becoming the state's leading coeducational institution. With over 3400 students enrolled, the college offers undergraduate courses in humanities, sciences, and commerce, as well as professional courses like Bachelor of Computer Applications, Journalism and Mass Communication, Tourism and Travel Management, and PDGCA. The college also offers add-on courses under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), providing skill-based training to the youth.

The institution has been included in the 'Utkrisht Mahavidyalaya Yojana 2021', a Himachal Pradesh government initiative aimed at enhancing and improving the overall development of colleges in the state. As part of this initiative, the college will undergo a transformative shift from campus to classroom, providing



students with better infrastructure and modern technology benefits.

The college has cutting-edge infrastructure facilities for academic and personal development through academic, co-curricular, and extracurricular activities. It has well-furnished classrooms, science laboratories, IT laboratories, BCA laboratories, libraries, auditoriums, gymnasiums, courts, and playgrounds. A clean canteen is provided for staff and students, and smart classrooms are built to promote teaching and learning through audio/visual aids.

The college strives for socio-cultural, moral, and intellectual development by disseminating purposeful knowledge and providing meaningful education. It prepares students for higher education and better job opportunities, and provides counseling and tutorials to underprivileged students. The teaching staff encourages students' creativity and active participation in academic, cultural, and sporting activities.

The college received a B grade in the second cycle of accreditation and has improved infrastructure in construction, sports, computers, and digital technological equipment. The college plans to enhance knowledge and technology use by students, teachers, and administrative staff by upgrading ICT facilities, establishing a Research Centre, promoting job-oriented courses, promoting campus placement initiatives, raising awareness about climate change, promoting sports activities, upgrading sports facilities, and fostering holistic development. The college will also begin postgraduate courses, including MA English, MA Political Science, and MA History, and enhance seats in BCA (40 to 80 seats) and PGDCA (40 to 60 seats) from the session 2024-25.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 2.1.1     | <p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1466</td> <td>1498</td> <td>1380</td> <td>1296</td> <td>1216</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1471</td> <td>1498</td> <td>1380</td> <td>1293</td> <td>1264</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1571</td> <td>1568</td> <td>1500</td> <td>1332</td> <td>1268</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1571</td> <td>1568</td> <td>1500</td> <td>1332</td> <td>1268</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1466 | 1498 | 1380 | 1296 | 1216 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1471 | 1498 | 1380 | 1293 | 1264 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1571 | 1568 | 1500 | 1332 | 1268 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1571 | 1568 | 1500 | 1332 | 1268 |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1466      | 1498  | 1380    | 1296    | 1216    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1471      | 1498  | 1380    | 1293    | 1264    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1571      | 1568  | 1500    | 1332    | 1268    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1571      | 1568  | 1500    | 1332    | 1268    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.1.2     | <p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>618</td> <td>569</td> <td>401</td> <td>298</td> <td>286</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>586</td> <td>531</td> <td>295</td> <td>275</td> <td>255</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p>   | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 618  | 569  | 401  | 298  | 286  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 586  | 531  | 295  | 275  | 255  |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 618       | 569   | 401     | 298     | 286     |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 586       | 531   | 295     | 275     | 255     |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 814     | 812     | 434     | 298     | 286     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 819     | 812     | 338     | 298     | 286     |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 40      | 35      | 39      | 40      | 49      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39      | 32      | 37      | 40      | 44      |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 68      | 30      | 0       | 56      | 49      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 06      | 00      | 07      | 03      |

Remark : As per clarification received from HEI, and excluding inter collegiate level awards, participation level awards, and Award for a team event should be counted as one, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 29      | 17      | 0       | 22      | 17      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 03      | 00      | 03      | 03      |

Remark : As per clarification received from HEI, and All activities conducted under an event will be counted as one event, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 54      | 23      | 29      | 9       | 7       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43      | 15      | 27      | 09      | 07      |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 16      | 15      | 17      | 16      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 19      | 16      | 15      | 17      | 16      |

Remark : As per clarification received from HEI, and less than 5 days FDPs should not be considered, thus DVV input is recommended.

## 2.Extended Profile Deviations

| ID  | Extended Questions  |
|-----|---|
| 1.1 | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br/>           Answer before DVV Verification : 103<br/>           Answer after DVV Verification : 104</p> |