



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**RAJKIYA KANYA MAHAVIDYALAYA, LAKKAR BAZAR,  
SHIMLA**

RAJKIYA KANYA MAHAVIDYALAYA, LAKKAR BAZAR, SHIMLA - 171001,  
HIMACHAL PRADESH

171001

<https://rkmvshimla.edu.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2022**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

RKMV is a premier institute of education for girls in Himachal Pradesh. It was awarded the status of “College with Potential for Excellence”. It has the privilege of being the only government college for girls' in the state. Established in 1977 with a meager strength of 919 girls, it has touched the strength of approximately 4000 girls in the present time. Since then it has been doing commendable work of chiseling, molding and metamorphosing young girls into confident, smart and self-reliant young women, making them well equipped to face the challenges of life. Situated on the verdurous Elysium Hill in the vicinity of Longwood on one side and Lakkar Bazaar on the other, the College is certainly located at one of the best sites of Shimla. Moreover, the College is conveniently approachable. It is ten minutes walk from the famous Ridge and can be reached by local buses plying on the Circular road (Cart road). RKMV today, with an overwhelming demand for admissions, is nurturing and honing the young minds, giving them ample opportunity to grow, develop and excel in different fields. RKMV has evolved to become an educational institution par excellence in the state. The College is a well-equipped institution with state-of-art lecture halls, laboratories, computer labs, language lab, computerized library, auditorium, common room, Gymnasium, dispensary and Canteen. Institution is offering UG courses in different subjects. Besides sports, many extension activities of NSS, NCC, Bharat Scouts and Guides, Eco club, Red Cross and Rotary club are also being carried out and can also be opted for by the students as per their interest. In its existence of more than eight decades it has witnessed thousands of students pass through its portals and bring laurels to the institute.

### Vision

**“ To transform young girls into well integrated individuals through inclusive education, who can face the challenges of life with courage and commitment for a successful life and devote themselves towards nation building with a sense of dedication, duty and respect for humanity.”**

### Mission

The college focuses on the holistic development of girls motivating and moulding them into world citizens who would illumine the lives that they would touch.

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

### Institutional Strength

- RKMV is the only Government College for Girls in Himachal Pradesh and has been growing by leaps and bounds ever since its inception. It was awarded the status of “the College with Potential for Excellence”. Driven by its mission the college focuses on the holistic development of girls and also a special emphasis is laid on value-based education. The college is catering to the needs of students

coming from rural areas across the state.

- The location of the college is also its strength as it is located in the heart of the city. Also, the serene beautiful surroundings make it a perfect place for learning.
- The college offers diversified and rare subject combinations providing students opportunity to select and explore the subjects of their interests and choices. Subjects like Nutrition and Health, Painting , Applied arts, Journalism, Tourism and Travel, Computer Applications, Dance, Philosophy are some rare subjects which are offered by very limited Colleges of Himachal Pradesh. Also, Sandhya Sangeet Mahavidyalaya which stands as the evening wing of the college facilitates hobby and graduate level courses in dance and music for students and outsiders with minimum age of six years for admission.
- Use of ICT tools both in administrative functioning of the college and facilitating education/ teaching-learning process. College is Wi-Fi enabled and has Fully Automated Admission system, Fee collection Process and well updated website and Facebook page.
- Upholding the belief “a healthy mind resides in a healthy body”, RKMV lays emphasis on keeping the body healthy by engaging girls in various sports and physical activities. College has well equipped Gymnasium and students are motivated to participate in various sports activities.
- As holistic development is the motive of education at RKMV therefore, students are engaged in various social, extension and outreach activities associated with community welfare and development. Some best practices followed are donation to Roti Bank , contribution in cloth Bank named “ Mend a Heart” and adoption of village Ragyan for other outreach activities.
- The college has been conferred with the status of " Ragging Free Campus".

### **Institutional Weakness**

- The available infrastructure is not sufficient for a strength of 4000 students although the infrastructure of the college is in the process of developing and extending as construction of new blocks is being carried out to meet an overwhelming demand of admission here.
- The college does not have a proper playground for physical activities
- Even though the college has two functional hostels 1) Sainik Hostel with an accommodating capacity of 80 students 2) Tribal Hostel with a capacity of accommodating 120 students, yet the college cannot accommodate all the meritorious girls from general categories as both the above-mentioned hostels are allotted to the students coming from Tribal areas and wards of ex-serviceman. Moreover, being a prestigious educational institution of the state, students from every corner of Himachal Pradesh want to seek admission in this institution.
- Many Vocational, Add-on, B Voc, courses are also run by the institution but the existing infrastructure facilities are not adequate as per the number of students and courses offered.

### **Institutional Opportunity**

- Providing holistic education for the all round development of students. Our college has the advantage of location whereby we are able to give exposure and opportunity to students coming from rural, hard and tribal areas.
- Engaging and involving students in social and community services through various extension and outreach programmes. College has two active units of NSS, NCC and one active unit of Ranger and Rovers .
- Sensitizing young generation about environment and sustainability. Eco Club and Energy Club of the college is playing significant role in this direction.

- Inculcating moral, ethical and spiritual values amongst girls making them better equipped future citizens, contributing significantly towards Nation building.
- Developing leadership qualities so that our girls can skillfully handle conflicts in their personal, professional and social life - making them capable of understanding and handling National and International issues.
- Making our girls mentally and physically strong so that they are able to manage stress and strain of the life more efficiently and effectively.
- We at RKMV have the potential to start B.Ed. classes as we are already offering Education as a course at the undergraduate level.

### **Institutional Challenge**

- Accommodating a strength of 4000 students despite being having the potential to accommodate only 2000 students.
- Keeping the students engaged and at par with other institutes in sports and other activities without a proper playground. Though, alternative arrangements in Sports Complex and nearby Police Ground Bharari are ensured by the college.
- Students – Teachers ratio is not in accordance with the parameters of UGC. More teachers are required to run the teaching-learning process effectively.
- Providing hostel facility to students coming from different areas and also to SC students as they outnumber the general category students.
- Adapting to the frequently changing syllabi and the curriculum and adapting to the new structure with the changing academic policies.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

RKMV is affiliated to Himachal Pradesh University, Shimla and it follows the curriculum set by the University. The aim of teaching faculty here is to guide and inspire the young minds to transform themselves into perfect human beings capable of facing the challenges of the fast moving globalized world. Each academic session begins with a streamlined time table for each faculty. By the end of the session departments submit documents of the academic and extracurricular work undertaken and completed. The curriculum followed by the institution during the last five years consists of CBCS as recommended by UGC, adopted and implemented by Himachal Pradesh University in 2016-2017. To make teaching-learning experience interesting the teachers adopt diverse pedagogy. The progress is reviewed by the Principal through regular staff meetings and feedback is also taken regularly from students on various parameters of teaching – learning process.

The rules laid down by the department of Higher Education regarding examination and vacations are strictly followed. The college also prepares an internal calendar for activities related to academics, sports, exams etc to be conducted at internal level. Students are regularly updated through the website. Internal assessment is calculated on the basis of mid-term exam (internal) assignments/seminars and attendance. The teaching staff actively participates in forming the curriculum by being members of the Board of Studies of HPU, by setting, marking and conducting papers of UG/PG classes. Special events are organized to nurture human values, environment and sustainability leading to a strong value based holistic development of the pupils. Being an exclusively institution of female education, highest level of sensitivity towards gender issues is provided

through different activities and also many subjects have gender related syllabus which is being taught to them.

Exposure is provided through training, project work/ field and internship programs where ever compulsory. At the end of every session feedback received is analysed, its records are maintained, displayed on website and the results are conveyed to the higher authorities for further action.

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

The institution follows a well developed teaching-learning and evaluation methodology to facilitate education and catalize the learning process. Teachers practice different methods to assess the learning levels of the students e.g. class tests, assignments, group discussion etc. Tutorials/remedial classes are organised for slow learners. Students are given personal, academic and career related counselling from time to time. Advanced learners /students are encouraged to upgrade their knowledge and skill with special lectures. They are motivated in the form of appreciation certificates, medals, cash rewards etc. The college make continuous and conscious efforts to enable students to realize their potential and evolve as leaders and transforming agents of society by organizing field trips, debates and project work. Teachers use power point presentations in the class rooms which help them have interactive conversation. Teachers also take online lectures using various apps like ZOOM and Google meet whenever needed. Assignments and tests are regularly conducted and students are given multiple opportunities to improve their performances. RKMV , Shimla is a constituent college of Himachal Pradesh University (HPU). Therefore, it follows the guidelines set by HPU for conduct of examinations /evaluation process. Hence, the college employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations. College administration along with teachers have regular interactive meetings and program as an endeavour to improve upon and to get best out of the students.

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

The institution has done remarkably well in the field of research and innovation. As many as twenty seven seminars, conferences and workshops were conducted during the last five year period. The members of the staff have been intellectually very creative and active. Around forty research papers on various subjects were presented and published. The number of books/ chapters in the books edited, and papers published in National and International journals stands at sixty eight. The institution has contributed immensely in conducting extension activities such as Aids Awareness programmes, Blood donation camps, Plantation drives, Menstrual hygiene, Cleanliness drives, organizing Roti Bank for patients and attendants in cancer hospitals and Traffic control assistance to the local police. The sheer range of social outreach programmes by the students is impressive for which the institution can boast of as many as sixteen awards and recognitions during the period of last five years. The total number of activities related to social outreach and extension activities goes up to one hundred and nineteen which also includes exemplary service rendered by our students during Covid Pandemic. Linkages for faculty exchange, student exchange internship, field trips, on the job training and research etc count up to nearly ninety two. Also, the institution has signed two MoUs, one with Indian Institute of Skill Development Pvt. Ltd and the other with Technopak Advisors Pvt Ltd.

### **Infrastructure and Learning Resources**

RKMV provides the best infrastructure and learning facilities for the overall development and growth of its

staff and students. The college offers undergraduate programs in Science, Commerce and Humanities. The college has an Administrative block and three Academic Blocks: A, B and Science. A new Block C is under construction. The college has 26 Classrooms including **10 Smart classrooms**, one Language Lab, one e-commerce lab, one BCA Lab, one IT Lab and 17 laboratories. The college has one seminar-cum-video conferencing hall equipped with ICT facilities. All departments are equipped with Wi-Fi/ LAN facilities. At present the college has ICT enabled auditorium with a seating capacity of 400 persons. A multipurpose Hall is also proposed in the current session for which a grant of Rs. 2 Crores has already been announced by the Government of Himachal Pradesh. Ours is one of the oldest libraries of Shimla and it is partially automated since 2009 and uses the SOUL, ILMS software. The college has a Tribal Hostel with a capacity of 120 and a Sainik Hostel with a capacity of eighty students. The institution has a well equipped Gymnasium for the staff and students. Canteen facility is also available for the staff and students. Dispensary facility for rendering first aid to the students is available within the campus. A branch of the Indian Overseas Bank is located within the campus. A multipurpose shop with the facility of photocopying, photo studio and internet café is available on campus for the convenience of girl students. Stationary shop is also available on the campus. The college caters exclusively to the free education of girl students from across the state of Himachal Pradesh. Painting, Music and Dance Departments are exclusively devoted to inculcate and nurture the creative talent among the students. RKMV is the only government college in the state to have the Dance Department.

### **Student Support and Progression**

RKMV has always been a student – centric institution providing an amicable, conducive and congenial atmosphere to grow and excel in life. Various committees are constituted in the very beginning of the session to provide assistance and support to its students. The college prospectus is published and uploaded on the college website to provide information regarding infrastructure, faculty, hostel facilities, admission process, rules and regulations, curriculum, committees and various clubs and subject societies. The admission committees help and guide students in the admission process. The college has fully automated admission process. Being a government institution and exclusively for girls', majority of students get the benefit of Freeship Scheme( in which tuition fee for Bonafied/ Domicile Himachali Girls is waived off) provided by the Government of Himachal Pradesh. The institution provides support to students to excel in academic, sports, cultural and extracurricular activities through its mentor –mentee groups. The academically weak students are assisted with remedial classes and career counseling and guidance is provided to the outgoing students. The students are also motivated to participate in various academic, sports and cultural activities at college, university, national and international levels. For capacity building and skill enhancement of the students various programmes pertaining to the enhancement of soft skills, language skills, IT skills, life skills etc. are organized by the college. The Scholarship committee assists students to avail benefits of various scholarship schemes given by the State and National Government Scholarship Agencies.

RKMV is an exclusively girls institution and has an effective, transparent and zero tolerant Women- Redressal Cell (Women Harassment Cell) to address to the grievances of the girl students. Anti–Ragging Cell, Cell for Caste Based Discrimination and Road Safety Cell are equally functional in the college. CSCA and OSA is also an integral part of the institution working towards the progress of the institution. The college is credited for producing a large number of alumni who have excelled as administrators, academicians, sportswomen, Army officers, researchers and scientists.

### **Governance, Leadership and Management**

RKMV has a well structured system of governance which is inclusive and constructive. It follows a model of decentralized and participative decision making which ensures that most stakeholders have a say in day to day running of the institution. The Institution has eight levels of participative decision making headed by the Principal and followed by Internal Quality Assurance Committee (IQAC), Advisory Committee, Dean of Students Welfare, Co-ordinators and Convenors of Committees, Heads of Departments (HoDs), Parent Teacher Association (PTA) and College Students Central Association (CSCA). The three main stakeholders vis-a-vis Staff, Parents and the Students perform various roles at Strategic, Functional and Operational level to carry out various activities of the college from time to time, such as conduct of examinations, the annual prize distribution function etc. Since RKMV is not an autonomous body, therefore, most of the external decision making powers rest with the Department of Education and HP University. The overall governance structure of the institution is headed by the Principal Secretary (Education), followed by The Director, Department of Higher Education. The institution allows nearly twelve faculty empowerment strategies such as duty leave for training and attending conferences, study leave for qualification improvement, maternity and paternity leave, leave encashment, medical reimbursement etc. The institution has organized as many as fifty one training programs which includes conferences and workshops for the teaching and non-teaching staff in the five year period. Apart from that many teaching staff members attended Orientation Programmes and Refresher Courses.

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

RKMV, the only Government Girls' College of Himachal Pradesh has initiated various measures to keep its flag high. Being an all-girls' college it provides a great opportunity to promote women related issues. Gender equity and sensitization programmes on self-defence, sexual harassment, women empowerment and other such related issues are conducted from time to time and are carried out in the form of workshops, seminars, plays etc. The campus is fully equipped with all safety measures like CCTV, emergency help line numbers, dispensary, fire fighting equipment, lady security guard, watchman and well-lit campus and therefore no potential dangerous areas. The students' welfare committee headed by the Dean addresses all the student related issues for which counseling is open 24x7 by all staff members. Keeping in tune with the time waste management of solid, liquid and e-waste is effectively dealt with. Green campus initiatives like restricted entry of vehicles, e- office, and plastic free campus are strictly being adhered to.

For the differently abled students a '*barrier free environment*' is being created by ramps, lifts and other assistive technology. An inclusive environment is provided by zero tolerance to any sort of discrimination.

Efforts are made to sensitize all towards their constitutional obligations as responsible citizens. All National and International commemorative days, events, and festivals are celebrated through academic and cultural activities. To further inculcate social responsibility and ethics, best practices of the Institution include '*Roti Bank*', '*Cloth Bank*', etc. wherein contributions are made for the needy. Taking the fire of social welfare further ahead, the girls of our college distributed biscuits, chocolates etc. from their pocket money to the children of an orphanage.

Volunteers of our college helped in traffic management, spreading awareness and packaging of COVID kits during Corona times. The students of our college not only plant trees but also make efforts to nurture them and one such example is the '*pepal*' tree growing in Kaithu area which was planted 3 years back.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | Rajkiya Kanya Mahavidyalaya, Lakkar Bazar, Shimla                            |
| Address                         | Rajkiya Kanya Mahavidyalaya, Lakkar Bazar, Shimla - 171001, Himachal Pradesh |
| City                            | SHIMLA   |
| State                           | Himachal pradesh   |
| Pin                             | 171001   |
| Website                         | <a href="https://rkmvshimla.edu.in">https://rkmvshimla.edu.in</a>            |

| Contacts for Communication |                   |                         |            |     |                          |
|----------------------------|-------------------|-------------------------|------------|-----|--------------------------|
| Designation                | Name              | Telephone with STD Code | Mobile     | Fax | Email                    |
| Principal                  | Ruchi Ramesh      | 177-2807959             | 9418455111 | -   | shimlarkmv@gmail.com     |
| IQAC / CIQA coordinator    | Anil Kumar Thakur | -                       | 7018499203 | -   | anilthakur2001@gmail.com |

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

| Type of Institution |                           |
|---------------------|---------------------------|
| By Gender           | For Women                 |
| By Shift            | Regular<br>Day<br>Evening |

| 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                  | 14-09-1974 | <a href="#">View Document</a> |
| 12B of UGC                 | 14-09-1974 | <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            | Rajkiya Kanya Mahavidyalaya, Lakkar Bazar, Shimla - 171001, Himachal Pradesh | Urban     | 0.74                 | 2305.96                  |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                      |                           |                            |                              |                            |                                |
|---|--------------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b>      | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,English                           | 36                        | Ten Plus Two               | English                      | 240                        | 195                            |
| UG  | BA,Political Science                 | 36                        | Ten Plus Two               | English + Hindi              | 720                        | 683                            |
| UG  | BA,Dance                             | 36                        | Ten Plus Two               | English + Hindi              | 60                         | 42                             |
| UG  | BA,Economics                         | 36                        | Ten Plus Two               | English + Hindi              | 240                        | 183                            |
| UG  | BA,Education                         | 36                        | Ten Plus Two               | English + Hindi              | 180                        | 140                            |
| UG  | BA,Geography                         | 36                        | Ten Plus Two               | English + Hindi              | 480                        | 462                            |
| UG  | BA,Hindi                             | 36                        | Ten Plus Two               | English + Hindi              | 450                        | 427                            |
| UG  | BA,History                           | 36                        | Ten Plus Two               | English + Hindi              | 780                        | 766                            |
| UG  | BA,Nutrition And Health Education    | 36                        | Ten Plus Two               | English + Hindi              | 60                         | 45                             |
| UG  | BA,Journalism And Mass Communication | 36                        | Ten Plus Two               | English + Hindi              | 120                        | 90                             |
| UG  | BA,Music Instrumental                | 36                        | Ten Plus Two               | English + Hindi              | 30                         | 16                             |
| UG  | BA,Music Vocal                       | 36                        | Ten Plus Two               | English + Hindi              | 60                         | 45                             |
| UG  | BA,Painting                          | 36                        | Ten Plus Two               | English + Hindi              | 30                         | 21                             |
| UG  | BA,Philosophy                        | 36                        | Ten Plus Two               | English + Hindi              | 60                         | 49                             |
| UG  | BA,Physical Education                | 36                        | Ten Plus Two               | English + Hindi              | 200                        | 194                            |

|    |                                      |    |              |                 |     |     |
|----|--------------------------------------|----|--------------|-----------------|-----|-----|
| UG | BA,Psychology                        | 36 | Ten Plus Two | English + Hindi | 120 | 86  |
| UG | BA,Public Administration             | 36 | Ten Plus Two | English + Hindi | 450 | 445 |
| UG | BA,Sanskrit                          | 36 | Ten Plus Two | Sanskrit        | 80  | 56  |
| UG | BA,Sociology                         | 36 | Ten Plus Two | English + Hindi | 580 | 522 |
| UG | BA,Tourism And Travels               | 36 | Ten Plus Two | English + Hindi | 120 | 93  |
| UG | BCom,Commerce                        | 36 | Ten Plus Two | English + Hindi | 540 | 514 |
| UG | BCA,Bachelor Of Computer Application | 36 | Ten Plus Two | English         | 120 | 90  |
| UG | BSc,Biotechnology                    | 36 | Ten Plus Two | English         | 60  | 33  |
| UG | BSc,Microbiology                     | 36 | Ten Plus Two | English         | 60  | 18  |
| UG | BSc,Chemistry                        | 36 | Ten Plus Two | English         | 540 | 496 |
| UG | BA,Computer Application              | 36 | Ten Plus Two | English         | 60  | 55  |
| UG | BSc,Computer Application             | 36 | Ten Plus Two | English         | 120 | 76  |
| UG | BA,Mathematics                       | 36 | Ten Plus Two | English         | 30  | 20  |
| UG | BSc,Mathematics                      | 36 | Ten Plus Two | English         | 280 | 252 |
| UG | BSc,Physics                          | 36 | Ten Plus Two | English         | 270 | 252 |
| UG | BSc,Zoology                          | 36 | Ten Plus Two | English + Hindi | 400 | 320 |
| UG | BA,Applied Art                       | 36 | Ten Plus Two | English + Hindi | 60  | 43  |

|   |                            |    |              |                 |    |    |
|---|----------------------------|----|--------------|-----------------|----|----|
| UG  | BVoc,Retail Management     | 36 | Ten Plus Two | English + Hindi | 80 | 41 |
| PG Diploma recognised by statutory authority including university | PGDCA,Computer Application | 12 | Graduate     | English         | 20 | 20 |

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

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 23                  |        |        |       | 49                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 7                   | 16     | 0      | 23    | 14                  | 35     | 0      | 49    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| 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              |             |               |               | 14           |
| Recruited   | 11          | 3             | 0             | 14           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 11           |
| Recruited   | 9           | 2             | 0             | 11           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

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

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 7                          | 14     | 0      | 9                          | 24     | 0      | 54           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 2      | 0      | 3                          | 3      | 0      | 8            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| 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                          | 2      | 0      | 2            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 6      | 0      | 8            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

| Details of Visting/Guest Faculties                         |      |   |        |   |       |
|--|------|---|--------|---|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male |   | Female |   | Total |
|  | 1    | 4 | 0      | 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   | 0                                       | 0                          | 0            | 0                | 0     |
|   | Female | 3599                                    | 20                         | 0            | 0                | 3619  |
|   | 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   | 0             | 0             | 0             | 0             |
|  | Female | 624           | 747           | 825           | 726           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 210           | 281           | 302           | 259           |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 75            | 96            | 99            | 79            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 2589          | 2544          | 2118          | 2426          |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 121           | 151           | 43            | 77            |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>3619</b>   | <b>3819</b>   | <b>3387</b>   | <b>3567</b>   |

### **Institutional preparedness for NEP**

|  |   |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The institution has a number of generic courses available to its students to choose from. In addition to the generic courses, there are also many Compulsory Courses to choose from. Both these types of courses offer a lot of flexibility and choice, thus contributing towards making it a holistic multidisciplinary institution. Apart from Engineering, the institution has all the other three aspects Science, Technology and Mathematics of STEM. The Humanities and the Sciences remain integrated through many optional courses that are chosen by choice across disciplines. Environmental Studies (EVS) is taught to all the classes. As far as community engagement is concerned, National Service Scheme (NSS) projects</p> |
|--|---|

|  |   |
|--|---|
|  | <p>are carried out in nearby communities. The students rendering service through NSS projects are entitled to two percent marks which are added to their overall score to help them in admissions to Post Graduate courses. Since the institution is affiliated to Himachal Pradesh University, therefore, it does not enjoy any autonomy in terms of determination of curriculum. Since the institution offers only undergraduate courses, therefore research is not carried out as part of curriculum. However, members of the faculty carry out various research projects as per the guidelines of the UGC. Such promotion of a multidisciplinary and interdisciplinary approach is carried out as per the instructions from the Himachal Pradesh University.</p>  |
| 2. Academic bank of credits (ABC):   | <p>Since the institution is not autonomous, Academic Bank of Credits (ABC) falls outside the purview of its powers.</p>   |
| 3. Skill development:  | <p>Since the institution is affiliated to the Himachal Pradesh University, therefore, it has no autonomy over its curriculum. However, the college puts in efforts to strengthen its education and training in order to make the students employable according to the demands of the industry. Skill Enhancement Courses ((SEC) are a part of almost every discipline in the college. Some departments and their skill based courses are listed below: Department of Geography: Three courses 1. Remote Sensing 2. Geographic Information System (GIS) 3. Field Survey Technique Department of Botany 1. Biofertilizer Technology 2. Gardening and Floriculture 3. Mushroom Cultivation Technology 4. Medicinal Botany and Ethnobotany Department of Painting: Two courses 1. Head Study 2. Nature Study Dozens of these courses aim at sharpening the skills of students in their field of study. 1. Vocational Program being offered by the college: B. Voc. in Retail Management Self Financed courses: 1. BCA 2. PGDCA 3. BSc – Biotechnology 4. BSc – Micro Biology Add On course – Banking, Finance and Insurance</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Designing a credit structure, conducting ODL and learning through Distance Mode are not within the powers of the institution since it does not enjoy autonomy as far as curriculum is concerned. Classroom lectures are delivered in bilingual mode, keeping in mind the requirements and the linguistic</p>   |

|  |  |
|--|--|
|  | <p>abilities of the students. Most of the courses (barring the Sciences) are being taught both Hindi and English. Their texts, classroom teaching and examinations are conducted in both the languages. 1. Sanskrit is offered as Major subject. Also, Sanskrit is offered as a compulsory course to all the students of Arts and Commerce. Apart from studying the theory, great emphasis is laid on teaching it as a language that is functional and useful in the present day through assignments, viva and communication lessons. 2. The institution boasts of a tribal hostel for girls. The boarders participate in various cultural programs, awareness drives and other campaigns regarding not just about values and ethos of the tribal societies but also about the current issues of the society. 3. The institution has an iconic Department of Painting, Department of Music and Department of Dance. In addition to the above, the college is also the centre of evening studies of Bhatkhande Sangeet Vidyapeeth of Lucknow University for Music (Vocal and Instrumental), and Dance. All of these have contributed enormously towards promotion of Indian culture and arts not just among the students but also the youngsters and the elderly.</p> |
| 5. Focus on Outcome based education (OBE): | <p>The institution has always emphasized on education and training that is result oriented and based on outcome in terms of not just results and performance but also the choice of careers. The outcome of the efforts of the members of the staff and the students of the institution is reflected not just in terms of academic results but also in the admissions at postgraduate level and other competitive exams. The Career Counseling Cell of the college ensures that the approach of teaching and training in the institution is outcome based in its approach.</p>   |
| 6. Distance education/online education:    | <p>The institution does not have the power to initiate Distance Learning as it is not autonomous.</p>  |

### Institutional Initiatives for Electoral Literacy

|  |   |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Yes it was established in the college in August 2018 under SWEEP Program on the directions of Central Election Commission.</p> |
|  |   |

|   |   |
|---|---|
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>  | <p>Yes. Mr Basant Lal is Nodal Officer ( Assistant Professor) and Mr Davinder Jhangta (Assistant Professor) are co-ordinator and co-ordinating faculty members of ELC at present. Sh Ramesh Chand is BLO and Sh Roshan Lal are other members of the Electoral Literacy Club (ELC)</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Various initiatives have been taken by the College ELCs in collaboration with Election Department of Himachal Pradesh. Under SVEEP programme various activities were organized such as Poster making, Declamation, Slogan Writing, quiz and campus awareness to enhance the participation of students in the electoral processes. Through these activities a huge number of students have registered themselves as a voter. The ELCs of the college have conducted a special voting awareness programme for disabled persons .</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>College ELC has participated in a promotional programme a release of Election Song in the presence of Hon,ble Election commissioner of alongwith members of commission and ELC Nodal officers of district Shimla . Ambassador of campus constantly advancing democratic values and democratic awareness drives within the campus and beyond the campus as per directions given by district election officer.</p>   |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>College ELC is dedicated to enroll every student above the age of 18 year and in this connection College ELC organize special enrollment drive with the help BLO (Booth Level Officer) on every Saturday of month.</p>   |

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2021-22                                     | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 3819  | 3387    | 3567                          | 3737    | 3616    |
| File Description                            |         | Document                      |         |         |
| Institutional data in the 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: 72

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the 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 |
|---------|---------|---------|---------|---------|
| 72      | 71      | 70      | 71      | 71      |

### 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 |
|---------|---------|---------|---------|---------|
| 555.21  | 368.99  | 215.33  | 496.00  | 139.40  |

## 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:

Rajkiya Kanya Mahavidyalaya, Shimla is affiliated to Himachal Pradesh University. The institution follows the curriculum set by the University. To ensure effective curriculum delivery the institution adopts various ways and means aimed at providing quality education to the students. This all is done in alignment with the academic calendar issued by Himachal Pradesh University at the start of each academic session. At the beginning of each academic session college publishes the academic calendar in the college prospectus. In this academic calendar all information about the tentative date of activities, days, term end examinations and vacations etc. is provided to the students. At the start of the academic session each academic activity is streamlined with a well planned timetable, workload and other support activities. Each department is asked to prepare its own calendar of activities which consists of distribution of courses among faculty members of the department, faculty wise work load and planning for the conduct of continuous comprehensive assessment. At the end of academic session every department is asked to document the academic and extracurricular activities undertaken by the department during the year. The curriculum offered by the institution during past five years consists of a choice-based credit system (CBCS) as recommended by the University Grants Commission (UGC), adopted and implemented by the Himachal Pradesh University in the year 2016-17. In the newly adopted system an academic flexibility was given to students to choose subjects and courses of their interest. The effective curriculum delivery therefore depends upon effective implementation of all evaluation criteria as recommended by the new system.

Faculty members of the institution also contribute towards curriculum development, review, upgradation and evaluation by being members of various Boards of Study in Himachal Pradesh University. At institution level, the queries of students and faculty members related to the new system are addressed at the start of the academic session. During the academic session the effective curriculum delivery is ensured by strict implementation of time table. Due care is given to the fact that the time table is framed in such a manner that the learning process of the student becomes an effective one. The department and faculty wise work load is monitored by the Principal in consultation with the department heads and efforts are made to ensure that teaching work load is under admissible limits. Teachers are also encouraged to adopt diverse pedagogy, such as power point presentation, quiz, debates, group discussions etc., which gives them a chance to continuously assess the student throughout the session.

Progress in curriculum delivery is monitored regularly by the Principal through frequent staff meetings. During 2018-19 the Himachal Pradesh University switched from semester system to annual system and therefore the curriculum delivery at Institution level was also adjusted accordingly.

The effectiveness of curriculum delivery is evaluated by the Institution at the end of each academic session by taking student's feedback on various parameters of teaching – learning process.

|   |                               |
|---|-------------------------------|
| <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> |

## 1.2 Academic Flexibility

|  |                               |
|--|-------------------------------|
| <b>1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years</b> |                               |
| <b>Response: 4</b>   |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |

|   |                               |         |         |         |         |
|---|-------------------------------|---------|---------|---------|---------|
| <b>1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</b> |                               |         |         |         |         |
| <b>Response: 1.8</b>  |                               |         |         |         |         |
| <b>1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</b>                     |                               |         |         |         |         |
|   | 2021-22                       | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|   | 30                            | 0       | 0       | 297     | 0       |
| <b>File Description</b>   | <b>Document</b>               |         |         |         |         |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |         |         |         |         |

## 1.3 Curriculum Enrichment

|   |
|---|
| <b>1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</b>   |
| <b>Response:</b>  |
| Curriculum provided by the Himachal Pradesh University and followed by our Institution integrates cross-cutting issues relevant to gender, human values, environment and sustainability leading to a strong value-based holistic development of students. These aspects are being included and supplemented by the Institution through various ways and means as mentioned below: |
| <b>Environment and Sustainability:</b>  |

Students of the Institution across all streams are mandatorily required to pass a course titled “Environment Science”. The syllabus of the course includes various issues faced by the society related to environment and sustainability. Apart from this the department of Physics offers a course namely (Renewable Energy and Energy Harvesting), department of Economics offers course “Environmental Economics”, Department of Geography offers “Environmental Geography” and “Sustainable Development”, Department of History offers “Environmental Issues in India”, Department of Philosophy offers a course “Applied Bio-Ethics”, Department of Political Science offers “Human Rights, Gender and Environment” and the Department of Sociology offers “Sociology of Environment.” These are some of the courses which integrate the issue of environment and sustainability in the curriculum.

### **Gender issues and Curriculum:**

Being an institution dedicated exclusively to female education, Rajkiya Kanya Mahavidyalaya maintains the highest level of sensitivity towards gender issues. The gender issues are effectively included in the curriculum followed by the department of History (Women in Indian History), department of Political Science (Human Rights, Gender and Environment), department of Sociology (Gender and Sexuality), department of Philosophy (Applied Bio-Ethics). Apart from this the college also holds various activities throughout the academic year aimed at sensitizing our students towards gender issues.

### **Professional Ethics and Curriculum:**

Various aspects of professional ethics are developed among the students of the institution by ensuring participation of students in various extracurricular activities in college. Although the curriculum followed by the institution is prepared by the Himachal Pradesh University, the involvement of our institution in integrating professional ethics into curriculum holds limitations. However, conducting various activities such as social awareness drives, quiz competitions, participation in various inter-college competitions and events, and involvement of students in various extension activities such as NSS, NCC, SVEEP, Rover and Rangers, Clubs and Societies and celebrating National festivals like Independence Day, Republic Day etc. the institution makes sustained efforts to inculcate human values amongst the students.

### **Human Values and Curriculum:**

The courses related to human values and ethics have been made an integral part of the course curriculum of the department of Philosophy (Ethics – I and Ethics – II) and department of Public Administration and other departments. However, the Institution also holds talks and lectures on these issues from time to time to make students aware of the importance of human values.

| <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> |

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

**Response:** 4.84

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

Response: 185

| 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 (Yes or No)**

**Response:** Yes

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 75.47

##### 2.1.1.1 Number of students admitted year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3310    | 3310    | 3250    | 3250    | 3250    |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4675    | 4470    | 4255    | 4220    | 4070    |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

**Response:** 100

##### 2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 844     | 844     | 830     | 830     | 830     |

##### 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 |
|---------|---------|---------|---------|---------|
| 844     | 844     | 830     | 830     | 830     |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                     | <b>Document</b>               |
| Institutional data in the prescribed format | <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:** 53.04

## 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 using ICT tools

**Response:**

The holistic development of the students is ensured through four pillars – Knowledge, Skill, Values and Attitude. Students are empowered through experiential learning approaches, participative learning techniques and problem solving methods that enable learners to apply theoretical knowledge to practical endeavours in a multitude of settings. Students learning process is enhanced by participating in academic and extracurricular activities organised by various cells and departmental clubs. Practical classes teach laboratory skills and develop expertise based on theory component of the concerned subjects. Academic performance is enhanced by intrinsic motivation to learn by group discussions, class seminars and power point presentations providing extra support for learning time for slow learners by remedial classes.

#### Student centric Teaching Learning Methods

| Participative  | Problem solving   | Experiential   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Participation in conferences, seminars, webinars and workshops</li> <li>• Debates and discussions</li> <li>• Student seminars</li> <li>• Peer teaching</li> <li>• Demonstrations</li> </ul> | <ul style="list-style-type: none"> <li>• Case study analysis</li> <li>• Program writing and execution</li> <li>• Drawing circuit design</li> <li>• Brainstorming discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Educational tours</li> <li>• Simulations and role plays</li> <li>• Projects</li> <li>• Exhibitions</li> </ul> |

#### Outcomes

- Application of domain knowledge
- Better understanding of concepts
- Enhancement of attentiveness of learners

### Experiential learning methodologies

Effective student engagement and knowledge creation are enhanced through experiential learning methodology.

- Visit to historical places, research institutes and educational tours complement classroom learning with real time experience.
- Exhibitions serve as avenues to display learning experiences
- Analytical skills are developed through projects and social surveys etc.
- Publications, media production, nurture creativity and innovations.
- Real life knowledge is gained through simulation and role play

### Participative learning techniques

Blended learning method using technology create a flexible and conducive ambience to learn. International and national conferences, webinars, seminars, workshops and interactive lectures are modalities of participatory learning.

- Conferences, seminars and workshop provide latest perspectives in academic domains
- Classroom learning is supplemented by expert lectures.
- Debates and discussions enable critical thinking.
- Student seminars nurture share learning.
- Peer teaching deepens the understanding the concepts through real time examples
- Demonstration is a competency based approach to display the learning experience and knowledge.
- Micro-presentation and webinars assist in exploring complex concepts and latest technological developments.

### Problem solving methodologies

Problem solving methodologies enhance the learning outcomes of the students by increasing the attentiveness of the learner, better understanding of the concepts and application of domain knowledge to resolve real life problems.

- Case study helps to solve individual and organisational problems in a classroom environment.
- Brain storming identifies diverse solutions paving ways for effective decision making.
- Student draw circuit design to solve technical problems.
- Content and creative problem analysis are used to enhance analytical skills.
- Program writing and execution enhance the analytical and application skills.
- Counsellors are invited to motivate the students and help them to address their professional and personal concerns.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 98.61

#### 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 72      | 72      | 72      | 72      | 72      |

#### File Description

#### Document

Upload supporting document

[View Document](#)

### 2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 47.04

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 39      | 36      | 32      | 32      | 28      |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

## 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:**

RKMV ensures providing a secure and satisfactory academic redressal mechanism to its students. The mechanism is effective, robust and time bound and makes every effort to provide immediate relief to the students. The function of the cell is to look into the complaints lodged by students, judge its nature and provide immediate redressal. There are mainly two kinds of academic grievances- regarding Internal

Assessment and External Assessment. The procedure followed in these two cases is as mentioned below.

**Internal Assessment:** Issues related to discrepancies in the Internal Assessment of the students is forwarded to the cell. The students can forward their grievances in a written format to Sh. Dharmender Singh (LA- Geography) along with their grade cards. The status of their assessment is checked on the H.P. University examination portal by using the college ID. The nature of the complaint is identified and redressed accordingly. Discrepancies may occur due to technical errors, human oversight or in case the students fail to fulfil the eligibility conditions for scoring Internal Assessment. The students are then asked to approach the concerned subject teachers for verification of assessment which is then uploaded and matter resolved. The Internal Assessment of the students is reflected on the college website to ensure impartiality and transparency. A written record is duly maintained by the cell regarding the nature of complaint of an individual student and action taken thereof.

Editing of student details like change of name, date of birth, subjects, user ID etc. are also handled by this cell to ensure smoothness in declaration of result and other matters pertaining to it.

**External Assessment:** The external assessment is the domain of H.P. University. The cell offers guidance to the students on how to approach issues related to external assessment. The students are provided with a link on the website for downloading the revaluation form.

The college has also constituted a Students' Complaint and Redressal Committee which looks into academic and non- academic problems of the students. It consists of the Principal (Chairperson) and eight senior faculty members of the college from all the academic streams. Regular meetings of this committee are convened to discuss and deliberate upon the problems of the students. All the subject teachers play an integral part in the working of this committee. The main objective of this cell is to ascertain an approachable and responsible attitude among the staff in dealing with the problems of students.

| 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 and attainment of POs and COs are evaluated**

### Response:

The institution has a mechanism of communication whereby programme outcome, programme specific outcome and course outcomes of all programmes offered by it are stated and displayed on the college website and communicated to teachers and students. The course outcomes are inbuilt in the syllabi. The teachers inform the students about the course outcome before the commencement of the course.

Final year students are prepared and counselled for admission to PG programmes in other academic

institutions. They are also counselled for various competitive exams such as Banking, UPSC, SSC, HPAS, H.P. Allied Services examinations etc. The students are made aware of the stated programmes and their course outcomes in the following manners. a) At the very beginning of the academic session the faculty members brief students about the courses offered by the college, b) There is a continuous informal interaction with recently passed out students where the details regarding their career opportunities are discussed and communicated to them for their future prospectives. c) College organizes career counselling programmes regularly which provides students a platform to satisfy their curiosity about future prospects and academic pursuits.

The Programme outcomes determine the strategies for teaching, learning and evaluation. The institution has direct and indirect assessment.

#### **Direct assessment:**

Direct Assessment includes assignment and internal examination or midterm test. This process includes three components.

- Assignment 10%: The students are given assignment related to their respective courses i.e. one assignment per unit in the course. They are assessed on the basis of their performance.
- Mid-term examination and class tests 10%+5%: This type of performance assessment is based on examination and class test where students are assessed on the basis of the course outcome.
- Final Year examination 70%: Final year examination comprising of entire syllabus is the measure for assessing the entire course outcome.

If students' performance is not satisfactory in the internal examination then they are provided with simplified reading material and remedial teaching classes are conducted for them for better performance in final year examinations.

#### **Indirect Assessment:**

- Student Feedback: Feedback from students is taken to assess teaching performance of faculty members. Analysis of the feedback is carried out by Internal Quality Assurance Cell (IQAC) and shared with faculty members. The Principal discusses the performance with the faculty as per the performance score.
- Course Assessment: Course outcome involved in the assessment process will be mapped with programme outcome with indication of attainment level.
- Exit Feedback: The passing out batch of the students give feedback on various facilities provided to them and teaching-learning parameters adopted during their stay in the college and measure to improve the college.

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

**2.6.2 Pass percentage of Students during last five years****Response:** 88.13**2.6.2.1 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 |
|---------|---------|---------|---------|---------|
| 1082    | 827     | 1116    | 878     | 903     |

**2.6.2.2 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 |
|---------|---------|---------|---------|---------|
| 1314    | 877     | 1116    | 1162    | 984     |

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

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.54

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload database of all students on roll | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**

**Response:**

The institution has done remarkably well in the field of research and innovation. As many as twenty seven seminars, conferences and workshops were conducted during the last five years. The members of the staff have been intellectually very creative and active. Around forty research papers on various subjects were presented and published. The numbers of books/ chapters in the books edited, and papers published in national and international journals stands at sixty eight. Linkages for faculty exchange, student exchange internship, field trips, on the job training and research etc count up to nearly ninety two. Also, the institution has signed two MoUs, one with Indian Institute of Skill Development Pvt Ltd and the other with Technopak Advisors Pvt. Ltd.

**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:** 27

**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 |
|---------|---------|---------|---------|---------|
| 1       | 24      | 0       | 1       | 1       |

| File Description                            | Document                      |
|---|-------------------------------|
| 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: 0.51

##### 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 |
|---------|---------|---------|---------|---------|
| 5       | 4       | 14      | 6       | 8       |

| File Description                            | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format | <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: 0.79

##### 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 |
|---------|---------|---------|---------|---------|
| 9       | 22      | 7       | 14      | 5       |

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

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

RKMV aims at providing facilities for overall development of its students. Various wings of its student bodies such as The National Service Scheme (NSS), The National Cadet Corps (NCC), Rovers and Rangers, Scouts and Guides, The Eco Club, The Women Cell, ensure that the students participate in various programs of social outreach to make our students socially responsible and sensitive.

Extension Programs are organized to focus on –

1. AIDS Awareness
2. Blood Donation
3. Tree Plantation
4. Menstrual Hygiene
5. Cleanliness Drives
6. ROTI Bank – Collection of chapattis / rotis for the free community kitchen (langar) at the state cancer hospital at Shimla
7. Collection of clothes for the destitute
8. Visits to the orphanage

At various stages during the Covid period, the NCC students of the college performed various duties such as :

1. Assisted Shimla District Police in traffic control in Shimla city and satellite towns
2. Implemented social distancing norms in market places
3. Packed thousands of Covid Immunity Kits on the behalf of National Health

Also, nearly 2400 students attended online training programs regarding Covid protocol and prevention, conducted by the Department of Health.

RKMV encourages its Differently Abled students to excel in all fields. Miss Muskan(BA 201) has qualified NET in Music and is the Youth Brand Ambassador for HP State Election Commission.

| 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:

The institution, faculty and students have received several awards and acclamations in last five years (i.e. 2017 to 2022) for their exemplary and outstanding work and contribution in the fields of Education, Creativity, Social work and Community development. Students have also brought laurels and appreciation to the college in various fields through their participation in extension and outreach programmes.

- In session 2017-18 college received a letter of appreciation from the Pradhan of Gram Panchayat Rajhana for the commendable work of community service by NSS units of the college. NSS volunteers not only contributed actively in the cleanliness drive under Swatch Bharat Abhiyan but also motivated and sensitized the resident of Rajhana regarding issues like “Beti Bachao, Beti Padhao”, Environment conservation, Drug Addiction etc.
- In session 2018-19 the college received a letter of appreciation from the Department of Blood Transfusion, IGMC Shimla for its contribution in the noble cause of Blood Donation through the participation of the Red Cross Society of the college. Also, one of the faculty members Dr Saroj Bhardwaj, Associate Professor in the department of Political Science was honoured with National Builders Award for her contribution in the field of teaching and learning by the Rotary Club, Shimla.
- In session 2019-20 NGO Praysa Foundation acknowledged the efforts of the institution in sensitizing young girls by organizing seminar on *Women Health and Hygiene*. College also got appreciation from Range Forest Office, Mashobra for organizing Plantation campaign. Also, Dr. Anita Sharma, Associate Professor received National Builders Award for her role as a Teacher by Rotary Club, Shimla.
- In session 2020-21 during the Covid pandemic time our NCC students came to fore front as Covid Warriors extending their services to the community in the difficult situation. Their efforts were highly appreciated and acknowledged by the honourable Governor, Himachal Pradesh. Also several female members were honoured with Women Power Award on the occasion of International Women Day by Himachal Pradesh language, Art and Culture Academy, Shimla. Atal Medical and Research University, Mandi awarded Dr Jai Nand, Assistant Professor, Applied Arts for his constructive and creative work of designing Logo/ Emblem of their prestigious institution.
- In session 2021-22 The Principal of the college, Dr. Ruchi Ramesh, an inspiration and role model for the young girls of the college (as she being an old RKMVian ) was honoured Women Achiever Award by Global Intellectuals Forum. Also, Assistant Professor Dr. Jyoti Pandey, got letter of appreciation by Umang Foundation for her contribution and service towards specially able students. Dr Jai Nand, Assistant Professor, Applied Arts received a letter of appreciation for his constructive and creative work of designing Logo/ Emblem of Sadar Vallabh Bhai Cluster University , Mandi.

| 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 NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 101

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19      | 16      | 18      | 35      | 13      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <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:** 3

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

RKMV provides an academically and technically sound environment to its staff and students for their overall growth and development. The college offers undergraduate programmes in Science, Commerce and Humanities, and self financing courses in PGDCA, Microbiology, Biotechnology, BCA and B.VOC. The college caters exclusively to the free education of girl students from across the state of Himachal Pradesh.

The college has an Administrative block and three academic blocks, Block A, Block B and the Science Block. A new Library block is under construction. The college has 26 classrooms in all out of which 10 smart classrooms. There are 17 laboratories in the college and all the labs have a safe and separate storage place for fuel. The college has one seminar-cum- video conferencing hall equipped with ICT facilities. All classrooms are equipped with wi-fi/ LAN facilities. The college has an auditorium with a seating capacity of around 300 persons. It is equipped with projector and internet facilities. The college has 2 computer laboratories, 3 browsing centers furnished with 100mbps/ gbps bandwidth.

The college has a common staff room for meetings and other interactions. Apart from this, all departments have faculty rooms. 9 departments are provided with computers with internet facility. The college campus is wi-fi enabled and there are 199 computers available for the use of faculty, office and students. 6 desktops have been made available for the departments of Computer Science, Botany, Journalism and Mass Communication and Zoology. One desktop is provided in the staff room. 3 laptops have been provided for the departments of Computer Science, Zoology and Botany. The college also has 10 UPS systems. The college has 7 projectors and 4 KYANs as teaching learning aids to facilitate sharing audio/visual study material. The library is partially automated since 2009 and uses the SOUL ILMS software. The college has a well stocked library with 14054 text books and 10969 reference books. The college provides access to 3135000 e books and 9000 e journals. The college subscribes to 16 print journals for reading and research purposes. 98 compact discs with academic content are available for students and teachers. The library subscribes to INFLIBNET and provides the facility of accessing books online to the teachers and students. The OPAC machine is installed in the library to ensure easy access to books. A smart LED is installed in the library as an audio visual aid for staff and students. Talking digital software is available for the visually impaired students. 6 computers are also available for online access in the library.

The college makes residential facility available for the girls through its 2 well maintained hostels. The institution has a well equipped gymnasium for staff and students. Bank , Canteen/ Pantry facility is also available for the staff and students. Dispensary facility for rendering first aid to the students is available within the campus. A multipurpose shop with photocopying, photo studio and internet café facility is available on campus for the convenience of girl students. A stationery cum book shop is also available on campus.

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

#### 4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

**Response:** 53.91

##### 4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 350.0   | 100.00  | 90.00   | 350.00  | 66.893  |

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

## 4.2 Library as a Learning Resource

#### 4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

**Response:**

Rajkiya Kanya Mahavidyalaya, can boast of one of the **oldest libraries of Shimla dating back to 1940s**. The library has a collection of more than 24464 reference and textbooks. At present 40% of these books are stacked in 48 almirahs and 60% of the books are stored in boxes/cartons as the work of the new library is under progress. The college has more than **75 books in rare prints** and most of them were published in **pre-independence era**. The college also provides students with soft copies of 160 “Rare” books. Students are provided 08 newspapers in Hindi and English on daily basis. 18 magazines and journals have been subscribed for students to help them prepare for competitive and other exams. 06 computers with internet access have been installed in the college library making the access of e-resources easy for the students. The library offers online access to e-journals and e-books through INFLIBNET under N-LIST program since 2010, in which access to 31,35,000+ ebooks and 9000+ ejournals is provided. We have about 1500 users under N-List. Full text ebooks can also be downloaded or printed directly from the publisher’s website under this project. The Library is partially automated since 2009 and uses the SOUL 2.0 (ILMS) software for easy management of its resources. Books are being catalogued in this software and these can be searched by author, title and subject keyword. We use Dewey Decimal Classification scheme for classification of books. Efforts are being made to fully computerize the library in due course. At present, we have a decently large study area which remains packed throughout the day. The Library can accommodate around 50 users at a time. Per day 350 to 400 students visit the library. The library is also

used for showing documentaries, movies etc. for enhancing the knowledge of the students. OPAC is available under SOUL 2.0 software scheme for searching library catalogue. The Library offers students the facility of searching the books on-the-spot with the help of well updated catalogue. All enrolled students are issued ID/Library card by the Library staff. The newly arrived books list / book jackets are displayed for the convenience of students. The information for CAS is also taken from Newspapers (Press cutting), magazines and books etc. A smart LED is installed in the Library and it also offers the Talking digital software for the benefit of visually impaired students. LED facility is provided to the teachers for showing documentaries, movies related to their respective subjects. Personal assistance is provided to the students as and when required. The Library offers internet connectivity during working hours. The connectivity Bandwidth of the Library is 100Mbps (1:1) ratio lease line. A new Library block is under construction to meet the growing academic needs of the students and teachers of the college.

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

### 4.3 IT Infrastructure

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

##### Response:

Classroom environment and design is a significant indicator of a students' academic progress. It helps significantly in improving the teaching- learning outcomes. It is with this regard that RKMV has equipped its classrooms with updated technology. The entire campus is wi-fi enabled. There are 10 smartclassrooms, provision of projectors, K-Yans, LCDs, smart boards and multi- media facility for the benefit of students and staff of the college. There are 60 computers systems in the Science block, 38 in the Arts block and 90 in the BCA and IT labs and Hostels. Keeping in mind the current and upcoming trends based on the needs of the students, the institution has effectively upgraded the IT facilities from time to time. The college has 199 computers, 03 computer labs/centers, 03 browsing centers, 06 offices and 09 departments all well equipped with best of IT facilities. The college also provides Wi-Fi facility in the campus with bandwidth ranging from 50 to 150 Mbps at different nodes. The Library is also equipped with computer systems along with printing and photocopying facility and internet connectivity. The new blocks added to the college infrastructure have smart class rooms (digital boards and projectors). The Institution maintains and upgrades the IT hardware systems including all computers, printers, projectors, K-Yans, etc. These are upgraded from time to time with latest technologies and software.

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

**4.3.2 Student – Computer ratio (Data for the latest completed academic year)****Response:** 19.19**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 199

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

**4.4 Maintenance of Campus Infrastructure****4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)****Response:** 4.06**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 |
|---------|---------|---------|---------|---------|
| 18.12   | 16.86   | 23.25   | 10.33   | 3.43    |

| File Description                            | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format | <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 Government and Non-Government agencies during last five years

**Response:** 4.59

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 166     | 156     | 168     | 147     | 195     |

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

#### 5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <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:** 5.86

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 |
|---------|---------|---------|---------|---------|
| 0       | 137     | 650     | 276     | 0       |

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

#### 5.1.4 The Institution has a transparent mechanism for timely 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                      |
|----------------------------|-------------------------------|
| Upload supporting document | <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:** 5.99

##### 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 |
|---------|---------|---------|---------|---------|
| 133     | 86      | 18      | 57      | 40      |

##### 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 |
|---------|---------|---------|---------|---------|
| 1334    | 870     | 1080    | 1189    | 1100    |

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

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 0

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years**

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

**5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years**

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

| File Description                            | Document                      |
|---|-------------------------------|
| 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:** 162

**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 |
|---------|---------|---------|---------|---------|
| 32      | 0       | 28      | 52      | 50      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <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:** 8.8

#### 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 |
|---------|---------|---------|---------|---------|
| 8       | 0       | 12      | 12      | 12      |

| 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:**

Old RKMVian Association is a registered body which came into existence in the year 2007. On 17th October 2007 the First Alumni function was held to celebrate the inception of Alumnae Association and also to mark the 30 glorious years of the existence of the college. Old RKMVian Association was formed under the able leadership of the then Principal Prof. Meera Walia with the objective of providing a common platform to the old students to come together and share their achievements and experiences. This day is celebrated as the Founders' Day. Dr. Sadhna Chaudhary was elected as the first President of this Association. Since then this Association is actively involved not only in strengthening the academic bond with the institution but also working significantly in bridging the gap between the old RKMVians and the new one.

The Old RKMVian Association is a well structured body and is composed of the Patron, the elected members and the executive body of the nominated members. The President, the Vice- President, the General Secretary, the Joint Secretary, the Treasurer, the Press Secretary form the elected body and at present Dr. Ruchi Ramesh , The Principal is the Patron, Dr Meera Singh is the President, Dr. Anupama Garg is the Vice- President, Major Dr. Luxmi is The General Secretary, Kamlesh Verma is the Joint Secretary and Dr. Laxmi Sandhu is the Press Secretary . Mrs Neha Sharma, Mrs Anjali Sharma , Mrs Shashi Behl and Dr. Saroj Bhardwaj are the members of the Executive body. Students who have completed Graduation from the college can take the Life Membership or the annual membership which can be renewed every year. For the Life Members one time membership fee is Rs. 1500 and Yearly Membership fee is Rs 200. The Association has 40 life members till date.

The institution is very proud of its Alumni as they have excelled in various walks of life and have brought laurels to their Alma Mater. It has as its members many distinguished alumnae occupying important positions across the country. They are holding responsible positions and providing their services in various fields like Administration, Politics, Education, Medicine, Business, Agriculture and Law etc. It's a matter of great pride for the college that at present it is governed by an Old RKMVian, Dr. Ruchi Ramesh, The Principal of the Institution, under whose able guidance this prestigious institution is scaling new heights of success.

Old RKMVian Association has always come forward to support their alma–mater. Since its formation they have been contributing to enrich the institution in diverse ways. Through various activities like Alumni Meet, Functions, Seminars, Fetes and Interactive Sessions they have inspired, guided and motivated the young minds to desire, dream and excel in their lives.

| 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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

The motto, vision and mission of the college is as follows:

Motto : Sa VidyaYaVimuktye – Education is that which liberates.

Vision : “ **To transform young girls into well integrated individuals through inclusive education, who can face the challenges of life with courage and commitment for a successful life and devote themselves towards nation building with a sense of dedication, duty and respect for humanity.**”

Mission: The college focuses on the holistic development of girls motivating and moulding them into world citizens who would illumine the lives that they would touch.

To ensure governance of the institution in tune with our mission and vision various activities and awareness programs are conducted throughout the year.

The Institute has delegated authority by providing functional autonomy to Dean Students Welfare, IQAC, Advisory Body, PTA, CSCA and various functionaries with an aim to promote decentralized governance system by establishing various committees. The other objective is to promote a culture of participative management. The faculty members can express their views and suggestions to improve excellence in the College. At the strategic level, the Principal, Faculty Members and Staff members define the policies and procedures, frame guidelines, rules and regulations and implement the same to ensure smooth and systematic functioning of the College. At the functional level, the faculty members share their knowledge by discussing the latest changes during various faculty meetings and other informal platforms. At an operational level, the Principal interacts with various agencies i.e. HPU, Government, Directorate etc. The staff members actively participate in implementation of policies, procedures, and framework designed by the Management to maintain and achieve the quality standards. Office staff executes the day today support services for students and faculty. One such Committee which demonstrates the decentralized participative governance is the Building Committee. The Building Committee of the College is headed by the Principal who monitors and oversees the various construction activities to be performed. The other members of the Committee are drawn from the faculty and staff members nominated by the Principal, who meet, discuss, and brainstorm on various activities to be performed and plan for the implementation of the same.

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

### 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

The effective and efficient functioning and governance of any institute is reflected by its policies, administrative set up, appointments and service rules, procedures, development of institutional strategic perspective and developmental plan. RKMV's vision and mission aim at transforming the minds and personalities of young women, to make them independent, skilled and competent individuals. Education is used as a tool of empowerment to make young women leaders in various fields. The decentralized and participative management of the institute is encouraged by effective leadership. For this, various academic and administrative committees are constituted which meet regularly to plan and implement their activities for effective and smooth functioning of the institute. The responsibilities of the Principal, Head of Departments and Convenors of various Committees are well defined. For ensuring participation of students and staff in the management process, a mechanism of informal and formal feedback system has also been developed. Various consultative bodies which include staff, parents, alumni and students have been formed for ensuring a culture of participative management at strategic, functional and operational levels.

The institute has also deployed a prospective/strategic plan, which is well documented. The Building infrastructure being created in the college is one such outcome of this strategic/ perspective plan. The College Building Committee has effectively utilized the land available in the college vicinity through proper liaison with State Government, PWD and other agencies. Through strategic planning, the new building was constructed in a phased manner to cater to the growing infrastructure requirement. Renovation and up gradation of college hostel, auditorium, library, and outdoor stage were also covered under this strategic/ prospective plan. The institute has a well-defined organizational structure. The administrative setup, functions of various bodies, service rules, procedures, recruitment, promotional policies and grievance redressal mechanism are clearly defined. The organizational structure comprises of the Administrative Secretary, Director of Higher Education, the Principal, IQAC, staff members. The roles and responsibilities of all are clearly demarcated. The PTA and Alumni Association have also been given an important role in the organizational set up. The recruitment and promotions of staff, and their service rules are as per clearly laid down guidelines and rules of the government.

The institute has successfully implemented e-governance in various areas of operation viz. planning & development, Administration, Finance & Accounts, Students admission & support, Examination etc. The main aim is to maintain objectivity and transparency in these areas. The College also provides career counseling and additional skilling opportunities to its students. Career counseling started from 2016 and placement drives from 2018. Four self-financing courses have been started- BCA program, B Sc in Microbiology and Biotechnology and PGDCA. A 5-year degree course is also offered for evening classes in Music and Dance. The NSQF aligned employment oriented 'Graduate Add-on Programme' for final year students has also been started.

For Faculty Empowerment, various schemes like leaves, LTC, GIS, Medical reimbursement are in place. Staff room, computers, internet, canteen facilities have also been provided. Staff members are encouraged to publish papers and participate in conferences, seminars and workshops.

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

### 6.2.2 Implementation of e-governance in areas of operation

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

**Response:**

The college communicates all the welfare schemes that the government has in place for its employees. They are never denied to anybody. These include:

1. Duty leave to facilitate participation in conferences/ seminars
2. Maternity leave
3. Paternity leave
4. Study leave
5. Sabbatical leave
6. Group Insurance Scheme
7. Medical Reimbursement
8. Provident Fund/ NPS
9. Gratuity, leave encashment and other benefits on retirement
10. Provision to draw an advance from the GPF/CPF
11. Duty leave for attending various faculty development programmes
12. TA/DA for the employees on official duty

In addition, the college has a well- equipped staff room with computer installed for use of the faculty members. The staff has the facility of infirmary and canteen. The college provides an automated salary transfer to its employees. The Prevention of Sexual Harassment Cell provides a platform for the redressal of gender-based harassment at workplace.

The institution ensures the professional development of the staff by encouraging faculty members for participating in International and National conferences, seminars and workshops, encouraging the faculty

to publish research papers in reputed International and National journals. Training in computer and software management is provided to the non-teaching staff members as per the requirement.

Despite the space constraint the college has tried its best to provide separate rooms for administrative and research use. A facility of well equipped gymnasium is available for staff.

The professional performance and achievements of faculty members are monitored and evaluated through the Annual Confidential Report based on the Performance Appraisal System as per the guidelines of UGC and State Government. The ACR and appraisal report of faculty is submitted to the Principal, who is the Head of the Institution. Student feedback of teachers is one of the parameters to assess their ability and competence. The feedback form has a well-defined set of questions that help the students to evaluate the teachers on the basis of knowledge base, communication skills and interest generated in the subject by the teachers. The IQAC analyses the students' feedback and submits the same to the Principal, maintaining complete confidentiality. The ACR Of the teachers/staff is communicated to the Department of Higher Education, which is reviewed for career enhancement and other purposes. The performance appraisal report is assessed by the Principal and Directorate. Non teaching staff is evaluated through their work, behavior and assignments given to them by the authority annually. Class IV employees do not have any performance appraisal system. They are simply evaluated through their work and conduct from time to time.

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

### 6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

**Response:** 0

#### 6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

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

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

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

**Response:** 44.57**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43      | 36      | 57      | 52      | 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 |
|---------|---------|---------|---------|---------|
| 36      | 36      | 35      | 36      | 36      |

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

- An Internal audit of various college funds is conducted through the Local Audit Department (LAD), Govt. of H.P at regular intervals.
- The external audit is conducted through the Accountant General, HP, Shimla-3.
- An internal audit was conducted in 2020. Minor objections were dealt with during the audit itself.
- The last external audit was conducted in April 2020 and no major objections were raised. The minor objections were dealt with during the audit itself.
- Audit of self- financing department is carried out through a registered Chartered Accountant.

The budget allocations for running the college are made by the Department of Higher Education on request and demand from the college. Salaries and payments are made through Government Treasury after passing of the bills by the Treasury Officer. The payments are directly credited into the account of the concerned person/ party. The Tuition Fees collected is deposited in the Government Accounts through challans. All government financial transactions are online and thus transparent. Receipts and payments on books of accounts are audited by auditors of the Office of the Accountant General Himachal Pradesh. Other sources

of resource mobilization are the students' Amalgamated Fund (AF) and the Parents-Teacher Association (PTA) fund. Money from these accounts is used for the developmental activities of the college. Whenever the college needs a substantial sum for infrastructural development or any such other developmental projects, funds are sought from the Directorate of Higher Education which in turn are allocated depending on their availability.

The college does not have any Resource Mobilization Policy of its own. Being a government institution the college is fully funded by the Dept. of Higher Education, Govt. of Himachal Pradesh in all respects.

Additional resources for engaging teachers and ministerial staff on need basis and for carrying out minor development activities funds are generated through the Parent-Teacher Association Fund (PTA Fund). The Students' Amalgamated Fund (AF) is another resource for expenditure related to student-welfare projects. Money from these funds is used for various activities in the course of the academic year, e.g. sending teams for youth festivals, organizing college functions, educational tours, prizes for internal competitions, students oriented extracurricular activities etc. Permission for the money to be granted for expenditure is sought from the Principal and the Bursar. A utilization certificate is submitted by the convener of the concerned committee after the money is spent.

| 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:

To ensure quality within the institution our college has a well established Internal Quality Assurance Cell. The IQAC was established in the institution as per the guidelines of UGC. Since its establishment, IQAC has been playing its utmost role in planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the college. It has a team of dedicated members from different faculties which regulates and ensures the quality enhancement of the institution. IQAC also act as the advisory body of the institution which not only formulates and plans but also monitors the proper execution of the plans and the programmes. The IQAC has been relentlessly working in the direction of providing congenial and learner friendly atmosphere to students, teachers and other working staff of the college. Even in the time of pandemic IQAC assisted and encouraged teachers to use technology for the smooth conduct of teaching – learning process. Efforts have been made to integrate technology in teaching-learning process by connecting students through whatsapp group, taking online classes, creating digital content, incorporating videos and presentations and strengthening the feedback system.

**Vision:** To formulate, introduce and regulate a concrete plan of action for the progress of the institution and the holistic development of the students.

### Functions of IQAC

- Monitoring of Plans and Programmes through periodic meetings of IQAC Committee.
- Planning, Formulation and Implementation of Annual Academic Calendar.
- Preparation and Submission of Annual AQAR and SSR in accordance with the guidelines of NAAC
- Keeping and Maintaining Records of the individual achievements of the faculty members and various programmes/ activities of the college.
- Inviting and Maintaining Feedback of Students, Faculty, Parents and other stakeholders.
- Preparing a road map for the effective implementation of the proposed NEP 2020 as per the directions of the Government of Himachal Pradesh.

### Contribution of IQAC

. The IQAC has contributed significantly in quality enhancement by:

- motivating and persuading teachers' to upgrade their teaching skills by participating in various seminars, conferences, FDPs, workshops and Short-term courses.
- Taking initiatives for introducing new programmes and skill based courses. B Voc courses and Add-on courses by Kaushal Vikas Nigam were introduced to make students better equipped for their future endeavors.
- Encouraging students to participate in various activities organized within the college and in regional, national and international level.

| File Description                        | Document                      |
|---|-------------------------------|
| 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); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies**

**such as NAAC, NBA, ISO Certification etc**

**Response:** D. Any 1 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

The dictum -

*“Educate a woman and you educate her family*

*Educate a girl and you change the future”*

*-Queen Rania of Jordan*

stands true for us as we at RKMV have the privilege to educate, empower and sensitize young girls- the Nation builders or the would-be mothers, who would make efforts to bring about a change in the perception of the people with regard to gender issues and other social stigmas.

To accomplish this goal, the following measures have been instituted:

- The all-encompassing **International Women’s Day** is celebrated every year whereby students are not only sensitized regarding the gender issues but are also encouraged to excel in life and become role models or a beacon of light for other women also. Activities like workshops on right nutrition, breast feeding etc., lectures and rallies on gender awareness, health and hygiene are also carried out.
- The girls are also made aware of the rights and privileges that they enjoy. Workshops and Lectures on self defense and other relevant issues by eminent personalities are organized from time to time. Girls are made aware of the **SHAKTI APP** and the **GUDIA HELPLINE** number to be used in case of emergency or harassment.
- Girls are sensitized about the gender issues affecting them or the girls/ladies around them. For this a specialized team of lawyers and doctors are invited for issues like **female foeticide, domestic violence, sexual abuse** etc .Dr. Ishita Chauhan from the department of Psychology is always available for counseling of the students. The girls are also sensitized about their body and hygiene and regular medical checkup camps are held to save them from health problems in future.
- The Women cell and the Internal Complaints' Committees are always on their toes ensuring the safety of the girls and their comfort in and outside the institution.

To encourage girls to study and to ensure their safety the college is well equipped with CCTV cameras, fire extinguishers, security staff and girls common room. Girls are counselled from time to time regarding their career options and other related issues.

The college celebrates national/international festivals/ days and memorable events with vigour and zeal imbuing moral and cultural values in students and helping them develop into complete human being - motivated and driven towards shaping a better society.

National Science Day (honouring physicist C.V Raman) & National Mathematics Day (honouring Srinivasa Ramanujan) are celebrated every year .Statehood Day is celebrated every year. To mark the sacrifice of the martyrs Kargil Diwas, Independence Day ,Gandhi Jayanti are celebrated. National Librarian's Day,International Yoga Day, Aids Day are also celebrated. Hindi Diwas,Teachers' Day and Children's Day are celebrated with fervour. Efforts are made to celebrate festivals of different religions also.

| 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                      |
|----------------------------|-------------------------------|
| Upload supporting document | <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: B. Any 3 of the above

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload supporting document | <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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

- Diversity is an inclusive part of growth and development at RKMV. This is given expression through various activities and participation at different platforms through inter and intra-state activities. Students from various religious, ethnic groups, urban and rural backgrounds and different strata of society get admission in RKMV without any discrimination. Various workshops and seminars are conducted on contemporary issues, highlighting an amalgamation of diversity through inclusiveness.
- The population of Himachal Pradesh includes many ethnic, religious and tribal groups. Students from all these take admission in RKMV. Faculty and non-teaching staff too are also from different regions. Therefore, the atmosphere is one of harmony, acceptance & appreciation for different regions & languages. Hostel facility with a capacity to accommodate around 200 (Tribal and Sainik Hostel) students from different regions is provided to the girls.
- Everyone gets an equal opportunity to showcase their talent. Cultural events representing varied cultures, languages and dialects of different parts are organized in the college. Students from neighboring areas such as Punjab, Haryana, Utrakhnad, Nepal mingle with the students of local population and enlighten each other about their respective cultures and traditions.
- Various national and religious days are observed in which students participate enthusiastically.
- To encourage usage of different languages the college magazine has special sections dedicated to Pahari, Hindi, English and Sanskrit wherein students and staff contribute by way of articles and poems.
- Girls actively participate in regional /folk dances like Natti, Gidda, Kalbelia, Bihu. Kathak and other dance forms.

These kaleidoscopic cultural activities promotes a lucid understanding of our rich cultural heritage and also imbibes acceptance and appreciation of cultures and customs beyond one's own area of living. The net result and influence leads to a heightened sense of **tolerance of societal issues, a harmonious environment and a sense of unity in diversity.**

Teachers make an efforts to imbibe values of truthfulness equality, human dignity, unity and justice in the students. This is done by way of formal lectures and also through classroom discussions, interactive sessions etc. Awareness programs are organised for the students in which they are made aware of their duty to vote and to protect environment. Electoral Literacy Club of RKMV is actively involved in making students aware of their rights, duties and responsibilities. They also introduce students to the electoral process and the use of EVMs' as most of the girls in first year are first time voters.

Personnels from police, lawyers are also invited for the awareness of students regarding their rights and duties, cyber crime, drugs and their safety. Their one-to-one interaction and sharing of examples from their personal experiences capture the attention of the students and leave a long lasting effect on them.

| File Description                        | Document                      |
|---|-------------------------------|
| 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:

*“The World has enough for everyone’s need,  
but not enough for everyone’s greed”*

– Mahatma Gandhi

RKMV has a set of high values and standards for the improvement of community living. It encourages a combination of learning and right action for the betterment of society. We are driven to deliver our mission and are convinced of the transformative powers of extension activities. Our endeavour is to deliver education and knowledge to the students for the betterment of society. The Institution consistently inspires students and provides a platform for making students an asset for the society inculcating a sense of social responsibility in them.

#### Best Practice I: Sustainable Goals

##### Objective

To teach the girls that selfless social work is what true self-worth is about. It teaches them the virtues of caring, sharing and philanthropy so that they become a true citizen of our country and uphold Mahatma Gandhi’s philosophy of just taking the minimum required.

##### The Context

Inculcating human values among students and encouraging social work. Students here are taught that sharing can be done by shelling out a little from their share. Motivation is the main key. For inculcating these values, the donation of clothes and contribution of *Rotis* is practiced all round the year.

##### The Practice

**Cloth Bank** named *“Mend a Heart”* was established where students and teachers can donate their old, clean and usable clothes which are distributed amongst the under privileged or the needy. These clothes are also distributed through Red Cross and Rotary Club of the city. To make the students realize the hardships of the poor and less fortunate and infuse a sense of empathy for fellow humans **Gandhi Bazar** is organized every year on Gandhi Jayanti where toys, books & clothes are sold at nominal price .

**“Roti Bank”** is functional in our college in collaboration with an NGO "Almighty Blessings", which serves langar to patients and their attendants. Alumni association of RKMV and Students render sewa to the patients and their attendants during the langar. This practice helps in imbibing in the students the value of dignity of labour also. Students realize that service to the needy is service to God. On 23rd October 2020 (because of CORONA rotis could not be donated) monetary contribution of Rs. 16528/- was made.

Another feather in our cap is the Book Bank which inculcates the feeling of sisterhood and sharing in the

girls and also helps the needy students. Usable old books/ text books of all classes are collected from students and teachers for the Book Bank. The Book Bank has approximately 200 books which are borrowed from and returned to the Book Bank. Reusing books reduces the strain on natural resources and curtails paper wastage besides educating children about recycling and taking care of the environment

### **Evidence of Success**

The very fact that the *Roti* and *Kapda* Bank practice has been continuing for more than 5 years is an ample proof of its success. Every year more and more people are being associated with it and the supply chain has not stopped even in tough Corona times. Involvement of students in collection and distribution has also increased.

### **PROBLEMS**

Some unforeseen hindrances or problems did come our way and rotis could not be provided during the CORONA times so immediate monetary assistance was arranged for in the form of staff contribution and individual contributions. Collection and distribution of clothes too was hampered. At times hostile weather conditions also mar the functioning of these banks

### **Best Practice II : Inculcating Social Responsibilities**

#### **Objective: Objective**

To infuse sense of responsibility towards the senior citizens of the society and teach them to make an effort to take an extra step in this direction by lending a helping hand to the needy, aged people, patients and most importantly natural environment. Through these programs the students are exposed to the difficulties faced by the elderly and how they can serve them and the environment.

#### **The Context**

A number of programs for senior citizens are organized from time to time by Age Care India and our student volunteers. Our students in association with Age Care India organize program for the senior citizens where they understand the actual difficulties being faced by the elderly and their responsibility towards the elderly people in their family and around them. Students are also made conscious of the hardships and the environment around them.

#### **The Practice**

A number of programs for senior citizens are organized from time to time by Age Care India and our students volunteer for the successful organization of such programs. They have assisted in the eye checkup of the elderly, helped in a talk on Alzheimer's and how the elderly are coping up with it. They distributed blankets also. A big achievement of our students is that they assisted in packaging of the CORONA KIT during the lockdown period. Another example of responsibility towards society is the blood donation that is being carried out regularly in the college. The volunteer donors are available 24x7. Apart from this the girls are also very much conscious of their responsibilities towards environment as they not only plant trees but also try to nurture them and make an effort to curb the use of plastic.

#### **Evidence of success**

Every year volunteers from our college assist Age Care India in organizing different programme related to elderly.

Students of our college have not only planted trees but also have made efforts to save them and this is the reason why we have a 'peepal' tree growing in Kaithu area which was planted 3 years back by our students.

## PROBLEMS

Due to difficult terrain it is not always possible to look after the trees planted and mostly the location is decided by the forest department and is out of our reach.

Sometime the collected plastic cannot be managed immediately because of the non functioning of plastic disposal machine.

| File Description                                      | Document                      |
|---|-------------------------------|
| 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 institution always looks forward to mould and empower the students in the pursuit of knowledge, values, social responsibility and help them achieve excellence in various fields. The institution focuses on the holistic development of girls, inculcating moral and social values in them, nurturing self- esteem, confidence and independent thinking. These girls face challenges of life with courage and commitment and devote themselves towards nation building with a sense of dedication, duty and respect for humanity. Special emphasis is laid on Value based education with a progressive out look to help girls succeed in today's highly competitive world. The institution indeed justifies the words once said by doctor B.D.Loroia, "*If the college grows up in the same tradition, in which it is being built up now (it shall count one day amongst the best institution in the land)*". The institution has never faltered in inspiring the students in the pursuit of knowledge, values and social responsibility.

A large number of prominent women who have excelled and earned name and fame in different walks of life, can rightly boast of being the alumni of this institution. An effort is always being made by the college to live up to its motto "*Sa Vidya Ya Vimukta*"; "**Knowledge is that liberates**".

A distinctive feature of our institution is the Sandhya Sangeet Mahavidyalaya which upholds the tradition of *Guru - Shishya Parampara*. It was established as Arts College at Nahan (H.P.) in the year 1962. However, in the year 1968 this was shifted to Shimla where it functioned under the control of Government College, Sanjauli. In the year 1977 the *Sandhya Sangeet Mahavidyalaya* was brought under the control of

the Principal, RKMV. It is a matter of pride for us that ever since it has been functioning under our banner.

RKMV is holding regular classes of Music and Dance in the evening which is open to all the interested students both of the college and outside. They can join these classes as hobby or they can pursue it as a career.

Sandhya Sangeet Mahavidyalaya has a well-defined and well-structured curriculum /syllabi and the students are awarded degree/ diploma or certificate from a well-recognized music university of India that is Bhatkhande Vidyapeeth, Lucknow. The charges for the above mentioned courses are very nominal, encouraging all music lovers to attend these courses.

Apart from the young students, the aged professionals from different fields also take admission in different courses. We have had students from the age group of 8 years to 65 years. The number of students in Mahavidyala during the last five years is as follows:

| Academic Session | Total number of students |
|------------------|--------------------------|
| 2017-18          | 79                       |
| 2018-19          | 40                       |
| 2019-20          | 30                       |
| 2020-21          | 29                       |
| 2021-22          | 28                       |

The Sandhya Sangeet Mahavidyalaya is providing evening classes in Hindustani Classical singing and Sitar, the instrument that sets the mood of a *raga*. The North Indian Classical Dance of intricate foot work and precise rhythmic patterns, Kathak is also taught here.

This Sandhya Sangeet Mahavidyalaya offers a wide range of courses ranging from one to five years and the examinations are held every year. It confers certificates of Prathama, Madhyama, Visharad, in all the three disciplines viz. Vocal, Instrumental and Dance. After two years of study and practice a certificate of Prathama is awarded. One year after the Prathama a diploma of Madhyama is awarded. After further two years of study and practice Visharad is awarded.

These courses are useful for working professional from different fields because they can spare time in the evening and learn new skill and train themselves in music or dance which is very essential in today's hectic lifestyle as it helps in releasing mental stress, tension and enhance their creativity and hidden talent. It not only gives them degree or diploma but also enhances their cognitive skills, concentration and also improves their physical and mental health. Music not only provides stillness from all sorts of mental turbulence but also helps in attaining a meditative state of mind and soul.

The Sandhya Sangeet Mahavidyalaya promises to turn its students from passionate aspiring musicians to successful professional musicians. Some of them have established themselves as professional singers, instrumentalists, dancers and many of them have launched their music albums; some are successfully running their music and dance academies. One example of this is the ***Harmony of Pines–Himachal Pradesh Police Orchestra***, which has drawn attention of all within and outside India through their vibrant performances in a reality show known as **HUNARBAAZ: Desh ki Shaan**. Two of the lead singers Vijay Sharma and Deepak Kumar also got Visharad from this Mahavidyalaya.

Visually impaired students, an integral part of our institution, reside in the Tribal Hostel and a comfortable environment is provided to them by the students and the staff. Special focus is laid on their grooming and

they are provided with all sort of assistance. Around eight students are attached to every blind girl and they assist her in all possible manner and this is the reason why these visually impaired girls are excelling in different fields especially Music and one of our student Muskan Thakur was made the youth icon by the Election Commission.

Efforts in the field of sports have also been recognized in the form of medals and awards bagged by our girls in the field of Kho-Kho, Wrestling, Taekwondo, Judo, Shooting, Boxing etc. Our girls have bagged top position in Kho-Kho in All India Inter University Championship, Gold medal in North Zone Inter University Kabbadi Championship, Pema Negi won Bronze medal in All India inter University Boxing Championship in the years 2016 and 2017, Shashikala Negi won Silver in National Boxing Championship in 2016 and also won Silver in All India Boxing Championship. RKMV has also won the overall trophy for the Best College in Sports in the year 2015-16. It is a matter of pride for us that our alumni Ms. Suman Rawat participated and represented India in Asian games in Jakarta.

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

## 5. CONCLUSION

---

### **Additional Information :**

Keeping into consideration its goal of imparting education and also to focus on the integrated development of the students and the institution, RKMV has several projects in the pipeline:

- New C Block under construction (housing Departmental rooms and labs, Library, Girls' Common Room, Gymnasium etc. has been designed in such a manner that apart from providing state-of-the-art facilities, it will also give an easy accessibility to the disabled students in the form of ramps, lift and washrooms and also enabling easy connectivity to Block A and B and the old science block) will be made available from the new academic session. An additional amount of Rs. 2 Cr. has been sanctioned by the Govt. for the construction of Multipurpose Hall which will provide facilities for indoor games to the students.
- Efforts are being made to introduce Vocational Courses and to start IGNOU Centre for Gender Studies.
- Efforts are being made to convert all the Lecture Halls/ Rooms into Smart Class Rooms.
- The college is prepared to implement the NEP as and when the State Government decides to implement it.

### **Concluding Remarks :**

RKMV one of the oldest colleges of Himachal has been in the service of the humanity ever since its inception. It is educating the most vulnerable section of the society, a girl and transforming the same girl into an independent yet caring, powerful yet sensitive, intelligent yet humble being. Alumni of this college have everywhere made a mark for themselves which is a proof of the holistic education that is being provided to them. They have not only shown themselves in the fields related to academics but also environment, society, music and sports etc. The college also nurtures the flare of the students by providing them with the facilities and opportunities of growing in a congenial environment. Staff with the facilities of computers, ground, smart classrooms, library, dispensary, common room, gymnasium, hostel help the child to grow as an all rounder. This is the reason why our students are being looked up to in different fields. Our students are also taught the lesson of '*Living in Harmony*' whereby they are encouraged to accommodate one another and live in harmony with each other, showing respect towards each other. Further at this stage students are also taught the lesson of sharing and caring and living within their means and accommodating the interest of others.

Practicing is more effective than preaching. The staff also makes an effort to be role-models for the students. They make all possible efforts to help the students in all possible manner. Apart from helping them in academics and other related fields the staff also ensures that all the schemes of government reach out to students especially the scholarship schemes. Together we make an effort to make this world a better place to live in.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 2.1.1     | <p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of students admitted year wise during last five years</b><br/>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>3819</td> <td>3387</td> <td>3567</td> <td>3737</td> <td>3616</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>3310</td> <td>3310</td> <td>3250</td> <td>3250</td> <td>3250</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b><br/>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>4675</td> <td>4470</td> <td>4255</td> <td>4220</td> <td>4070</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>4675</td> <td>4470</td> <td>4255</td> <td>4220</td> <td>4070</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per considered first year students only in this metric.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 3819 | 3387 | 3567 | 3737 | 3616 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 3310 | 3310 | 3250 | 3250 | 3250 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 4675 | 4470 | 4255 | 4220 | 4070 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 4675 | 4470 | 4255 | 4220 | 4070 |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3819      | 3387  | 3567    | 3737    | 3616    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3310      | 3310  | 3250    | 3250    | 3250    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 4675      | 4470  | 4255    | 4220    | 4070    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 4675      | 4470  | 4255    | 4220    | 4070    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3.3.2     | <p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>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</b><br/>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>9</td> <td>23</td> <td>9</td> <td>14</td> <td>5</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>9</td> <td>22</td> <td>7</td> <td>14</td> <td>5</td> </tr> </tbody> </table>   | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 9    | 23   | 9    | 14   | 5    | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 9    | 22   | 7    | 14   | 5    |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 9         | 23  | 9       | 14      | 5       |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 9         | 22  | 7       | 14      | 5       |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3.4.3     | <p><b>Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS</b></p>  |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |

awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) 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/ Red Cross/ YRC etc., year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 20      | 19      | 42      | 18      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19      | 16      | 18      | 35      | 13      |

Remark : DVV has not considered days activities .

**4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 350     | 100     | 90      | 350     | 66.893  |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 350.0   | 100.00  | 90.00   | 350.00  | 66.893  |

Remark : DVV has converted the value into lakhs.

## 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>75</td> <td>71</td> <td>70</td> <td>71</td> <td>71</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 75 | 71 | 70 | 71 | 71 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |  |  |  |  |  |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 75      | 71  | 70      | 71      | 71      |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
|         |   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |

|    |    |    |    |    |
|----|----|----|----|----|
| 72 | 71 | 70 | 71 | 71 |
|----|----|----|----|----|

2.1 **Expenditure 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 |
|---------|---------|---------|---------|---------|
| 453.429 | 169.945 | 175.442 | 431.167 | 66.893  |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 555.21  | 368.99  | 215.33  | 496.00  | 139.40  |