



# **SELF STUDY REPORT**

**FOR**

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

**GOVT. COLLEGE SANJAULI, SHIMLA-**

**GOVERNMENT COLLEGE, SANJAULI SHIMLA-6**

**171006**

**[www.gcsanjauli.edu.in](http://www.gcsanjauli.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The College enjoys the distinct position of being the first Degree College to have been set up in Shimla on July 1, 1969. In a pilot project of the HP State government to establish Centres of Excellence in some of the districts, this was the first and only college to be given the status/title with effect from 12th January 2006. Situated at a distance of about 2kms from The Ridge, it is easily accessible from Sanjauli, Lakkar Bazaar and the Circular Road. Its idyllic location within the urban forest of the town amidst lush green cedars and oaks adds to the ambience required for academic and creative pursuits.

The institution takes pride in its rich history and heritage. The imposing central structure of the campus, currently housing the administrative offices and computer laboratories has been declared a “heritage building” by the Archeological Survey of India. From being an educational institution for the Himalayan Christina Orphanage to being rechristened as the Mayo Industrial School for female orphans and other girls of European extraction and Post independence, getting converted into a B.Ed/B.T. College for girls affiliated to Panjab University to then becoming the Degree College that it is now, it has travelled a long interesting road. The college has been making rapid strides in the field of education which is implicit from the fact that it now offers ten programmes; B.A., B.Com., B.Sc. (life sciences), B.Sc.(physical sciences), BCA, BBA, BVoc, PGDCA, PG English and PG Hindi. The college offers admission to students in the first year purely on the basis of merit against a fixed number of seats in each department. The Hostel for boys is a popular facility availed by students from tribal areas of the state and SC community. The college has undergone two cycles of assessment by the NAAC and is currently graded as a B+ institution. It is in the process of facing NAAC scrutiny for the third time in 2023.

### Vision

*To make the college a benchmark of quality education, applying innovative approaches of teaching and learning, empowering students to discover their full potential academically and socially.*

### Mission

*To nurture intellectual excellence and social leadership amongst the educators and learners, in order to succeed in the increasingly competitive globalized world.*

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

### Institutional Strength

1. The college in its present form came into existence only in 1969 but the institution carries forward a much longer heritage of being a centre for nurturing and learning. This gives the institution the privilege of being one of the most recognized and identifiable names not only in the city but also in the state. Some of the oldest educated gentries of the state call this college its Alma mater.

2. Due to this long-standing tradition, students from across and beyond the state seek admission to this college. This is unique to Govt. College Sanjauli, since there is little internal migration of students in the state for any other college.
3. The college has a tribal Hostel for boys, which is much in demand.
4. Being located in the capital city of Shimla, our teacher strength is always complete. None of the sanctioned posts is ever vacant.
5. The college gets students from both urban as well as rural backgrounds. This also means they belong to diverse strata in terms of class. They bring unique skill sets, capacities, belief systems and expectations to the campus and the college becomes a melting pot for this diversity.
6. The college offers admission on the basis of minimum criteria (marks) and consequent merit. We have seats reserved for students who excel in sports and cultural activities. So, we have very good performers in sports at the state and national levels.
7. Our list of alumni includes the current Chief Minister, many current and erstwhile ministers, judges, army officers, police officers, civil servants, doctors, engineers, academicians, lawyers, entrepreneurs etc.
8. The college has recently received the DBT Star College grant that has brought with it, ample financial aid for infrastructural expansion in terms of lab equipment and academic expansion in terms of research projects by students.
9. The majority of the teachers in GC Sanjauli are highly qualified (holding PhD degrees).
10. We have the highest enrolled strength in courses like BCA, BBA, PGDCA and B.Voc compared to all other colleges around us.
11. MA courses in English and Hindi being run by the college since 2020 have attracted a good number of students.

### **Institutional Weakness**

1. The college is a state-run institution and all teachers are subject to being transferred every three years. This disrupts the productivity of the teachers and their connection with the students. It becomes a challenge for teachers to apply for research projects since all colleges do not have the same status. At times teachers face transfers at much shorter durations, which is a huge de-motivation for them.
2. The college has a large ratio of girl students, many of who are not residents of Shimla. The college has been trying to bring into existence, a hostel for girls which is in the pipeline finally. For now, we do not have one and this is a handicap for us.
3. The college campus is situated in the heart of the city, within the urban forest area, which means that we cannot expand our physical infrastructure without clearances from the NGT and state forest department. The campus does not have a very large playground because we are on a hillside and we do not have any scope for expansion of playfields. Though we collaborate with the Indira Gandhi Khel Parisar (Sports complex) for our students, we do face limitations vis-à-vis space of our own.
4. Though the allocated/ sanctioned teacher strength is complete, we do face a shortage of teachers. With the number of students being more than 3000, the teacher-taught ratio is not at its desirable value. Since the sanctioned number of posts is beyond our purview, we feel handicapped. In departments that have single teachers, another problem faced, is; if and when the teacher needs to attend a training programme/ refresher course or proceed on study leave, there is a crisis for the students. This sometimes compels the teachers to delay their own career enhancement plans.
5. The Classroom and library size sometimes falls short. We hope to expand in the future. The New Arts Block which is in the pipeline will solve this crunch.

## **Institutional Opportunity**

1. Since the college has a minimum criterion policy for admission, we have an edge over other colleges in that, we have students who are a little brighter than the rest. This college can prove to be a good polishing ground for their capabilities for higher levels of education.
2. Add-on courses can supplement the academic experience of the students in the college. It is now proposed that students will be encouraged to do these courses online from sources like SWAYAM. Add-on courses will enhance the skills of the students and make them employable.
3. Despite bindings of permissions from NGT and the government, the college is in the process of augmenting its existing infrastructure and replacing redundant structures with new, useful ways of utilizing them. A good example of this is, the pulling down of the principal's residence to make way for the Arts Block. The Girls' Hostel which is due to come up in the vicinity of the existing Boys' hostel will go a long way in providing better opportunities for girls while staying on the campus.
4. The newly granted DBT Star College status to the college is sure to enhance the experiential aspects of learning for students of the Science faculty. It will also encourage the culture of research in the students.
5. The Incubation Centre that has now come into existence recently can be fruitful in enhancing the research and skill environment in the college.
6. More interaction with the market can be established by inviting industry representatives to play a more active role in planning the skill components for the students. With multiple exit points, students will leave college at varying levels of expertise and eligibility for different kinds of job profiles.
7. Faculty exchange will enrich our teaching capabilities. The hybrid mode of teaching is promising to make that easier in the near future.
8. The financial grant announced by the Chief Minister will enable us to upgrade IT infrastructure and ICT-enabled teaching.
9. New programmes announced for the coming session; Masters in Economics and Public Administration; Bachelor in Adventure Tourism; Courses in Remote sensing and GIS.

## **Institutional Challenge**

1. The Heritage Building status is both a boon and a limitation for us. The ASOI prohibits us from making any changes to the basic structure. So we cannot use the space covered by it more productively. We do wear it with pride but doesn't do much to ameliorate our challenges pertaining to space.
2. The college is proud to be in the midst of the Urban forest in Shimla, but we find it difficult to get clearances from the NGT for any expansion of building or infrastructure.
3. The college will have to explore avenues of market linkages for student placement as well as curriculum development.
4. Curriculum flexibility is something we have struggled with, but we must devise ways to introduce more activities and add-on courses.
5. The current curriculum is not skill oriented. Our dependence on the affiliating university will hopefully be reduced after the complete implementation of the NEP, which will give us scope to be more innovative in planning/choosing our courses.
6. The college has no freedom to raise its own funds. Even a minor hike in the cost of the college magazine, for example, has to be approved by the Directorate of Higher Education...which it does not do. Given this, appointing teachers or hiring services/inviting resource persons for guest lectures becomes financially unviable.
7. Our teachers are sent to surrounding rural colleges on deputation by orders from the government or they are directed to teach them online. This adds to the workload of the teachers and complicates things when

the network connectivity in these rural colleges is poor.

8. Harsh winters reduce the effective number of teaching days for us. As a result, teaching suffers. This geographical limitation is true for most colleges in the state. The reverting from the semester to the annual system was done only due to this.
9. In the growing environment of hostility and intolerance, one of the biggest challenges we hope to overcome is producing minds that are fearless and can take pride in independent thought and action.
10. Due to lack of presence of industries around the town, our campus uptake of students suffers drastically.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college, a constituent of Himachal Pradesh University, focuses on effective curriculum planning and delivery for undergraduate and postgraduate students through the formulation of an academic calendar, departmental plans, and a college-wide timetable. The college library offers offline and online study material and promotes peer learning and special attention to slow learners. Faculty and staff are encouraged to participate in development programs and the college provides learning opportunities beyond the classroom. The college offers a variety of certificate and value-added courses, as well as online courses through MOOCs, SWAYAM, and NPTEL. On average 2900 students enrolled in our college per year in the five assessment years. In 2021-22, a little less than one-third of the enrolled students undertook project work/field work/internships.

The college has a comprehensive evaluation process in place to assess the academic progress of the students. The continuous comprehensive assessment process includes activities such as assignments, student seminars, discussions, field visits, etc. in addition to house exams and semester-end exams. Feedback from stakeholders to review and improve curriculum delivery and academic environment is obtained and acted upon.

Crosscutting issues, relevant to professional ethics, gender, human values, environment, and sustainability are integrated into the curriculum. To promote community engagement, gender sensitivity, ethical conduct, and social and environmental responsibility, different teaching departments and subject-specific clubs and societies organise activities such as special lectures, observance of days, events, seminars, intra-college competitions, and drives. The college has a special focus on gender issues, tree plantation, blood donation, drug addiction, electoral literacy and voter awareness, and Constitutional awareness. All students have to undertake a compulsory course on Environmental Science. We've participated in national programmes such as Fit India Mission, SVEEP, observance of special days such as National Unity Day, Bhagat Singh and Mahatma Gandhi Anniversaries, Hindi Diwas, Yoga Day, Geeta Mahotsav, etc. Our students, under the aegis of various clubs, societies, NSS, Rovers and Rangers, etc. endeavour to serve the community service and have even adopted two villages around Shimla.

### Teaching-learning and Evaluation

On average, the college has a seat occupancy rate of 90.11% while 86.32% of seats for reserved categories were filled. The student-to-teacher ratio is 48.37:1. The college has a 100 per cent full-time teacher ratio.

Field visits, internships, hands-on workshops, organisational and managerial roles in activities of clubs and subject societies, NCC, NSS and Rovers and Rangers provide opportunities for experiential and participative learning. Collaborative learning is fostered through activities like producing the college magazine, participating in inter-departmental competitions, attending conferences, and engaging in cultural and sports events. Co-curricular activities like workshops, social outreach programs, debates, quizzes, and poster-making competitions are organized to enhance student participation and engagement.

Problem-solving methodologies to address the needs of slow learners include revision sessions, remedial classes, peer groups, and tutorial sessions.

ICT tools for enhancing the teaching-learning experience include the upgradation of more than 50% of classrooms; 14 well-equipped labs and 177 computers for students and teachers; high-speed leased-line internet; WiFi-enabled campus and hostel; ILMS-equipped library with access to e-books and e-journals through INFLIBNET.

The assessment process, both internal and external, is well-structured and transparent. Internal and external examinations are conducted under a robust secrecy mechanism under controllers of examinations. In the external examination, anonymity of paper setters and examinees, and immediate display of results of internal exams ensure impartiality; formal and informal institutional processes ensure grievance redressal.

Our CBCS-based curriculum is student-centric and allows students a choice in courses as per individual interests. The programme and course outcomes are well-defined and available to stakeholders online and offline. The students are sensitised to the POs and COs, and given an opportunity to switch courses if their expectations differ from stated objectives. The mechanism to assess the attainment of POs and COs includes mid-term and end-term exams, attendance records, practical exams and feedback. Feedback is received from students, parents, alumni, teachers and PTA members. Our stellar alumni list and achievements of our students, including winning the National Youth Parliament, participation in the National Republic Day parade, medals at inter-college youth festivals and qualifying for assistant professorship and higher education programmes bear testimony to our success.

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

To strengthen our ecosystem for innovations our college has been awarded the prestigious DBT-STAR College scheme, providing support to six science departments. The curricula of various programs have a focus on IKS, including traditional knowledge systems, indigenous practices, and Indian philosophy. The college has developed a Research and Incubation Cell and a Research and Development Cell to support students and researchers working on innovative projects related to IKS. Workshops on intellectual property rights (IPR) and experiential learning are conducted for students. We are committed to implementing the National Education Policy (NEP) and have organised talks and awareness programs for students and faculty on NEP.

In terms of community service and outreach, the college has participated in various events such as Swachh Bharat Abhiyan, HIV AIDS Awareness, Organ and Eye donation, etc. We organized blood donation camps, distribute food to cancer patients, organised cleanliness drives, etc. The college's NSS unit adopted two nearby villages, and they collected and distributed books and stationery to students through Mission Gyanodaya. The college offers workshops and talks on entrepreneurship, stress management, time management, communication skills, and other soft skills. We have a Research and Incubation Cell and a Research and Development Cell to support research, and guest lectures and talks from industry experts are routinely scheduled. The college also

emphasizes environment conservation by conducting tree-plantation drives. Our Advocacy initiatives include gender equality and sensitisation, awareness about drug abuse, distress amongst youth, road safety, GST, financial literacy, voter awareness, Constitutional awareness, etc. The college has organized disaster preparedness activities besides several social interventions during the COVID-19 pandemic.

Over the last five years, 60 full-time teachers have served in the college. On average each teacher has published one research paper, a book, or a book chapter. The institution has received three grants for research projects and has conducted more than 150 extension and outreach programs through various forums such as NSS/NCC, involving the community. The institution has established 140 functional MoUs/linkages with institutions/industries in India and abroad for internships, on-the-job training, project work, student/faculty exchange, and collaborative research. Additionally, 18 workshops/seminars/conferences were organized.

### **Infrastructure and Learning Resources**

The college has 24 well-ventilated classrooms, including one seminar room and one auditorium with seating capacities of 100 and 600, respectively. Over 50% of the classrooms are equipped with ICT systems, such as interactive smart screens, portable virtual classroom setups, and smart lectern podiums. The college has 219 computers, with an average of one computer for 18 students. There are 15 laboratories, including eight science and six 7 other labs. The college library has Integrated Library Management System and has subscriptions to e-resources through INFLIBNET N-LIST, which can be accessed by students and faculty. The library has 24,500 books, 17 journals, 13 magazines, and 16 newspapers, and is hosted in two halls, one for issuing and returning books, and the other exclusively for reading. The library is regularly used by a large number of students, with the library being accessed approximately 12,000 times in 2021-22.

Approximately 60 per cent of the college expenditure (excluding salary) is made on infrastructure development. IT infrastructure of the college is frequently upgraded. Recent upgrades Incubation Cell, interactive panels, new computers, and upgrade to high-speed internet through a leased line. WiFi Internet access for students and staff is available. Under the recently awarded DB-STAR status, six science labs are being modernised.

The college also provides facilities for sports, yoga, cultural activities and recreation. An open campus area of approximately 13000 square feet is used to for activities like Volleyball, Basketball, Kabaddi, and athletics. A modern boxing ring is used for practising Taekwondo, Wushu, etc. For indoor activities like Badminton, Table Tennis, and Yoga are organised in the multipurpose auditorium which is approximately 5000 square feet in size. The college has a well-appointed gymnasium for use by students and staff. The college has hosted significant sports and cultural events of varying magnitude at college, state, and national levels. The college has dedicated washrooms for males and females, a girls' common room, a hostel, a canteen, a large staff room, departmental faculty rooms and cubicles. It is well connected by roads and public transportation.

### **Student Support and Progression**

The college has a healthy and vibrant student-support system. These include:

**Scholarships.** A large number of students are encouraged by scholarships and freeships provided by the

institution, government and non-government bodies. In the last academic year, 2053 students out of a total of 3144, i.e. more than two-thirds of students benefitted from these scholarships/freeships.

**Capacity development and skills enhancement activities.** In the past five years, the following activities were organised: 19 activities for Language and Communication Skills; 14 activities on Life Skills, including 7 on drug abuse, 2 on disaster management, 1 on HIV AIDs, and 4 on Yoga and Fitness, health and hygiene; and 45 workshops on ICT/Computing Skills, including 42 workshops by IIT Bombay and 3 by Govt. College Sanjauli.

**Guidance for competitive examinations and career counselling.** Activities include career counselling, coaching for entrance tests and competitive exams, interview skills, etc. Approximately 40 per cent of our students have benefitted from these activities during the last five years.

**Grievance redressal (including sexual harassment and ragging).** The college has instituted Zero Tolerance Policy for Ragging, Sexual Harassment and Gender Discrimination. The Internal Complaints Committee and Anti-Ragging Committee ensure adherence to national and state policies. Students are made aware of zero-tolerance regulations. An obstruction-free mechanism for the submission of online/offline grievances has been put in place and timely redressal of any grievance is ensured. The contact numbers of the members of these committees are prominently displayed and shared. The committees meet regularly and their action-taken reports are sent to the Directorate of Higher Education.

**Awards/medals and participation in sports/cultural events.** Our students have won 116 awards and medals for outstanding performance in sports and cultural activities at University, state and national levels in team and individual events. On average, our students participate in more than 30 sports and cultural events every year.

**Progression to higher education.** More than 30 per cent of our students have enrolled for higher education in Himachal and outside. The student progression is quite good but doesn't reflect the true potential due to limited records.

## **Governance, Leadership and Management**

Our institution's vision is educational excellence by empowering students through innovative methods. The mission is to cultivate intellectual excellence and social leadership in a competitive and globalized world. Our objectives are based on preparing students for the future by learning from the past and present while bearing humanity in the heart, and a focus on love and respect for cultural heritage and traditional knowledge, innovative learning approaches, and commitment to human values. The institution also emphasizes decentralization, participation, skill development, safety, inclusion, and accessibility. Our institutional perspective plan focuses on implementing the NEP from session 2023-24, research, inclusive and safe education, infrastructural development, and closer integration of IT.

We follow a democratic and decentralized administration. Various committees and cells formulate plans, make budgets, and execute plans. We've introduced E-governance in operations such as administration, finance and accounts student admission and support, and examination. Various audits such as financial, academic and administrative ensure the transparent and efficient working of the institution. College's resources



government's annual budget allocation, along with resource mobilization through self-financing courses, Parent Teacher Association, Amalgamated Fund, fines, corporate funding, and grants from alumni.

Appointments are made by the state Public Service Commission as per UGC rules. The annual appraisal is based on UGC's PBAS; promotions are timely and based on API scores as per UGC norms. Welfare measures for both teaching and non-teaching staff include paternity and maternity leaves, casual and earned leaves, winter and summer vacations, pension and gratuity, and equal opportunities at the workplace. Career development incentives include paid study leave, paid duty leave and funding for conferences and seminars. In five years 82 per cent, of teaching and non-teaching staff have benefitted from this.

IQAC is active in implementing quality assurance strategies and processes such as a five-year Prospective Plan for improving education quality, a Perspective Plan for long-term sustainability and growth, a Students Charter and Code of Conduct, and initiatives for faculty development, soft skills, and disaster preparedness. The review of the teaching-learning process and methodologies includes the implementation of online teaching and learning tools, feedback collection, and the formulation of programme-wise learning outcomes.

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

The college aims to create environmental consciousness among the students, catalyze public action on environmental conservation, and conserve natural resources and the environment. The college has formulated a Green Campus Policy that covers initiatives such as energy and water conservation, waste management, and building environmental consciousness and leadership in students. Students participate in various activities to promote environmental awareness, such as plantation drives, Swachh Bharat Mission, and cleanliness drives. The State's Department of Environment, Science, and Technology has audited the college and appreciated the environmental conservation activities conducted by the college.

We also aim to inculcate values of social responsibility and sensitivity, respect for diversity, prepare students for selfless service to the community and nation, and instil a sense of self-worth and unshakable moral character. The college has various institutional set-ups such as NSS, NCC, and Rovers and Rangers units, along with various Clubs and Societies. Students actively participate in and lead several social outreach activities, including electoral and voting awareness programs, blood donation camps, road safety drives, and cleanliness drives. During the pandemic, students and volunteers helped the district administration in maintaining the prescribed COVID protocol, distributing masks, organizing COVID testing camps, and maintaining cleanliness. Other initiatives included collecting essential items for the needy, offering online teaching sessions to underprivileged students, and collecting and distributing books and stationery for rural children. The students have been recalled by the district administration for help in COVID-19 services. The NSS unit has encouraged volunteers from other colleges across the state to join the Mission Gyanodaya program.

Both practices have encountered certain problems, such as the growing pressure of urbanization on natural resources, the need for better sensitization to environmental concerns, the need for better recognition and encouragement for small steps taken by college students, and the requirement of state services for better waste disposal and recycling of non-biodegradable waste. However, the college has been successful in implementing these practices and achieving its objectives.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. COLLEGE SANJAULI, SHIMLA-
Address	Government College, Sanjauli Shimla-6
City	SHIMLA
State	Himachal pradesh
Pin	171006
Website	<a href="http://www.gcsanjauli.edu.in">www.gcsanjauli.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chander Bhan Mehta	0177-2640332	9418474124	0177-2640332	principalsanjauli@gmail.com
IQAC / CIQA coordinator	Kamayani Bisht	0177-9418144479	9418144479	-	iqacgcsanjauli@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

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	11-04-2014	<a href="#">View Document</a>
12B of UGC	11-04-2014	<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	Government College, Sanjauli Shimla-6	Urban	5.4	4000

## 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	BSc,Chemistry	36	Twelfth	English	600	503
UG	BBA,Bba	36	Twelfth	English	123	119
UG	BCA,Bca	36	Twelfth	English	123	109
UG	BSc,Botany	36	Twelfth	English	420	296
UG	BSc,Zoology	36	Twelfth	English	420	296
UG	BSc,Physics	36	Twelfth	English	420	364
UG	BSc,Geology	36	Twelfth	English	90	61
UG	BSc,Computer Science	36	Twelfth	English	120	96
UG	BA,Economics	36	Twelfth	English,Hindi	360	308
UG	BA,English	36	Twelfth	English	420	405
UG	BA,Hindi	36	Twelfth	Hindi	340	319
UG	BA,History	36	Twelfth	English,Hindi	500	489
UG	BA,Geography	36	Twelfth	English,Hindi	340	328
UG	BA,Journalism And Mass Communication	36	Twelfth	English	120	112
UG	BA,Mathematics	36	Twelfth	English,Hindi	60	58
UG	BSc,Mathematics	36	Twelfth	English,Hindi	420	365
UG	BA,Music	36	Twelfth	Hindi	75	73
UG	BA,Philosophy	36	Twelfth	English,Hindi	75	71
UG	BA,Physical	36	Twelfth	English,Hindi	160	155

	Education			i		
UG	BA,Political Science	36	Twelfth	English,Hindi	500	476
UG	BA,Psychology	36	Twelfth	English,Hindi	30	0
UG	BA,Public Administration	36	Twelfth	English,Hindi	320	298
UG	BA,Sanskrit	36	Twelfth	English,Hindi	45	13
UG	BA,Sociology	36	Twelfth	English,Hindi	440	428
UG	BCom,Commerce	36	Twelfth	English	243	238
UG	BVoc,Bvoc Retail Management	36	Twelfth	English	120	86
UG	BVoc,Bvoc Hospitality And Tourism	36	Twelfth	English	120	99
PG	MA,English	36	Graduation	English	60	41
PG	MA,Hindi	36	Graduation	Hindi	60	46
PG Diploma recognised by statutory authority including university	PGDCA,Computer Application	36	Graduation	English	40	39

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				20				32			
Recruited	0	0	0	0	12	8	0	20	14	18	0	32
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	7	10	0	17
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				31
Recruited	17	14	0	31
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	5	7	0	12
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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	10	4	0	7	11	0	32
M.Phil.	0	0	0	2	3	0	3	5	0	13
PG	0	0	0	0	0	0	5	2	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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	8	0	10
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	1	1	0	2
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>
	4		1		5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1509	0	0	0	1509
	Female	1649	0	0	0	1649
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	261	307	307	286
	Female	231	256	247	231
	Others	0	0	0	0
ST	Male	112	110	138	125
	Female	68	67	51	60
	Others	0	0	0	0
OBC	Male	25	34	19	18
	Female	27	39	13	12
	Others	0	0	0	0
General	Male	1153	1083	1063	1068
	Female	1267	1174	1104	1003
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3144	3070	2942	2803

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Govt. College Sanjauli is affiliated to Himachal Pradesh University and is thus bound to implement all the directions of the university pertaining to academic calendar, sports calendar, syllabus and examination/evaluation at least for now. The CBCS system proposed by the University is followed by us in letter and spirit. Though limited, the curriculum in its present form does allow for some degree of multidisciplinary in that students are encouraged to study core courses, elective courses, skill enhancing courses and cross disciplinary generic courses. Many concepts, like gender and women empowerment are taught through various lenses simultaneously allowing for the understanding of these concepts
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	<p>holistically. As proposed in the NEP curriculum will be made interdisciplinary more effectively. We do have our plans in place if we are given flexibility and freedom to design and implement our own curriculum as envisioned in the NEP. The college being situated in the capital, already has the experience of being a nodal college for many satellite colleges for online teaching and other programmes. The hybrid mode of teaching opens up infinite possibilities of collaboration with other institutions and faculty for exchange of services and expertise. This will give us flexibility to add newer courses that are truly interdisciplinary in nature. The limitations of space and time can be overcome if such possibilities are explored. Add-on courses that are presently difficult to propose and offer to our students can now be offered through online portals like SWAYAM, the proposal for which has already been incorporated in the IQAC's prospective plan for the coming academic year.</p>
2. Academic bank of credits (ABC):	<p>Govt. College Sanjauli awaits the directions from the affiliating university to implement the Credit transfer system. The institution is ready to be registered in the ACB circuit with requisite preparation on the academic and curricular front. We look forward to being a part of this system as it will facilitate outward and inward movement of desirous students. It is proposed that students will now be required to enroll for additional courses on e-learning platforms like SWAYAM and Coursera, credits for which will be transferred/added to their score. For all this to be implemented, procedural directions are awaited from the authorized bodies, in our case, HP University and the Directorate of Higher Education.</p>
3. Skill development:	<p>As envisioned in its Vision, Mission and Objectives, Government College Sanjauli consistently tries to groom its pupils in a manner that they are equipped with the necessary life skills for mentally, physically and financially satisfying lives. To help our students evolve into socially responsible citizens who live meaningfully, we engage them in activities of diverse nature. We may not have the flexibility to mould or restructure our academic curriculum but the college does offer some programmes with complete focus on career and vocation e.g. B.Voc (Tourism and Hospitality, Retail Management), B.C.A, B.B.A, P.G.D.C.A and B.A with Journalism and Mass</p>

	<p>Communication. Our other programmes have several courses that are designed to develop usable skills in students. A case in point being; 'Writing Skills', 'Creative Writing', 'Technical Writing', 'Translation studies', 'Academic Writing' and 'Business Communication' are all courses offered for development of linguistic and communication skills. Some of the Generic Elective Courses being taught by us orient students in values and soft skills like gender and environmental sensitivity. The Skill Enhancement Courses are aimed at developing skills amongst students, for example, the department of Geography teaches 'Remote Sensing', 'Geographic Information System (GIS)', 'Field Survey Techniques'; the department of Botany teaches 'Biofertilizer Technology', 'Gardening and Floriculture', 'Mushroom Cultivation Technology' and 'Medicinal Botany and Ethnobotany'. Similar courses are offered by most departments. We have also been teaching add-on courses for communication skills, Basic computer skills, e-commerce, TALLY (Accounting), ethical hacking and INASP.net. The college has now proposed to make it mandatory for students to undertake add-on courses from SWAYAM and Coursera. It will sponsor students who find it difficult to pay for these courses. The recently acquired DBT Star College scheme will ensure greater opportunity to students to acquire research and scientific skills. Co-curricular activities undertaken as part of the NSS, NCC and other such cells give ample opportunity to students to develop socially useful skills like team work, leadership, social service, communal harmony and interpersonal relationship management. While we are bound by the curriculum prescribed by the affiliating university, we hope that the SEC courses designed under the NEP proposals will be truer to the spirit of skill enhancement than they have been until now. Our plan to introduce more add-on courses has been hindered by repeated resistance from the authorizing bodies with the plea that we should wait for the Government to implement the NEP 2020 before we introduce new courses/changes.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Exposure to and understanding of Indian Knowledge systems is inherent in many of our courses and activities. Familiarity with traditional systems of thought, literature, arts, music, family and social</p>

	<p>structures, economy, politics medicines and folklore comes inherently and seamlessly through content woven into the curriculum of disciplines like Sanskrit, Hindi and English Literature and linguistics, Philosophy, Sociology, History, Political thought, Music, Cultural geography, Economics, Botany and Mathematics. We actively encourage our students to practice Yoga and educate them about the benefits of its practice. Values inherent to the Indian ethos are transmitted through the guiding principles of tolerance, inclusivity and sensitivity to diversity in all our dealings. Activities that showcase cultural traditions of dance, music and folk lore are a frequent and regular feature in the life of students on the campus. Having said this, we are eager to integrate these systems further and more actively, once we receive clear directions from the deciding authorities regarding the future course of action on this.</p>
5. Focus on Outcome based education (OBE):	<p>All our programmes and courses have clearly defined outcomes, some by the affiliating university and others by the college. Outcomes are spelt out in measurable terms while others have a more intangible articulation. All education is and should not be measured only in quantitative terms. Education also helps a person evolve qualitatively. However, our systems of evaluating our performance adopt various mechanisms like analysis of results of University exams, Feedback from all stakeholders and analysis of students' progression.</p>
6. Distance education/online education:	<p>For now, the college campus hosts the regional center of IGNOU. We do not have Distance education as a structured programme. If the NEP so demands, we can surely evolve strategies to introduce distance education too. In passing, we would like to mention that Covid -19 did give us some training to go online and work in the hybrid mode, which gives us confidence to believe, we have the capability to have Distance learning as a programme too. Many of our teachers are still teaching students of other colleges across the state, online and also conducting their assessment.</p>

### Institutional Initiatives for Electoral Literacy

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1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral literacy Club has been set up in our college. It has been functional since October 2018.
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?	The electoral literacy Club of Govt College Sanjauli is coordinated by nodal officers Prof Namita Khagta and Prof Abhishek Thakur and campus ambassadors Ms. Shrishti Baekta and Mr.Narender Kumar. All the students of the department of Political Science are its members. The students of other departments are also invited during programmes and awareness drives undertaken by the ELC.
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.	A number of programmes and activities are undertaken by the ELC. Apart from creating awareness and sensitization drives in accordance with the directives of the electoral returning officers, debates, declamation and poster making competitions were organized under SVEEP (Systematic Voters' Education and Electoral Participation). Government College Sanjauli, being the Strong room as well as the polling station for the assembly elections held in November 2022, the Electoral Literacy Club facilitated the election officials during election rehearsals and also helped the first time voters in the online registration process. The members of the club volunteered in helping the senior citizens in casting their votes at home by the facility of postal ballot.
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.	In the year 2022 new eligible voters of the club and the college were made familiar with the electoral process of registration and voting. The members of the ELC collaborated with the Colors TV fame Police Band, "Harmony Of Pines Orchestra" for shooting and production of the Election Commission's Electoral song in different local dialects of Himachal Pradesh. The election song is available on the following YouTube link : <a href="https://youtu.be/-sueZvqKhQA">https://youtu.be/-sueZvqKhQA</a>
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.	ELC, along with the BLO(Booth level officer) Sh. Gulab Singh, provided the students the necessary guidelines for the voter registration process. Almost one hundred and fifty three students are yet to be enrolled as voters as they do not fulfil the eligibility criteria of eighteen years.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3144	3070	2942	2803	2567

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: 114

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	63	62	55	48

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
58.32	74.61	164.37	123.99	66.36



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 college is a constituent college of the University of Himachal Pradesh and ensures effective curriculum delivery of the CBCS curriculum at both, undergraduate and postgraduate levels.

#### 1. Participation in Curriculum Development

Many of our college faculty are/have been members of Boards of Study (BOS) of different subjects of Himachal Pradesh University and have been engaged in the preparation and subsequent revision of the curricula.

#### 2. Effective Curriculum Planning

IQAC and College Advisory Committee formulate our college's **Academic Calendar** in concurrence with the academic calendar of Himachal Pradesh University and departmental academic plans. It is published in the college handbook/ prospectus and displayed on the college website

**A college-wide timetable** is framed by the timetable committee at the beginning of each academic session. The detailed timetables displaying lectures, tutorials, and mentoring sessions are prepared and displayed on the college website.

Additionally, the following steps ensure effective delivery and enhance the experience of engagement with the curriculum:

- **The library** offers offline and online study material on every subject. E-resources and the college library are regularly updated with new books/journals/periodicals
- Optimum utilisation of well-equipped labs in Languages, Science, Finance, Geography, Geology, and Computers
- Workshops, seminars, conferences, etc. organised in accordance with faculty-wise annual plans
- ICT-enabled lecture delivery, audio-visual aids, smart boards and LCD projectors, and other tools are integrated with the traditional chalk and board method.
- Peer learning is promoted and underachievers are given special attention. Slow learners are identified and attached to the advanced learners to provide special attention to their learning needs.
- **Teaching plans** along with pedagogy for the entire session

- **Study tours** to places and institutions of academic value for UG and PG students

### 3. Capacity and Competence Building Programmes

Faculty development programmes and workshops, seminars are frequently organised to keep faculty members and ministerial staff updated.

### 4. Learning Beyond Classroom

- Interaction with experts by organizing special lectures
- Seminars, conferences, and workshops
- Educational excursions
- Community engagement
- Internships

### 5. Evaluation Process

**a. Academic activities:** Internal assessment through class presentations and seminars, class tests, mock tests, assignments, projects, group discussions, and role-play.

**b. House Exams:** Mid-term examinations are conducted in order to give an opportunity to the students to assess the degree of success of curriculum transactions and course outcomes.

**c. Continuous Comprehensive Assessment (CCA):** The academic progress of the students is tracked through CCA which accounts for 30% of the final grade. It is determined on the basis of classroom attendance (5 marks), mid-term tests (15 marks), and assignments/ seminars/ class tests (10 marks).

**6. Stakeholder Feedback:** Regular Feedback is obtained from stakeholders through feedback forms to review issues related to curriculum delivery and identify areas of improvement. Student feedback is also collected in mentoring and tutorial sessions. Feedback regarding the curriculum from the students, guardians, and teachers is communicated to the University through our faculty representatives on the Boards of Studies.

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: 27**

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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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**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: 10.5**

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

2021-22	2020-21	2019-20	2018-19	2017-18
262	88	141	289	745

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:**

In classrooms, teachers engage with students using an inclusive approach pertaining to important socio-cultural issues while touching upon issues like Gender, Human Values, Environment and Sustainability offered in subject curricula by Himachal Pradesh University. In addition, our college organises various extra- and co-curricular activities to strengthen awareness, sensitisation and participation of our students and teachers in these causes.

**Professional Ethics**

- Most industry-oriented programmes offered in the college like B.Voc., BBA, BCA, PGDCA, Journalism and Mass Communication, Commerce etc. have professional ethics built into the curricula.
- Individual teaching departments and subject-specific clubs and societies engage in activities aimed at the ethical grounding of the students, such as special lectures, observance of days, camps, etc. For example, observing Vigilance Week, several sessions on GST, and financial literacy.

**Gender**

- Courses that specifically address gender and issues of women's empowerment, being offered as Generic Electives help the students understand gender diversity and break stereotypes of thinking.
- The Women Cell and Prevention of Sexual Harassment (POSH) committee organise academic, medical, cultural, and social events, aimed at creating gender sensitisation amongst students.
- Awareness programmes on crime against women.
- Provisions of Vishakha Guidelines are communicated every year.
- Observance of days such as International Working Women's Day and Women's Day.

**Human Values**

- NSS volunteers of the National Service Scheme (NSS) have been actively involved in community services. They have also adopted Chaili and Chamiana villages near Shimla. Fourteen of our NSS volunteers took the responsibility of teaching school students during the Covid-19 lockdown.
- Students of the college participate in national programmes such as Fit India Mission, SVEEP, National Unity Day, World Food Day, Peace Day, Bhagat Singh and Mahatma Gandhi Anniversary, Hindi Diwas, National Cancer Awareness Day, Yoga Day, Geeta Mahotsav, etc.
- Individual teaching department and subject-specific clubs and societies also engage in activities aimed at awareness and interventions related to drugs menace, distress and suicides amongst youth, HIV AIDS awareness, eye donation, road safety awareness, clothes donation drive for the destitute, organising blood donation camps, child labour, disaster preparedness, Investors' Awareness, etc.
- Political Science and Public Administration departments along with the Electoral Literacy Club of our College organised several activities related to electoral literacy and voting awareness.
- Awareness programmes on awareness about our Constitutional Fundamental Duties were also organised.

**Environment and sustainability**

- The college offers a compulsory paper on Environmental Science for students of all the courses.
- Eco Club not only promotes social responsibility and awareness activities in form of lectures, film screenings and awareness campaigns for recycling, composting, efficient use of land, organic gardening, rainwater harvesting, bio-leaching, wildlife conservation, climate change, etc.
- Drives such as tree plantation and cleanliness
- Observance of days such as Water Day and Wildlife Week
- Intra-college competitions such as paper reading, poster making and quizzes on the environment
- Our Chemistry department has made special contributions by organising lectures on Green Chemistry, Electronic Waste, and Carbon Credits.
- Organised National Seminar on Sustainable Development: Issues & Challenges in October 2021.
- English Department organised a Nature and Literary Walk for students and faculty.

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:** 38.65

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

Response: 1215

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

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 99.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1225	1221	1130	1057	1036

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

2021-22	2020-21	2019-20	2018-19	2017-18
1225	1227	1130	1059	1051

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:** 84.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
375	364	351	325	321



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

2021-22	2020-21	2019-20	2018-19	2017-18
438	456	414	383	363

<b>File Description</b>	<b>Document</b>
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:** 48.37**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:****Experiential learning**

- Field visits, corporate visits and industrial visits are conducted for students. Examples include students' visits to –industries in Solan, SEBI field office; Regional Poultry Farm, Department of Animal Husbandry at Kamlahi; Vishal Mega Mart and Meena Bazaar, and SJVN Corporate office,

- along with field visits to learn field techniques and survey based projects
- B.Voc. students undertake internship as a part of their curriculum.
- Workshops and training programmes were organised, in and off-campus for the students, such as on Disaster Preparedness, GIS, GST, training programme on Digital Marketing, etc.
- Volunteering with clubs and societies along college units of NSS, NCC and Rover and Rangers the students learn essential life skills, leadership qualities and professional skills by experiencing challenges and doing things hands on (details in section 7.3.1).
- Skill Enhancement Courses such as “Creative Writing, Book & Media Reviews,” “Business Communication” and “Soft Skills” are instrumental in honing experiential learning.

### **Participative learning**

- Students collaborate to produce the college magazine. Various sections are helmed by student editors. They plan, write, collect and edit articles, visit the printing press and proof-read under teachers’ guidance.
- Inter-departmental competitions act as avenues for collaborative learning – paper reading, debates and declamations, quiz, poster making, slogan writing, etc.
- National and international conferences organized in the college broaden the horizon of students. PG, even UG, students present papers and interact with experts.
- Students learn by collaboration through active participation in NCC, NSS, Rovers & Rangers and cultural and sports events.
- CBCS system enables students to choose the course of choice making the curriculum student-centric.

### **Problem solving methodologies for enhancing learning experiences**

- The needs of slow learners are particularly attended to. Revision sessions are conducted before final exams.
- Teachers maintain a list of slow learners and peer groups are formed where the advanced learners help their peers.
- In tutorial sessions, teachers specifically engage with the difficulties being faced by the students.
- CCA focuses on classroom discussions, student seminars, presentations, assignments, etc. These methods focus on problem solving, and collaborative learning.
- Mock interviews and career guidance sessions with industry experts are organised.

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

- Guest Speakers are invited for online lectures to supplement classroom teaching.
- College seminar room and auditorium along with more than 50% classrooms are technology-enhanced with facilities such as smart boards, digital podiums and projectors, KYAN systems, and audio address systems.
- There are 14 well equipped labs and more than 175 computers for use by the students and teachers.
- The library is partially automated with ILMS. Students and teachers have access to thousands of books and journals through INFLIBNET N-LIST.
- The whole campus has WiFi enabled access to Internet through high speed lease line (details in sections 4.1.1, 4.2.1 and 4.3.1)
- In collaboration with IIT Bombay, around 40 online courses of one-week duration were organized in subjects such as LINUX, LATEX and other software.

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:** 99.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	63	62	55	50

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<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:** 50.51

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
34	32	26	31	25

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:

Assessment is based on internal and external components in 30:70 ratios. College prospectus and programme curricula state maximum and minimum marks, marks distribution and examination schemes. Robust mechanisms ensure efficient and transparent assessment:

#### Transparency in Internal assessment

30 marks for internal assessment are distributed between attendance, House Exams, and in-class evaluation.

- **Attendance:** 5 marks, as follows – 1 mark for ? 75% but < 80% attendance; 2 for ? 80% but < 85 %; 3 for ? 85 but < 90%; 4 for ? 90% but < 95%; and 5 marks for ? 95% attendance; 75% is minimum required for term-end examination;
- **House exams:** 10 marks, conducted by House Exam Committee headed by Internal Controller; monitors paper setting, date sheet, seating plan, and invigilation duties;
- College meticulously maintains record – duty register, evaluated scripts, issue register and answer books;
- Evaluated answer books and feedback are shared with students;
- Retest/supplementary exam is conducted for students who underperform or couldn't appear due to illness or participation in inter-college or national-level events;
- **In-class evaluation:** 15 marks – 5 marks for class tests/quizzes (before the term-end examination); and 10 marks for assignments, participation, seminars, etc.; Marks obtained and feedback are shared with students on the spot.
- IA awards are uploaded to HP University's online portal immediately after the exam.

#### Transparency in External Assessment

70 marks for external assessment are awarded on the basis of the term-end examination, conducted centrally by Himachal Pradesh University.

- **Term-end examination:** Conducted by the Controller of Examinations of HP University. Secrecy and impartiality measures – blind paper setting and answer-book evaluation, central monitoring of date sheets, distribution of question papers and answer books.
- College meticulously maintains records – duty register, question papers and answer books received and consumed, etc.
- HP University’s flying squads conduct surprise inspections of examination centres.
- Evaluation, entering of awards and processing of results are computerised by HP University.
- Answer books are scanned, assigned fictitious roll numbers and made available to empanelled evaluators in and outside the state; awards are uploaded directly by evaluators.
- Internal and external assessment awards are consolidated by HP University; students access the results online.
- Results are declared timely to ensure students’ eligibility for higher education programmes.

### Grievance Redressal

- Students with grievances about internal examinations represent or personally approach the concerned teacher and seek redress.
- A student dissatisfied with the external assessment may seek revaluation by filling out a simple form online. The college office provides assistance for the same.
- A student not qualifying for one course may appear for a supplementary examination; not qualifying for two courses, awarded compartment; and a student not qualifying for three or more courses has to repeat.
- A rare case of withholding of examination results by HP University due to non-submission of dues or missing awards (caused mostly due to inappropriate subject-code entry in examination form by the students) is pursued by the college via email or phone to ensure a satisfactory and timely resolution.

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:

Being an affiliated college of Himachal Pradesh University (HPU), we follow the curricula prescribed by the University. The Program Outcomes (POs) and Course Outcomes (COs), are mostly formulated by the respective subject Boards of Studies of HP University.

## Formulating and Stating POs and COs

- All Pos and Cos have been formulated keeping in mind the knowledge, skills and problem-solving acumen acquired by the students on the successful completion of a programme/individual course, and aim at a judicious amalgamation of theory and practice.
- Respective Boards of Studies of HPU have well-defined Pos and Cos for all Post Graduate (PG) programmes.
- In some undergraduate (UG) programmes our college faculty have taken the initiative of designing POs and COs based on a meticulous scrutiny of the curricula prescribed by the University.
- In our college, Departmental committees, under the chairpersonship of the respective HoDs, along with faculty members of the respective departments, undertook this exercise and recorded the POs and COs. The HoDs keep a record of the hard copies and the soft copies are shared with all the stakeholders through the website, WhatsApp and email.
- Subsequently, the lesson plans and class activities have been adapted by the faculty members to reflect and achieve the COs and overarching POs in letter and spirit.
- House exams, and activities for internal assessment for each course, are designed to ascertain the extent to which the students have acquired the objectives stated in COs.
- Departmental, subject society- and club-wise co-curricular activities ensure adherence to POs.
- In case any divergence is observed from the stated objectives, bridge programmes are conducted through revision and remedial classes, peer-group counselling and teaching, tutorials and in mentor-mentee interactions.
- Faculty members keep a record of such activities in their individual course files.

## Display of POs and COs

- The softcopies of POs and Cos for Post Graduate (PG) courses are available on the department-wise web pages on our college website and HPU website;
- POs and COs of professional courses, BBA, BCA, PGDCA and B.Voc., are also listed separately on their respective WebPages.
- The hard copies of Pos and Cos are displayed on departmental notice boards as well.
- To supplement this, the overarching POs of Arts, Science and Commerce programmes are shared in the Orientation Programme for fresh enrollees at the beginning of the session. Students are advised to individually go-through course-specific outcomes on the departmental web pages.
- Immediately after the Orientation Program, respective teachers apprise the students about POs and Cos over the next few days.
- Based on this, the freshers take a decision on whether to continue with the chosen subject(s) or opt for a change. A 10-day window is available for this transition.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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 results of the student's performance in diverse spheres are emblematic of the 'student-centric approach' of the college. The evaluation of Program Outcomes (POs) and Course Outcomes (COs) is done throughout the academic year, in both curricular and co-curricular activities. Various formal and informal mechanisms are available for assessing the attainment of POs and Cos:

- Through performance in the mid-term examination, end-term examination, practical examinations, class tests, quizzes, group discussions, project work, assignments, presentations and seminars.
- The attendance-cum-record registers maintained for each course by the faculty have dedicated columns for attendance, results of mid-term exams, and in-class assessments.
- Term-end examination results are sought from Himachal Pradesh University by the college.
- Feedback is shared with students individually, and problems faced by each student are noted and addressed.
- Students who face difficulty are encouraged to enrol themselves in Remedial Classes held towards the end of the daily timetable.
- POs and COs are also the focus of planning student participation in co-curricular activities such as invited lectures and talks, workshops, training, field visits, social outreach programmes, etc. Students are given commendations for such participation. Feedback from the participants is sought at the conclusion of these activities.
- Student participation and organisation skills in activities organised by subject societies and clubs and inter-departmental competitions such as debates, declamation, quizzes, poster making, slogan writing, etc. are given awards and certificates.
- Feedback is sought from various stakeholders in formal forums such as alumni meet and PTA meetings. Alumni Connect Programs provide a platform for a free and frank discussion and the suggestions received from the alumni are noted so that they can be integrated into the curriculum.
- The assessment of professionals who interact with the students during placement drives, field visits, and invited lectures is also sought;

Evidence of attainment of COs and POs: Students of the college have twice stood first in the National Youth Parliament held in New Delhi. Many students of the college (NSS, R&R volunteers) have participated in the National Republic Day parades over the last five years. We have won several medals and trophies at various inter-college Youth Festivals organized by HPU and also inter-university competitions. Pranshu Aditya, a student of MA 1st bagged the coveted 'Best Actor' trophy in HPU Inter-College Youth Festival (Group IV) 2022. Simran Kashyap, a student of the first batch of the MA English qualified UGC-NET. In the last five years, many students of the college qualified for Assistant Professorship through HPPSC. Prachi Chauhan, a student of the college stood first in the MA English entrance exam of Panjab University, Chandigarh. Several B.Voc and B.Com students have found placements through the placement drives organised by the college. Several of our students go on to enrol in higher education programmes every year. Several of our students have qualified for UPSC, state civil services, judiciary and UGC NET examinations.

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:** 97.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	694	756	666

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

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	775	783	668

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>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.55



<b>File Description</b>	<b>Document</b>
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:** 56.83

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
50.10	3.00	1.27	2.46	0.0

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

### 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:**

**Our college is working towards creating and developing an ecosystem that is student-centric and capable of supporting innovations, research, and the creation and transfer of knowledge under the ethos of the Indian Knowledge System.**

**Ecosystem for innovations**

- **The college offers a variety of venues for students and teachers under an innovative ecosystem that has been recognized with the prestigious DBT-STAR College scheme this year.**
- **Under this scheme, six science departments, namely Physics, Botany, Chemistry, Zoology, Mathematics, and Computer Science, have been supported.**
- **The college has initiated the process of procuring new equipment and upgrading existing facilities.**
- **The DBT scheme aims to encourage collaboration with neighbouring institutions and other**

**laboratories to support specialized training programs for faculty improvement, optimizing technical capabilities to improve the quality of teaching and learning through exposure to research laboratories and industries across the nation.**

### **Indian Knowledge System**

- **IKS in the curriculum.** The curricula of various programmes have a focus on IKS, including traditional knowledge systems, indigenous practices, and Indian philosophy.
- **Incubation Center.** This year, the college has also developed a Research and Incubation Cell and a Research and Development Cell. This cell will specifically provide support and resources to students and researchers who are working on innovative projects related to IKS.
- **Intellectual Property Rights.** Workshops on IPR and experimental training to promote scientific temper and research orientation among students and faculty to promote the protection and commercialization of traditional knowledge and other forms of IKS have been conducted.
- **NEP implementation.** Our college, along with our affiliating Himachal Pradesh University, is committed to the implementation of the NEP. Teachers of our college are already engaged with the framing of curriculum for various programmes under the NEP.
- **NEP Awareness.** We have organised talks and awareness programmes for students and teachers on NEP.

### **Knowledge Creation and Transfer**

- **Our faculty members have published research in Scopus-indexed high-impact factor journals and/or UGC-CARE-listed journals. They have also authored some quality books in the last five years.**
- **Several seminars and conferences in various specialised areas as well as interdisciplinary themes were organised by the college. More than 40 workshops/conferences/ seminars/webinars have been organised in the college in the past five years.**
- **Expert guest lectures and special talks from Industry and other institutions are routinely scheduled.**
- **Guest lecturers offer students the opportunity to meet passionate and committed people and to learn from them in various ways and provide an important educational experience for students based on their real-world life experiences.**
- **Even during the Covid-19 lockdown, our College was the first to organise a workshop for all the colleges of the state to provide a direction for online classes and create e-learning content.**

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:** 43

#### **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**

2021-22	2020-21	2019-20	2018-19	2017-18
09	04	13	13	04

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:** 0.32

#### **3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
07	03	06	11	10

File Description	Document
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:** 0.5

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
11	08	13	11	14

File Description	Document
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:**

Individual teaching departments along with subject-specific clubs and societies and the college's NSS, NCC, and Rovers and Rangers units, college students have participated in various activities extension activities. These include:

**Community Service and Outreach**

- Participation in Swachh Bharat Abhiyan, Drug Abuse Awareness, AIDS Awareness, Constitution Day Celebration, Food Distribution to Cancer Patients, International Yoga Day, Cleanliness Drive, Fit India Campaign, SVEEP, National Unity Day, World Food Day, Peace Day, National Cancer Awareness Day, Yoga Day, etc.
- Organised several blood donation camps.
- Clothes donation drive for the destitute.
- The college's NSS unit adopted Chaili and Chamiana villages near Shimla.
- Under Mission Gyanodaya we collected books and stationery from the students. Within one year the students distributed 35000 books and reached out to more than 300 students for online teaching-learning.
- Fifteen children from neighbouring Sanjauli were adopted to be taught in person throughout the year.
- Our NSS volunteers took up teaching school students during the Covid-19 lockdown.

**Mentoring and Skill Development**

- The Entrepreneurship Development Cell (EDC) organised workshops and talks aimed at providing exposure to the world of entrepreneurship.
- A dedicated Counselling and Career Guidance Cell (CCGC) provides guidance to students on various career options and helps them in making informed decisions.
- Regular workshops and seminars on stress management, time management, communication skills, and other soft skills to enhance the overall personality of the students.
- Established a Research and Incubation Cell and a Research and Development Cell to support research. Guest lectures and talks from industry experts and other institutions are routinely scheduled where students meet and learn from passionate and committed professionals. More than 40 workshops/conferences/ seminars/webinars were organised.
- Workshops on IPR and experiential learning to promote scientific temper and research orientation among students.
- BCA and B. Voc. students learn the evaluation of the markets and entrepreneurship through talks, seminars, and workshops.

### Environment Conservation

- Regular tree-plantation drives.
- Cleanliness drives to encourage and assist villagers in cleaning up their surroundings of non-degradable waste.
- Special lectures on waste management, observance of days such as Water Day and Wildlife Week, and intra-college competitions such as paper reading, poster making, etc.

### Advocacy Campaigns

- Programs and events to promote gender equality and create awareness about issues such as gender-based violence, sexual harassment, and discrimination.
- Workshops and seminars on women's health and safety, legal rights, and empowerment.
- Awareness programmes related to drug menace, distress and suicides amongst youth, HIV AIDS awareness, eye and organ donation, road safety awareness, child labour, Investors' Awareness, etc.
- Several activities related to electoral literacy and voting awareness.
- Awareness programmes about Constitutional and Fundamental Duties.
- Several sessions on GST, along with financial literacy and observing Vigilance Week.

### Disaster management

- Camps on Disaster Preparedness and Fire Extinguish Demonstration.
- Food distribution to COVID-19 patients, mask preparation and distribution, Covid-19 awareness camp during the Covid-19 pandemic.

File Description	Document
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:**

College awarded letter of appreciation for environmental conservation and awareness activities conducted in and beyond the campus by H.P. Council for Science, Technology and Environment

- Avantika Pamta received a commendation for service to humanity and blood donation from NGO Save Life Mission
- NSS volunteer Harsh Thakur received a commendation for Health Awareness for participating in 75 crore Surya Namaskar under Azadi ka Amrit Mahotsav supported by GoI and Fit India Mission.
- NSS volunteer Harsh Thakur received Best Volunteer Service from NGO YouVAH
- NSS Volunteers won the award for best essay and best skit on the theme Atm Nirbhar Bharat from Kurukshetra University
- NSS volunteer Harsh Thakur received a Corona Warriors Certificate of Appreciation from NGO YouVAH
- GC Sanjauli College team won the award for best Scientific Model on Energy Saving in Energy Mela organised by HP State Electricity Board
- NSS volunteer Harsh Thakur received a Certificate of Appreciation for Organ Donation Awareness from State Organ and Tissue Transplant Organization, Indira Gandhi Medical College and Hospital
- NSS Unit of the College received a Certificate of Recognition for organising Fit India Prabhatpheri from Fit India Mission and Sports Authority of India
- NCC volunteer Prashant Kumar was awarded a certificate of merit for his services as Corona Warrior by Sh. Bandaru Dattatraya, Governor of Himachal Pradesh
- NCC volunteer Prashant Kumar was awarded the Corona Warriors Certificate of Appreciation by SDM, Theog, Govt. of Himachal Pradesh
- NCC volunteer Sangeeta was awarded a certificate of merit for his services as Corona Warrior by Sh. Bandaru Dattatraya, Governor of Himachal Pradesh
- NCC volunteer Karan was awarded a certificate of merit for his services as Corona Warrior by Sh. Bandaru Dattatraya, Governor of Himachal Pradesh
- NCC volunteer Karan was awarded the Corona Warriors Certificate of Appreciation by SDM, Theog, Govt. of Himachal Pradesh
- College NCC officer Ms Poonama Verma was awarded a certificate of appreciation for her contribution to the 'Yoga at Home and Yoga with Family' programme by the Ministry of Ayush, GoI
- NCC Unit participated in the state Republic Day parade and was awarded for drill by Chief Minister Himachal Pradesh
- NCC Cadet Himanshu Jinta was awarded for drill in the state Republic Day parade by Chief Minister Himachal Pradesh
- College students won the award for Energy Saving Concepts for Smart City Project Shimla from Education Minister, Govt. of Himachal Pradesh

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:** 117

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	45	18	14

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:** 140

<b>File Description</b>	<b>Document</b>
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:**

ICT-enabled classrooms

The college has 24 classrooms/lecture halls with varying seating capacities – some rooms accommodate 50-60 students, others 80, 120 and 150 students. Each room is well-ventilated and is equipped with a blackboard/green board, a lecture stand, and adequate furniture for the students. There is one seminar room with a seating capacity of 100 and one multipurpose auditorium with a seating capacity of 600 persons and an excellent public address system.

#### **ICT Infrastructure**

More than 50 per cent of classrooms, and both, the seminar hall and auditorium, are equipped with necessary ICT systems to aid effective teaching and learning. The details are as follows:

Interactive boards – five rooms

Five K-YAN systems (integrated computer, projector, speakers, with smart pen, wireless keyboard and mouse), can be used in virtually all our classrooms.

Video Conferencing with the smart board – One room

Virtual Lectern Podiums – 03 (with a computer, projector and screen, visualiser, touchpad, touch screen, speakers and mic) – including one each in the seminar hall and auditorium.

Computers – 219 computers for use by both, students and staff. These include computers in teaching departments, labs, library and offices.

#### **Laboratories**

The college has 15 well-equipped laboratories, each seating an average of 30 students. The details are as follows:

#### **Science labs (08)**

**Physics.** Two labs, each with a dark room.

**Chemistry.** Three labs, adequately equipped and stocked with requisite materials;

**Botany.** One lab, along with one Green House and one museum;

**Zoology.** One lab, along with a museum

**Computer Science.** One lab.

**Other labs (07)**

**Geology.** One lab;

**Geography.** One lab,

**Multipurpose Lab:** One (also for use as Language Lab)

**DIT.** One lab (Also for use as a Financial lab)

**PGDCA and BCA.** One lab, and

**B.Voc.** Two labs.

Also, the institution has adequate facilities for sports games, yoga, and cultural activities. For practice and organization of these activities, the college has outdoor as well as indoor spaces. The students practice the various games in the open campus area. This area is generally used to organize activities like Volleyball, Basketball, Kabaddi, Kho Kho and Athletics.

There is a boxing ring in one corner of the compound which is used by the students for practising Boxing, Taekwondo, Judo, Wushu, etc.

For indoor activities like Badminton, Table Tennis, and Yoga, the institution has a multipurpose auditorium. This multipurpose auditorium is equipped with an audio-visual facility and various academic, cultural, and indoor sports activities are organized.

The college has a well-equipped gymnasium for use by students and staff.

The college has hosted significant sports and cultural events of varying magnitude at college, state, and national levels.

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:** 39.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.52	45.24	68.27	52.03	14.50

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>

## 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 has been partially automated with Integrated Library Management System (ILMS) and has adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students. The details are as under:

### **Integrated Library Management System (ILMS)**

- The college library has subscribed to Software for University Libraries (SOUL) for library management developed by the INFLIBNET centre based on the requirements of the college.
- The partially automated Integrated Library Management System (ILMS) is being routinely utilized by the college library.

### **Subscription to e-resources and journals**

- The library has five dedicated computers to not only search the books in the library but also access Inflibnet for e-books, e-journals and other open-source e-resources.

- E-resources can also be accessed by the faculty and students in various labs, campus and college hostels on the campus-wide high-speed Wi-Fi network through personal log-in with the help of official computers and personal devices.
- Currently, there are 2194 total users registered in N-LIST out of which 460 are active members with 1133 pending users and 602 expired members.
- On average approximately Rupees six thousand every year have been spent on e-Books and e-Journals during the last five years.
- The students and teachers can easily access e-books, e-journals, and research papers through INFLIBNET at any time.

### Optimal utilisation

- The college library has more than 24,500 books and subscribes to 17 journals, 13 magazines, and 16 newspapers.
- The physical library is hosted in two halls. The first is used for issuing books and returning as well as reading library books by teachers and students. The second hall is used exclusively as the reading room by the students for reading their own books and preparing notes.
- There is a healthy culture of using the library and a large number of students regularly visit the college library

In the 2021-22 academic session, the library was accessed 12000 times.

File Description	Document
Upload 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:

We frequently update our IT facilities and provide sufficient bandwidth for internet connection. The details of IT facilities and updates along with Internet connectivity are as under:

### IT Infrastructure

- The college has 219 computers for use by both, students and staff. These include computers in teaching departments, labs, library and offices. All the computers are functional.
- Most classrooms have been enhanced with IT tools such as smart boards, digital podiums, and virtual classroom set-ups.
- The college library is partially automated and equipped with ILMS. Access to E-resources is provided through N-List.
- The seminar room and college auditorium are also equipped with digital podiums and audio

systems.

- A video Conferencing Device was installed in the DIT Lab at the time of the lab's inauguration as the State Resource Centre.
- An Open Book Visualizer for visually challenged students was installed in the DIT lab.
- Faculty and staff regularity and punctuality are managed by bio-metric systems.

### IT facilities update and upgrades

- There has been a quantitative and qualitative improvement in the use of computers.
- In 2022-23 Geography Department installed 03 new computers in their lab.
- Optical Interactive panels and accessories added to Physics Department.
- An interactive panel was added to the Zoology lab.
- Department of Computer Science has installed a new interactive panel with an electronic virtual lectern, and an Open-Book visualizer.
- A digital podium with a projection screen 16 ft X 12 ft has been installed in the college auditorium.
- In 2021-2022, 12 new computers were proposed for Mathematics labs for running the Mathematical software, MATLAB.
- With the DBT-STAR status for the college, six science departments will be technologically upgraded with equipment and software.
- Sh. Sukhvinder Singh Sukhu, Chief Minister of Himachal Pradesh has recently announced financial aid for the digitalization of each classroom in the college. The IT infrastructure will receive a huge impetus in the coming academic session.

### Internet access

- The college has upgraded the internet leased line of 2 MBPS bandwidth to 50 MBPS for uninterrupted and easier access to the Internet.
- The college has campus-wide Wi-Fi internet connectivity. Access is provided to all students and staff members.
- The college hostel residents have also been provided Wi-Fi internet access.
- All departments are connected to the campus-wide network.

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

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

**Response:** 18.07

#### 4.3.2.1 Number of computers available for students usage during the latest completed academic year:

**Response:** 174

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>

#### 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:** 60.1

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
43.79	29.37	96.06	71.97	51.87

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>



## 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:** 66.27

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
2064	2511	1691	1896	1465

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<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>

**5.1.2 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:** 47.01

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
1419	1373	1695	1523	818

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:** 46.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
438	411	399	313	246

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

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	694	756	666

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:** 2.39

#### **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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
28	09	05	03	05

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>

## **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:** 110

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
25	05	15	26	39

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 34

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	18	42	38	36

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

## 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:**

The alumni association of the college is registered under the Societies Registration Act, 2006 and contributes significantly to the development of the college. The alumni association, called Centre of

Excellence Old Students' Association (COE OSA) has 213 life members and hundreds of other members, as the list keeps growing every year. The college website hosts the OSA page and Memorandum of Association. The page has a link for the registration form.

According to the constitution of the OSA, the Principal of the College is the Patron and the executive committee consists of President, Vice President, Secretary, Joint Secretary, Treasurer and eight executive members. The present OSA has the Chief Minister of Himachal Pradesh Sh. Sukhvinder Singh Sukhu.

Besides the present chief minister, the illustrious list of our OSA includes four Cabinet Ministers of HP Govt., several other current and former MLAs, Chief Justices and justices of the Supreme Court and High Courts, members of the state judiciary, officers in the Indian Administrative Services and state administrative services, officers in the armed forces, Indian and state police, and forest services, doctors and engineers, college teachers and principals, corporate leaders, artists, entrepreneurs and businessmen.

The OSA aims to foster fellowship and friendship amongst the old and new students of the college; hold periodic re-unions of the old students to help maintain links with their Alma-mater; give a healthy direction to the new students; cooperate with the institution for its betterment; and arrange lectures from old students to the new students. The recent activities of OSA include:

- Talks organised by OSA on issues such as environment, drug abuse, and women's empowerment.
- OSA meetings are arranged on a regular basis to monitor the initiatives undertaken by the OSA and to interact with the students of the college regularly.
- The students receive a lot of motivation and inspiration by meeting such luminaries.
- Chief Minister, Sh. Sukhvinder Singh Sukhu, announced a financial aid of Rs. 5 crores to the college recently in an OSA meet recently.
- Some individual engagement of OSA members with the college include: Mr. Sudhanshu Thakur have been actively engaged with guidance and mentoring the NSS volunteers. He trained the NSS volunteers for various camps as a result of which our students were selected for the Republic Day parade for two consecutive years; Mr Sharik has been taking 'Dance away your blues' sessions with the present students since Covid.

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

The vision, mission, and objectives of the institution focus on high-quality education and promoting the intellectual growth of students as human resources worthy of service to society.

**Vision:** To establish GC Sanjauli as a benchmark for educational excellence by employing innovative teaching methods and empowering students to achieve their full academic and social potential.

**Mission:** To cultivate intellectual excellence and social leadership in both educators and students, enabling them to thrive in an increasingly competitive and globalized world.

Our objectives are based on a three-fold guiding philosophy – to prepare our students for the future by learning from the past and the present bearing humanity in the heart.

- Emphasis on love and respect for our cultural heritage and intellectual wealth along with critical and fearless thinking.
- Commitment to innovative learning approaches, experiential learning, and technology for a rewarding educational environment.
- Commitment to human values such as discipline, tolerance, personal integrity, and intercultural understanding in and outside the classroom.
- Prepare our students and teachers to contribute to our development by integrating traditional knowledge with global trends.

These values reflect in our programmes as follows:

**NEP Implementation:**

- We are committed to the implementation of NEP from the session 2023-24.
- Encourage research activities, innovation through student-led projects, and Incubation Centre in line with NEP.
- National Academic Depository to ensure academic flexibility, and faculty registration on the Vidwan portal to aid in research collaborations.

**Sustained Growth:**

- Our strategy for sustained growth focuses on academic and environmental factors.
- Factors in academic strategy: Commitment to NEP, skill development, experiential learning, skill development, and research and development with the help of our incubation cell, placement cell and DBT-STAR scheme impetus.

- Factors in environmental strategy: Safety, inclusion and accessibility. Our safety and inclusion mechanisms include Anti-Ragging and Discipline Committee, Women Cell and POSH Committee, Social Minorities Welfare Cell SC/ST/OBC/Minorities Redress and Development, Internal Complaints Committee, etc. Accessibility measures include scholarships, financial aid, support services, and accessible infrastructure for students.
- Continuous updating of teachers through FDPs and programmes such as IIT Bombay Spoken Tutorial.

#### **Decentralisation:**

- At the beginning of each academic year, various committees and cells are constituted which operate autonomously for institutional goals and values.
- The cells and committees include those for academic/research/financial planning, infrastructural development, academic administration, self-financing programme management, student affairs, sports and co-curricular activities, etc. (detailed list in section 6.2.1).

#### **Participation:**

- Deans and HoDs, besides committees and cells, make and propose plans for developmental and academic activities.
- Committees and cells have representation from stakeholders (students, administrative staff, student guardians, college alumni and community members). Their input is solicited.
- These bodies make suggestions and plans while faculty coordinators execute them.

#### **Institutional Perspective Plan (long-term):**

The five key areas of our perspective plan (details in section 6.2.1) reflect our institutional mission, vision and values.

#### **Our priorities are:**

- Implementation of NEP,
- Focus on research and traditional knowledge system;
- Inclusive and safe education;
- Infrastructural development; and
- Closer integration of IT

<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>

## **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:**

**Perspective Plan:**

Our college follows a five-year perspective plan to achieve our mission and vision. The 2018-2023 Plan focuses on five key areas:

- **Implementation of NEP**– HP Govt. is committed to the implementation of NEP w.e.f. 2023-24. Being a state-owned College, Govt. College Sanjauli is also committed to this.
- **Focus on research and traditional knowledge system** – The three-way advantage of Incubation Cell, DBT-STAR College Status and implementation of NEP, is sure to enable us to achieve this.
- **Inclusive and safe education**– With various bodies for Student and Employee Welfare our college has shown commitment to this end. All these bodies will continue to work effectively.
- **Infrastructural development**– Our plans include a new multi-storey Arts block; girls' hostel; parking lot for 30 vehicles; faculty rooms for all departments; installation of solar panels; renovating and upgrading Commerce block, boys' hostel, canteen, and laboratories.
- **Closer integration of IT**– Our commitment shows in improvement in Internet access, and upgradation of classrooms, labs, library, etc. We plan to strengthen our ERP and introduce more IT-enabled solutions for labs, library and classrooms.

**Planning and implementation process:**

Our perspective plan is drawn and deployed in a process of democratic decision-making and decentralised administration under the aegis of various bodies, cells and committees constituted at the beginning of every academic year. Feedback from PTA and College Student Central Association is also invited.

These bodies formulate plans, make budgets and take financial approvals from the Principal.

Expenses made (according to Financial Rules and Regulations of the H.P. government) are submitted to the Bursar and then to the Principal for account settlement.

Such bodies include those for –

- **Academic/Research/Financial Planning.** Deans of various faculties, IQAC/NAAC RUSA Committee, College Advisory Committee, Incubation Centre Committee, DBT-STAR College Scheme Committee, UGC Committee, College Advisory Committee, and Bursar.
- **Infrastructural Development.** Campus Beautification and Estate Committee, and Library Committee; Technical Committee (VPN/Computer/Fiber)
- **Academic Administration.** House Examination Committee, Time Table Committee, Educational Tours Committee, Hostel Committee, Scholarship Committee, General Purchase Committee, Canteen Committee; Library Committee.
- **Self-Financing Programmes Management.** HEIS Committee; B.Voc., BCA, BBA, PGDCA
- **Student Affairs.** DSW, Career Counselling & Placement Cell, Bus Pass and University Form Attestation Committee, and College Student Central Association Election/Nomination Committee;

- **Student and Employee Welfare.** Anti-Ragging and Discipline Committee, Women Cell and Prevention of Sexual Harassment Committee, Internal Complaints Committee, Student Redressal Committee, Social Minorities Welfare Cell SC/ST/OBC/Minorities Redressal and Development. All welfare schemes of the Govt are transacted to the employees.
- **Sports and Co-curricular Activities.** College Magazine Committee, Sports Committee, Stage Decoration & Seating Arrangement Committee, Refreshment Committee, Stage Compeering Committee, Press and Media Committee, Red Cross/Red Ribbon/Disaster Management Committee.
- **Appointments, Service Rules, and Procedures:**
- Being a state-run institution, the appointments are made by the state Public Service Commission as per UGC rules. All other recruitments are also done as per government-stipulated rules. The college follows service rules and administrative procedures established by the Directorate of Higher Education of the state. The college enjoys relatively free academic freedom for academic and research planning, as evident above.

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

Our institution follows the UGC-approved performance appraisal system and offers some of the best welfare measures for teaching and non-teaching staff and avenues for career development/progression.

#### Performance Appraisal System

- The teaching and non-teaching staff are recruited by the state government's Public Service Commission and Staff Service Commission, respectively. Their service conditions and postings are governed by the state's Directorate of Higher Education.
- Performance appraisal adheres to the UGC's Annual Performance-Based Appraisal System.
- Annual self-assessment for a performance-based appraisal is submitted through the college principal.
- The college principal vets the self-appraisal and submits a confidential report to the Directorate of Higher Education.
- Promotions under the Career Advancement Scheme are carried out by the Directorate based on API scores as per UGC norms.

#### Welfare Measures

- **Ample leaves and vacations** – Maternity and paternity leave; Up to 12 Casual leaves and 20 Earned leaves; Annual summer and winter vacations adding to 65 days; Holidays on most festivals as per state government calendar.
- **Various social security measures for all employees** – pension (most employees are now under the old pension scheme); GPF and gratuity for all permanent employees; Medical reimbursement for the entire family; and Employee group insurance.
- **Mechanisms to ensure equal opportunities at the workplace** – Staff Council to ensure decent working conditions for the staff and address their concerns; Women Cell and Prevention of Sexual Harassment Committee; Social Minorities Welfare Cell SC/ST/OBC/Minorities Redress and Development; and Internal Complaints Committee.
- **Employee-friendly measures at the workplace** – Frequent informal get-togethers and treats from the staff fund on important occasions and festivals; Departmental rooms/cabins with internet-enabled computers and printers for the faculty members; and democratic participation in decision-making.

#### Avenues for career development/progression

- Paid study leave of up to two years.
- Paid leave for attending Refresher Courses, Orientation Programmes, Summer/Winter Schools and FDPs
- Paid duty leave for attending workshops, seminars, conferences, symposia, etc.
- Internal funding of up to Rs. 3000 per annum per faculty member to attend seminars, conferences,

etc.

- In-house Professional Development Programmes for both teaching /non-teaching staff.
- Timely promotions and career advancement.

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:** 16.72

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	23	26	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 57.34

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
51	65	76	55	50

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	45	45	45	45

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Our institution has effective strategies for the mobilization of resources and through regular internal and

external audits and transparency in financial transactions, we ensure optimal utilization of resources and funds from various sources. The processes and mechanisms are as under:

### **Mobilisation of Resources**

- Being a state government college, the state's Department of Higher Education allocates the annual budget to the college. This makes up for most of the expenses on salaries, maintenance and other recurring expenses of the college.
- Self-financing courses, like BBA, BCA, PGDCA and B.Voc. contribute significantly to our revenue.
- IGNOU payments for using campus facilities during practicals/classes.
- The college raises additional resources through Parent Teacher Association (PTA) and the Amalgamated Fund (AF).
- Money raised through fines is maintained in a separate fund for use in various student welfare and development activities.
- The college has raised more than Rupees ten lakhs from corporate funding. Satluj Jal Vidyut Nigam Limited (SJVNL) under their CSR initiative funded a Rs. five lakh boxing ring in the college. Again, SJVNL paid a Rupee five lakh and twenty-eight thousand (Rs. 5,28,000) reward to our college students who won prizes in the Himachal Pradesh University inter-college Badminton tournament.
- Recently, in an old students' meeting, the state chief minister, who is an alumnus of the college made a grant of Rupees five crores to the college, over and above the college's annual budget.

### **Financial Audits**

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

### **Internal Audits**

- College Bursar and a chartered accountant perform an annual internal audit of the institution's expenditures;
- Grants received for National Cadet Corps (NCC), National Service Scheme (NSS), and HEIS are also audited by a chartered accountant.
- Annual PTA audits are conducted by the college PTA secretary.
- At the end of each financial year, designated committees conduct internal physical verification of stock/articles across all departments, maintaining records in stock registers.

### **External Audits**

- Department of Higher Education (DOHE) audits funds received from the state government;
- The Accountant General (AG) of Himachal Pradesh performs the external audit of the grants received from central and state governments. The last external audit was done in 2016. Repeated requests to AG Himachal Pradesh for the pending financial audits have not been answered.
- The college addresses all audit objections by providing supporting documents or making recoveries;
- For funds received under RUSA Grants, the college's RUSA committee provides utilization certificates, while the officials of the Department of Higher Education conduct the periodic RUSA

audits.

### Transparency in financial transactions

- Government expenditures are processed online, with details updated on HIM KOSH.
- Salaries and payments are made through government treasuries after the bill is approved by the Principal and treasury officer.
- Tuition fee received from the students is deposited in government accounts via challans.

File Description	Document
Upload 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:

Contribution to quality assurance strategies and processes

- Developed a five-year Prospective Plan for the College for improving the overall quality of education;
- Developed a Perspective Plan for the College to light the way for long-term sustainability and growth of the college, and underline our mission, vision, philosophy and objectives;
- Formulated a Students Charter to make students aware of what they can expect from the College, and what is expected in return;
- Formulated a Code of Conduct for the students and employees;
- Facilitated association of the College with the Spoken Tutorial Program of IIT Bombay under the National Mission on Education through ICT, MHRD, GoI India;
- Conducted Faculty Development Programmes (FDP) on the themes of quality enhancement and Disaster Preparedness;
- Conducted a workshop on the implementation of NEP 2020 in association with the Higher Education Council, Himachal Pradesh;
- Organised a Capacity Building Programme on Soft Skills for teaching and non-teaching staff;
- Organised workshop to tackle challenges of online teaching and learning during the COVID-19 pandemic for teachers of GC Sanjauli and surrounding colleges;
- Annually design and implement Academic Calendar incorporating curricular and co-curricular activities for the overall development of the students;
- Ensure updation of the college website for maximum transparency and information; and
- Ensure timely submission of NAAC AQARs reports.

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

**learning outcomes**

- In response to the COVID-19 pandemic, encouraged and guided teachers in using online teaching and learning tools such as Google Meet and Zoom for interactive online classes;
- Owing to the challenges identified in the Prospective Plan, solutions were identified and introduced such as E-learning resources, strengthening ICT in teaching-learning, expansion of self-financing courses, implementation of a Disaster Management Plan, expansion of the scope of the library, etc.;
- Feedback is collected from various sources like students, teachers, and stakeholders;
- Results of house exams and internal assessments are taken into account to conduct remedial classes and peer-to-peer learning (2021-22, 2022-2023) for weak students; and
- Programme-wise learning outcomes were formulated across all faculties and displayed on the college website department-wise.

**Recording improvements**

- Recorded verifiable improvement of the students attending remedial classes in the subsequent house exams;
- Perspective and prospective plans led to the introduction of new courses and the augmentation of existing facilities, such as smart classrooms, IT facilities, sports facilities, and incubation centre;
- Based on a demand from the students the Placement Cell was mobilised for guiding students to unconventional career paths;
- Based on feedback from teachers, IQAC deputed teachers to reach out to students facing domestic violence, mental health issues, sexual violence, and financial constraints leading to dropping out. Govt. helpline numbers were shared with the students, and when required students were helped to access professional help; and
- As Nodal Center for online teaching during the Covid-19 pandemic, IQAC monitored and reported the daily online teaching-learning activities of the neighbouring colleges 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:** B. Any 3 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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

#### **Gender Audit**

- The college has conducted a gender audit to measure the success of its gender efforts.
- Audit reveals satisfactory results of steps taken towards gender sensitization and equity initiatives.
- Audit results will have important pointers for better planning of future programs.

#### **Measures for Gender Equity**

- Instituted Prevention of Sexual Harassment (POSH) and Women's Cell in the college.
- Instituted Internal Complaints Committee (ICC) for receiving complaints related to sexual harassment and discrimination. ICC complies and submits periodic reports to POSH Committee for redress. Action taken is submitted to the Directorate of Higher Education by POSH Committee annually.
- Display boards at several places in the college with information about the POSH Committee and phone numbers of ICC members. This information is also available on the College website.
- Women's Cell teacher members make themselves available for personal counselling as per the notified schedule.
- During the Covid-19 pandemic, the students stayed home and attended classes online for most of the year. This period saw unprecedented mutations of domestic violence and harassment inside homes. Based on the record maintained by the Women's Cell, 13 students including one male student sought and received counselling over the phone from teacher members in 2020-21.
- Gender Champions, both, male and female students, are inducted by the Women's Cell every year to lead gender sensitisation awareness.

#### **Gender equity & sensitization in curricular and co-curricular activities**

- A four-credit Generic Course on Women and Empowerment has been made available to all students. The course addresses issues such as sex and gender, gender sensitivity, gender fluidity, domestic violence, etc. Along with females, a number of male students also opt for this course.
- Organised a National Seminar on "Crime Against Women" sponsored by the National Commission for Women from 24th-25th August 2021.
- A talk on Vishakha Guidelines by senior lawyers is organised every year for students and staff.
- Expert lectures are organised every year for female students on subjects related to female health such as menstrual health, skin health, etc.
- Organised a number of expert lectures for awareness about issues such as the prevention of STDs, HIV AIDS, myths and misconceptions surrounding the social understanding of gender, and LGBTQ+ issues.

- Films and documentaries are screened to supplement the sensitisation and awareness efforts.
- International Women's Day is commemorated every year to create awareness about gender issues amongst students and staff.
- Both, male and female students participate in most of the awareness and sensitisation programmes.

### Facilities for women on campus

- No tuition fee is charged to girl students;
- Two extra-numerary seats in each programme for Single Girl Children;
- Dedicated washrooms for that girl-students and female staff;
- Well-appointed girls' common room;
- Installed Free sanity-pad vending machines and incinerators in the female washrooms; and
- Installed CCTV cameras covering the entire campus to ensure the safety of females on campus.

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

<b>File Description</b>	<b>Document</b>
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 Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<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:**

**Institutional efforts/initiatives in providing an inclusive environment**

- The college offers subsidised education to all its students;
- The college in its vision, mission, objectives and other guiding policies clearly states its intention to inculcate human values of discipline, tolerance, democratic inclusivity, and personal integrity and to preserve and promote the cultural heritage of the nation and the region;
- Reservation and concessions are provided to students for admission in academic programmes and to the staff in recruitment;
- Seats are reserved in each academic programme for SC/ST and disabled students, and ex-servicemen;
- Extra-numerary seats are also available for Single Girl Children, children of families displaced from J&K;
- No tuition fee is charged for female students and persons with disability;
- Constituted Social Minorities Welfare Cell to plan developmental activities and redress problems of

students from SC/ST/OBC and religious minorities;

- The college will sponsor the expense of add-on courses for 100 students from such sections from the academic session 2023-24; and
- Measures for gender inclusion have been detailed in section 7.1.1

### **Sensitization of students and employees to the constitutional obligations**

- The Electoral Literacy Club (ELC) instituted in the college sensitizes students towards greater and more responsible political participation.
- We partner with the State Election Commission in their Systematic Voters' Education and Electoral Participation (SVEEP) initiative.
- Several activities related to electoral literacy and voting awareness were organised by the Departments of Political Science and Public Administration along with ELC.
- The vision and ideas of the Constitution are disseminated to students through the celebration of Constitution Day every year. Events for educating students about constitutional rights, responsibilities and fundamental duties are organised.
- A tie-up with the office of the State Chief Electoral Officer to host at least one lecture every year to educate students about the importance of casting their vote.

### **Nation Building and Inculcation of National Values and Character**

- Commemoration of special national days that celebrate the lives of our nation builders and days that underline our national character and values;
- Examples include Republic Day, Independence Day, Environment Day, Yoga Day, Kargil Vijay Diwas, Teachers Day, Hindi Diwas, Bhagat Singh and Mahatma Gandhi Anniversaries, Constitution Day, National Cancer Awareness Day, Geeta Mahotsav, National Unity Day, etc.;
- Participation in various social and national missions such as Environmental Conservation, Geeta Mahotsav, Swarnim Vijay Varsh, Fit India Mission, etc.;
- Organise awareness on issues such as drug menace, distress and suicides amongst youth, HIV AIDS awareness, eye donation, road safety awareness, disaster preparedness, etc.
- Organised several blood donation camps and tree plantation drives;
- All official events conclude with the singing of the National Anthem;
- Concerted observation of "Azadi ka Amrit Mahotsav" during the 2022-23 session; and
- The "Har Ghar Tiranga" campaign was promoted through declamation, debate, poster-making and slogan-writing competitions along with street plays, rallies, seminars, cultural exchange programmes (with Kerala and Tamil Nadu) and village mobilization.

<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>

## **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 1: Environmental Consciousness**

**Objectives:**

- Creating environmental consciousness.
- Catalysing public action on environmental conservation.
- Direct action for conserving natural resources and the environment.

**The Context:**

- The location of our college gives us a strategic advantage (and responsibility). Himachal acts as the water-tower, carbon sink and oxygen plant. We have a responsibility to conserve and enrich these resources.
- With enrolment from the entire state, our college is ideally situated for diffusion of environmental consciousness.
- If conditioned with environmental consciousness at this age, students will grow into environmentally conscientious citizens.
- We have the manpower to engage and lead through collective action to inspire various communities.

**The Practice:**

The college has formulated a Green Campus Policy to institutionalise environmental consciousness.

#### **Initiatives under Green Policy (details in 7.1.2)**

- **Energy conservation and renewable energy.**
- **Water conservation.**
- **Waste management.**
- **Green campus.**

#### **Initiatives for building environmental consciousness and leadership in students**

- **Sensitization, inside and outside the classroom.** All our students compulsorily study EVS. The course contents acting as a primer to environmental consciousness, the theoretical knowledge is brought into behavioural practice through several measures like lectures, nature walks and by observing special days such as Swachhta Diwas, water Day, Wildlife Week, etc.
- **Student participation and leadership.** The college carries out activities related to environmental awareness through student-led bodies like the Eco Club, NSS, NCC, Rovers and Rangers.
- **Plantation drives.** Examples; plantation drives near Theog (33 kms away) and Shurala (30 kms away).
- **Participation in Swachh Bharat Mission.** Undertook a *Swachh Bharat* Internship at village Chamyana. *Swachhta Pakhwara* is observed by organising awareness lectures, rallies, competitions and cleanliness drives.

- **Cleanliness drives.** Include drives for removing non-biodegradable waste from forests around various villages, cleaning the water bodies, and cleaning village surroundings. The students involve the local community in cleaning up their surroundings and build environmental consciousness.

#### **Evidence of success:**

- The Green/Environment Audit of the college conducted by state's Department of Environment, Science and Technology states that "the college takes all necessary steps in sustaining the environment".
- H.P. Council for Science, Technology and Environment awarded a letter of appreciation for Environmental conservation and awareness activities conducted in and beyond the campus.
- There's a discernible growing environmental consciousness and leadership in the students. The students take more and more initiatives for plantation, cleanliness drives and awareness rallies. Students have donated more than 100 medicinal plants to the college green house.

#### **Problems Encountered and Resources Required:**

- The growing pressure of urbanisation puts a lot of pressure on natural resources, including forest and water. The public at large and the state's development agencies need better sensitisation to the environmental concerns;
- Small steps by college students need better recognition and encouragement; and
- State services are required for better waste disposal and recycling of non-biodegradable waste.

### **Best Practice 2: Social Outreach and Responsibility**

#### **Objectives**

- To inculcate values of social responsibility and sensitivity;
- To inculcate respect for diversity;
- Prepare students for selfless service to the community and nation;
- To instil a sense of self-worth and unshakable moral character.

#### **Context**

- With the right initiation and motivation, youngsters easily imbibe the values of social responsibility and the spirit of service to the community and the nation. They can become the carriers of this message for their peers, year after year.
- It is observed that these activities contribute to the overall personality development of students and equip them with essential interpersonal skills, organisation acumen, and confidence to take up and overcome challenges.
- Also, various avenues in the institutional set-up of the college such as our NSS, NCC, and Rovers and Rangers units, along with various Clubs and Societies offer something of interest to almost every student.

#### **Practices:**

- Students of the college actively participate and lead several social outreach activities:
- Active participation in electoral and voting awareness programmes of the state Election Department under SVEEP;
- Organising blood donation camps, road safety drives, plantation drives and cleanliness drives;
- Nukkad Nataks on themes such as Har Ghar Tiranga and Swachh Bharat;
- NSS unit of the college adopted two villages, Chamyana and Chaili near Shimla and engaged in community projects;
- During the pandemic, our volunteers were out on the road, helping the district administration in maintaining the prescribed COVID protocol, distributing masks, organizing COVID testing camps, and maintaining cleanliness.
- The Philosophy Club collected essential items like books, clothes, blankets, shoes, masks, etc., for the needy. These items were distributed to people in hospitals, construction sites, and laborers' colonies;
- NSS volunteers offered online teaching sessions to students from economically underprivileged families;
- The teaching staff contributed money towards a common corpus that was utilized to help colleagues in the ministerial staff who had suffered the pandemic in different ways.
- **Mission Gyanodaya.** Initiated by the NSS volunteers, Mission Gyanodaya began as a drive to collect books and stationary from students of the college, books that they had outgrown in interest and relevance. The first such collection was about 2000 books. These books were then sent to rural areas for distribution to children who might need them. The NSS unit then encouraged volunteers from other colleges across the state to join this mission.

#### **Evidence of success:**

- Our students continued to be recalled for help in COVID-19 services by the District Administration for several weeks;
- By the end of the first year of the inception of Mission Gyanodaya, the students had collected and distributed 35000 books and reached out to more than 300 students for online teaching-learning. The mission has spread to other districts of the state and at least two other states. It received recognition and appreciation from the Government and administration.

#### **Problems Encountered and Resources Required:**

- Trust; in their mission to teach out-of-school children our student volunteers faced some resistance from parents of the children in the adopted urban community. Many parents were sceptical about safety of the children and the credibility of the volunteers. However, the NSS unit worked closely with the parents, assuring them of the safety measures and the qualifications of the volunteers and gradually gained their trust.
- Resources such as financial support, transportation, networking, access to transportation and boarding are essential;



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

The unequivocal distinctive characteristic of our college is our belief in the student as the leader. As actions speak louder than words, this belief comes forth in action – in all our planning and operations. Here's, how:

- **Formal aspects of leadership training.** Our teaching-learning and assessment approach goes beyond just lectures and exams. There are seminars and presentations, quizzes, debates and discussions, and group assignments. Apart from academics, we encourage our students to participate in various extra-curricular activities, including sports, cultural events and social welfare. Frequent and regular engagement with issues of national and social relevance imbues the students with the spirit of responsibility and motivation.
- **Democratic student leadership.** The college has a vibrant College Student Central Association (CSCA) and various independent political student organisations such as ABVP, NSUI and SFI. These organisations collectively, or individually, act as the voice of students in the organisational decision-making. These organisations act as nurseries for developing leadership qualities and democratic values in the students.
- **Organisational leadership and management skills.** The college has institutionalised outfits for the students to explore and sharpen their organisational leadership and management skills in the form of clubs and societies catering to diverse interests. In these clubs and societies, students take the charge of planning and execution of programmes and activities. Students form groups and divide responsibilities for tasks such as scheduling, guest arrangements, transportation and catering, community and administrative permissions, floor management, etc.
- **Community and social leadership.** Under the aegis of the bodies described above the students frequently engage with the community for social outreach activities. The students learn to cultivate mutual trust and bring about collective action. This not only instils in them a sense of responsibility and sensitivity but also fosters confidence and skills required for acquiring leadership roles amongst the people they serve.
- **Social capital and self-worth.** The college has highly active NSS, NCC and Rovers and Rangers units. These units, collectively and with their individual volunteers, have won accolades and distinguished themselves at the state and national levels. These units work cohesively as a unit and promote group and individual excellence. Our NSS volunteers were chosen to participate in the Republic Day parade in New Delhi for two consecutive years, and our students were selected to represent the state at the National Youth Parliament (NYP) four times in the last five years (three years consecutively). In the NYP 2023, our student stood first in the country. Our students have represented the state at national-level debate competitions and one of them (Ms Prachi) stood

second in the country. Ms Anchal Bhandari received the Women Power Award instituted by The Language, Art and Culture Department. In sports, the college has performed brilliantly and has consistently won prizes at state and national level competitions. Nine of our students represented the state/ University at the national/ zonal level. In the cultural sphere, our activists have represented the college and state at many national-level competitions and events.

- **Institutional Leadership.** The college has been given the additional responsibility of being the leader for several initiatives undertaken by the government from time to time. We have been made the resource centre for pilot projects and training such as; The shift to online modes of teaching during the Pandemic. Our teachers have been teaching students from other colleges in our hybrid classrooms since there was a paucity of teaching staff in these colleges. The college donated five computer systems to one of the neighbouring rural colleges as an act of resource sharing. Teachers have also been going in person to colleges in the rural vicinity to teach students. Our staff has been engaged in various inspection projects of the Government for audit of scholarships offered by educational institutions in and around the city.
- **Our Concern for Mental Health and Well-being.** The college understands that stress, anxiety and mental health are aspects of human life that need empathetic attention and intervention. With the appointment of an assistant professor in the Department of Psychology, the college has institutionalised personal counselling as a well-structured programme. From the academic session, 2023-24 expert counselling will be made available to all those who seek it as per the provisions made public through the website and the prospectus.

### **Stellar Alumni as Evidence of the Success of this Strategy**

That the college has had a strong tradition of quality is obvious in the long list of alumni who dot the sky like bright stars. From Chief Justices of the Supreme Court and High Courts to innumerable members of the judiciary, from officers in the Indian Administrative Services and State administrative services to officers in the armed forces and police, from doctors to engineers, from academicians and artists to entrepreneurs and businessmen, the list of alumni that do us proud goes on and on. The list keeps expanding every year.

Our student leaders have made a mark in the state and national-level politics. The current Chief Minister and five other MLAs in the present dispensation have been students of Government College, Sanjauli. These illustrious alumni acknowledge the role that the college's holistic environment played in inculcating leadership qualities in themselves, and thus actively engage with the college in diverse ways. A testimony to this is the fact that the current Chief Minister, Sh. Sukhwinder Singh, one of our alumni, recently announced a financial aid of Rs. 5 crores to his Alma Mater. Many of our alumni visit the campus to interact with the students and faculty and take a keen interest in its activities. This gives our students, the much-required exposure to future options, the motivation to achieve and the sense of pride and ownership towards the college.

- **Due to these distinctive features, the number of aspirants applying for admission to the college is growing exponentially each year.**

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

## 5. CONCLUSION

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### **Additional Information :**

Our current student strength is about 3150. Being conferred with the title, “Centre of Excellence” by the State Government surely lays an added responsibility on our shoulders since the expectations that go with the title are more challenging to deliver. With a growing emphasis on research at the global level, the college hopes to create a healthy culture of research with the setting up of the Research and Development Cell. We understand the urgent need for unbiased and objective research and the rigour it requires and we hope to trigger the spirit of analytical and critical thinking in our students through small research projects in the near future. In doing so, we visualize a generation that respects traditional value systems and has the ability to understand and welcome the changes that are inevitable, while being part of that very change.

### **Concluding Remarks :**

The college has taken small steps; small but significant enough to gain the confidence of its stakeholders. Despite the limitations that come with being an institution with little autonomy, the college has managed to create an identity, unique to itself. But we understand that:

The woods are lovely, dark and deep.  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

( Robert Frost)

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :27</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>234</td> <td>88</td> <td>137</td> <td>269</td> <td>732</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>262</td> <td>88</td> <td>141</td> <td>289</td> <td>745</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	234	88	137	269	732	2021-22	2020-21	2019-20	2018-19	2017-18	262	88	141	289	745
2021-22	2020-21	2019-20	2018-19	2017-18																	
234	88	137	269	732																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
262	88	141	289	745																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1281</p> <p>Answer after DVV Verification: 1215</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

3144	3070	2942	2803	2567
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1225	1221	1130	1057	1036

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3480	3380	3200	3100	2960

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1225	1227	1130	1059	1051

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

**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**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
724	813	775	732	723

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
375	364	351	325	321

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
957	930	880	852	745

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
438	456	414	383	363

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
65	65	64	61	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
65	63	62	55	50

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

#### 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)

##### 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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	46	45	43	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	32	26	31	25

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	694	754	666

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

939	845	694	756	666
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**2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	775	783	668

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	775	783	668

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	3	3	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50.10	3.00	1.27	2.46	0.0

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

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

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	14	09	09	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18



09	04	13	13	04
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Remark : As per clarification received from HEI, DVV input is recommended.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	03	06	14	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	03	06	11	10

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

**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**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	13	9	10	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	08	13	11	14

Remark : As per clarification received from HEI, 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:

2021-22	2020-21	2019-20	2018-19	2017-18

30	21	38	31	21
----	----	----	----	----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	45	18	14

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	35	19	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14.52	45.24	68.27	52.03	14.50

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

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

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

Answer before DVV Verification : 177

Answer after DVV Verification: 174

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

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)**

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	21	15	13	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43.79	29.37	96.06	71.97	51.87

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

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**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2053	2504	1921	1908	1440

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2064	2511	1691	1896	1465

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

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

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1449	938	1605	793	818

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1419	1373	1695	1523	818

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
444	410	403	315	246

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
438	411	399	313	246

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	775	783	691

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
939	845	694	756	666

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	2	3	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	09	05	03	05

Remark : As per clarification received from HEI, 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:

2021-22	2020-21	2019-20	2018-19	2017-18
25	5	13	32	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	05	15	26	39

Remark : As per clarification received from HEI, 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:

2021-22	2020-21	2019-20	2018-19	2017-18
30	4	44	38	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	18	42	38	36

Remark : As per clarification received from HEI, 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:

2021-22	2020-21	2019-20	2018-19	2017-18
51	65	80	55	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

51	65	76	55	50
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### 6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	45	45	45	45

Remark : As per IIQA and data received from HEI, DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>63</td> <td>62</td> <td>59</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>63</td> <td>62</td> <td>55</td> <td>48</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	65	63	62	59	48	2021-22	2020-21	2019-20	2018-19	2017-18	65	63	62	55	48
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2021-22	2020-21	2019-20	2018-19	2017-18																	
65	63	62	55	48																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>56.51</td> <td>51.98</td> <td>83.27</td> <td>36.93</td> <td>34.49</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>58.32</td> <td>74.61</td> <td>164.37</td> <td>123.99</td> <td>66.36</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	56.51	51.98	83.27	36.93	34.49	2021-22	2020-21	2019-20	2018-19	2017-18	58.32	74.61	164.37	123.99	66.36
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