



SELF ASSESSMENT REPORT EVALUATION AND RANKING OF COLLEGE (2024-25)



DECEMBER 25

Submitted By
Govt. College Sanjauli
Shimla-6



Accredited with Grade A+ by NAAC

Centre of Excellence

GOVT. COLLEGE, SANJAULI, SHIMLA -6, H. P.

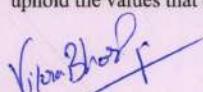
WEB SITE: www.gcsanjauli.edu.in E-Mail Address:principalsanjauli@gmail.com
FAX/ Tel. No: 0177-2640332



Forward

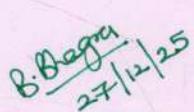
It is with immense pride and satisfaction that we present this comprehensive **Self-Assessment Report (2024-25)**, which provides an in-depth overview of our college's academic, co-curricular, and administrative achievements over the past academic year. This document captures the essence of our continuous efforts to provide an enriching educational experience for our students and to foster an environment conducive to holistic development. In this report, we aim to showcase the strides we have made in teaching learning, infrastructure development, and institutional management, as well as our commitment to innovation, inclusivity, and sustainability.

This report is a testament to our commitment to nurturing empowered, responsible, and capable individuals who are prepared to make meaningful contributions to society. We extend my heartfelt gratitude to IQAC, faculty members, administrative staff, and students who have contributed to the realization of our institutional goals. Together, we continue to strive for excellence in every endeavor and uphold the values that define our institution.


IQAC

Convener

Date: 27-12-25
Place: Shimla


B. Dugar
27/12/25

Principal,
Centre of Excellence,
GDC Sanjauli, Shimla-6 (HP)

TABLE OF CONTENT

*Preliminary
Pages*

Forward

Table of Content

Introduction

S. NO.	NAME OF THE CRITERIA	PAGE NO.
1	Teaching Learning	2-7
2	Student Support, Services and Progression	8-27
3	Infrastructure & Resources	28-36
4	Institution Management	37-51
5	Best practices, Innovation & Institutional Distinctiveness	52-53
6	Faculty Profile & Research Activities	54-62
7	Miscellaneous	63-65
8	Summary Scores	66

COLLEGE PROFILE

S. No.	Particulars	Details
1	Name of the Institution	Centre of Excellence, Government College Sanjauli, Shimla – 6
2	Streams	B.A., B.Sc., B.Com., BCA, BBA, M.A., PGDCA, B.Voc.
3	Student Strength	Session 2023–24: 3241Session 2024–25: 3503
4	Category of the College	Tier 1
5	Affiliating University	Himachal Pradesh University, Shimla
6	Type of Institution	Co-educational
7	Location	Urban
8	AISHE Code	C-11528
9	NAAC Accreditation Status	Yes (A+ Grade)
10	Principal	Ms. Bharti Bhagra
11	Financial Status	UGC 2(f) and 12(B): Yes
12	Phone Number	0177-2640332
13	Email	principalsanjauli@gmail.com

SCORE SHEET WITH EXPLANATION

Criterion 1

Teaching Learning (Score 140): Claimed = 137.5

S. No.	Activity	Distribution of Scores	Marks Claimed	Agreed	Reason if Disagreed	Score after verification
1	Mode of Teaching: 25					
	i. Lecture method only =6 marks	6				
	ii. Technology-based teaching only =6 marks	6				
	iii. Blended teaching =12 marks	12				
	iv. Flipped Classroom= 8 marks	08				
	v. As per need of different groups of students = 5 marks	05				
	Total Score	25				

Government College Sanjauli follows a balanced and student-centric approach to teaching-learning by using multiple modes of instruction suited to course requirements and learner diversity. The lecture method continues to remain a strong and widely used foundation for delivering core concepts, introducing new themes systematically, and ensuring uniform coverage of the syllabus, especially in large classrooms where structured explanation is essential. Alongside this, the college has strengthened technology-based teaching through the regular use of ICT-enabled classrooms, presentations, digital learning resources and online content support, helping teachers make classroom delivery more visual, interactive and contemporary. The institution also promotes blended teaching, where traditional face-to-face lectures are meaningfully combined with digital learning materials, online references and structured self-study resources so that students can revise, explore and learn beyond the classroom. A major innovation initiative is the structured implementation of the flipped classroom model, where lectures and learning content are shifted to the pre-class environment and classroom time is reserved for active learning, discussions, collaborative tasks and real-time mentoring; in Government College Sanjauli this model has been implemented across departments, with Commerce pioneering it in August–September 2024, Science adopting lab-based flipped learning through pre-lab preparation and guided analysis, and Humanities/Geography/English strengthening peer learning through student presentations, discussions and cooperative engagement, thereby improving participation, conceptual clarity and professional skills like critical thinking, teamwork and communication. Further, teaching is adapted as per the needs of different groups of students through differentiated strategies such as extra academic support, peer-assisted learning, interactive activities, remedial guidance, and flexible classroom practices so that advanced learners, average learners and slow learners all receive appropriate academic scaffolding and motivation, ensuring inclusive learning outcomes and improved overall classroom engagement.

2	Curriculum Planning and Implementation: 45				
	i. Teaching Schedule =10	i. Followed 100% =10 - 80-99% = 8 - 60-79% = 6 - Up to 59% = 4	10		
	ii. Whether learning outcomes defined =5	ii. 100% = 5 - 80-99% = 4 - 60-79% = 3 - Up to 59% = 2	05		
	iii. Curriculum Enrichment Practices	iii. $4.0 \times$ number of enrichment practices observed = 16	16		
	iv. Internal Assessment Mechanism	iv. Followed by all the Departments = 8 - 80-99% = 6 - 60-79% = 4 - Up to 59% = 2	08		
	v. Prompt Communication of Assessment/Results to Students (e.g. Displayed on college website/notice board/class group/ submitted to COE)	v. Within 7days = 6 - 8-14 days = 3 - More than 14 days = Nil	06		
	Total Score		45		
<p>i) The institution ensures 100% adherence to the planned schedule for timely completion of syllabus. The teaching schedule is implemented strictly as per the college academic calendar and time table. All classes are conducted accordingly.</p> <p>ii) Learning outcomes are clearly defined for all programmes, and the same are made available on the college website. The PO's and CO's are discussed with the students in the initial classes and thereafter a window of 10 days is provided to the students in case they wish to change their subject. This ensures 100% transparency and easy access for students and other stakeholders.</p>					

iii) (a) Projects

Project-based learning is actively promoted across departments to strengthen research aptitude, analytical thinking, teamwork, and application of concepts beyond classroom teaching. During 2024–25, the department of Economics assigned projects to students regarding issues such as: review papers, comparative analysis exercises and a mock budget analysis to build practical understanding of policy and development issues. In Physics, a one-day project demonstration (10 March 2025) under Skill Enhancement Activities enabled B.Sc. III year students (working in groups) to design and present model-based projects on Renewable Energy and Radiation Safety, followed by evaluation and viva. Discipline-specific applied projects such as Chemistry's soil analysis work and Botany SEC projects on anatomical and phytochemical studies further reflect the commitment to outcome-based and hands-on learning through structured projects.

(b) Surveys

Field surveys are systematically integrated into teaching-learning to develop students' capacity for primary data collection, research methodology, interpretation of evidence, and community-based learning. The Geography Department conducted a detailed field survey from 25–28 November 2024 titled "Understanding the Changing Geographies of Baga Sarahan Village, Kullu", involving 42 students divided into six thematic groups. The work was carried out using structured/semi-structured interviews, questionnaires, field observation, and focus group discussions to examine demographic dynamics, socio-cultural change, cropping patterns, economic activities, climate change impacts and disaster risk reduction. Such survey-based learning supports experiential education by connecting theoretical concepts with ground realities and strengthening students' documentation and analytical abilities.

(c) Educational tours

Educational tours and academic visits are regularly organized to enrich curriculum through exposure to cultural, ecological, academic and scientific environments. The Commerce Department (B.Com) undertook an educational trip to Manali–Jibhi from 29-09-2024 to 02-10-2024, providing learning experiences through site exploration and field engagement. Exposure visits to Shoolini University (23–24 September 2024) and Jaypee University Waknaghat (8 October 2024) offered students interaction with research facilities, practical demonstrations and sessions linked to emerging scientific domains. The History Department's visit to the State Museum Chaura Maidan, CSLC Shoghi (30/11/2024) added value by enabling students to learn through exhibits, scientific heritage displays and interactive demonstrations, reinforcing the institution's focus on learning beyond classrooms.

(d) Industry visits

Industry and research-institution visits are undertaken to bridge academic knowledge with professional practices, laboratory standards, and real-world scientific workflows. The Department of Zoology organized a visit to the Central Research Institute (CRI), Kasauli on 28 November 2024

under the DBT Star College Scheme, where students observed vaccine-related laboratories, certification processes at the Central Drug Laboratory, sterilization systems, and DPT vaccine production practices. In addition, the Physics/Chemistry students participated in a two-day workshop-cum industrial visit at Shoolini University (23–24 September 2024) focused on synthesis of nanoferrites through the Sol-Gel method, along with interaction with experts and exposure to research infrastructure. These initiatives strengthen skill development, research orientation and career awareness by providing direct interface with advanced laboratories and scientific institutions.

iv) The institution follows a well-defined and transparent internal assessment mechanism in which evaluation is carried out in a 30:70 ratio (Internal: External). Examination schemes—clearly indicating maximum and minimum marks—are communicated through the college prospectus and programme curricula, ensuring clarity and uniform implementation. The Internal Assessment (30 marks) comprises three components: Attendance (5 marks) is awarded on a graded scale (1 mark for 75–80%, 2 for 80–85%, 3 for 85–90%, 4 for 90–95%, and 5 for 95% and above), and minimum 75% attendance is mandatory to be eligible for the term-end examination. House Exams (15 marks) are conducted under the supervision of the House Exam Committee, which ensures strict monitoring of paper setting, scheduling, and invigilation; evaluated answer scripts are returned to students with feedback, and supplementary house exams are provided in cases of valid absence or unsatisfactory performance. The In-Class Evaluation (10 marks) is carried out through continuous assessment tools such as class tests/quizzes (5 marks) and evaluation of assignments, participation and seminars (10 marks). After completion of internal assessments, marks are uploaded promptly on the HP University online portal, ensuring timely declaration and transparency in evaluation.

v) Prompt communication of internal assessment and examination results is ensured within 7 days of completion of mid-term examinations, and documentary evidence is systematically maintained by every department. In the Mid-Term Examination (ended on 21 December 2024), evaluated answer scripts/award sheets were shown to students before 29 December 2024, ensuring that results were communicated well within the stipulated timeline. For accountability and transparency, some departments obtain student acknowledgment through signatures on a separate proforma, while others record signatures directly on the evaluated answer scripts, confirming that students have seen their performance and feedback. Any grievances related to marks/result display are addressed and resolved within the prescribed time, ensuring fairness in the process. Additionally, before the commencement of the final examinations, each concerned teacher shares the consolidated internal assessment with students and obtains their signatures on the assessment sheet; this signed record is then preserved and uploaded/maintained by the department as evidence of timely communication and student verification

3. Add-on/Certificate Courses (20 Marks)					
i. Number of Courses (to be specified separately)	i. No. of Courses > 5 and student benefitted >50% = 10+10	10			

	ii. % of Students Benefited (% of students completed MOOCs/ Spoken Tutorial/NPTEL/ other courses offered by recognized organizations)	ii. No. of Courses > 3-5 courses and student benefitted 41-50% =7.5 +7.5 iii. No. of courses < 3 and student benefitted 31-40% =5+5 iv. No. of courses < 3 and student benefitted up to 30% =2.5+2.5	7.5 ----- -----		
	Total Score	17.5			

- i) During the academic session 2024–25, a total of 10 Add-on courses were offered across multiple departments/batches to enhance students' skill development and employability. The courses included ICT and skill-oriented modules such as Advance CBC, Apps On Physics, Avogadro, FrontAccounting-2.4.7, HTML, Introduction to Computers, JavaScript, PhET Simulations for Physics, and Python 3.4.3. and Graphic Designing conducted during the period from July 2024 to March 2025.
- ii) Participation in these Add-on courses covered nearly half of the student population; the report indicates that 42.69% students benefitted, with 1,436 students enrolled in Bombay IIT Spoken tutorial courses and 70 students in HPKVN graphic designing course out of a total college strength of 3527 during the 2024–25 session

4.	Student Feedback (taken from students with 80% attendance) =25				
	i. Sample size	i. >25%=05; 20-25%=4; 15-19%=3; 10-14%=2; <10%=1	05		
	ii. Students satisfaction	ii. 91-100%=10; 81-90%=8; 71-80%=6; 61-70%=4; less than 61% =0	10		
	iii. Action on feedback	iii. Considered and action taken on doable 81-100% =10; 61-80% =8; 51-60% =6; 41-50% =4	10		
	Total Score	25			

- i) A total of 921 valid student responses were received and analyzed through the IQAC Student Feedback (Curricular Aspects) Google Form for the academic session 2024–25 which is more than 26% of the total college strength.
- ii) The overall student satisfaction level is reported as an Overall Average Score of 3.80 out of 5.00 (median 3.89/5.00), with the overall assessment categorized as “Good to Very Good. Only 1.85% of the students have adjudged us as poor.
- iii) Based on student suggestions and the analysis, an action plan has been devised and implemented that includes: advance communication of class schedule changes at least 24 hours prior, conducting faculty workshops on effective use of teaching aids, launching regular internship

schedule and identifying 3–5 partner organizations (MOUs), planning industry visits (2 per semester), creating a monthly guest lecture calendar, and requesting curriculum revision for BCA/IT for industry relevance, and conducting library/infrastructure audit for improvement.

5.	Examination Results = 25				
	i. % of students passed	>81%=09; 71-80%=8; 61-70%= 7; 51-60% =6; 41-50% =4; 31-40% =3; <30%=0	09		
	ii. % of students with A Grade and Above	ii. >20% with A grade and above=8; 16-20% =7; 11-15% =6; 6-10% =5; 1-5%=4	08		
	iii. No of students in University Merit	iii. HPU/SPU merit list 1 st -3 rd position=8; 4 th -10 th position=6	08		
Total Score		25			

- i) Institutional pass rates across programmes range from 79.90% to 100.00% (with examples such as BA III 97.30%, B.Sc II 79.90%, and B.Com III 100.00%).
- ii) More than 85 percent students have secured “A grade and above” during final examinations. The table shows results from different streams with percentage of students with “A or above A grade”.

BA I	BA II	BA III	B.Sc. I	B.Sc. II	B.Sc. III	B. Com I	B. Com II	B. Com III
92.47%	92.56%	96.04%;	79.42%	79.42%	93.27%	91.78%	97.40%	100.00%

iii). **05 students** from B. Com department have secured positions in the University Merit List:

- Ankita – University Topper 1st position;
- Shivangi Salathia – 3rd;
- Shagun Chandel – 5th;
- Shagun Singh – 5th;
- Muskan – 10th

Total Score of Criteria 1	137.5/140
----------------------------------	------------------

Criterion 2

Student Support, Services, and Progression (Score 280): Claimed = 280

S. No.	Activity	Distribution of Scores	Marks Claimed	Agreed/ Disagreed	Reason Disagreed if	Score after verification
1.	Pre and Post Admission Counseling = 25					
	i. Admission schedule, courses available, student intake, eligibility conditions, publicity through various media	i. Publicity through any 3 means=5; Publicity through 2 means =3; Publicity through 1means=2	05			
	ii. Pre-admission counselling	ii. Yes=10; No=0	10			
	iii. Student orientation about: Institutions, Students facilities, Library, Introductory session with faculty and staff, Academic calendar, requirements of credits per course and CCA and other requirements post admission	iii. post admission counseling/Induction=10	10			
	Total Score		25			

i. Admission Schedule, Courses Available, Student Intake, Eligibility Conditions and Publicity through Various Media (Publicity through 3 means – Newspapers, Website/Dedicated Admission Portal, and Notice Board): At the beginning of each academic session, Government College Sanjauli communicates the admission schedule, courses offered (BA, B.Sc., B.Com.), sanctioned student intake, and eligibility conditions to the general public through multiple media. The admission process is widely publicized and remains transparent, structured, and student-friendly.

Through Newspapers: Admission notifications are published in leading local newspapers, informing prospective students and parents about important dates, programmes offered, eligibility criteria, and procedural details.

Through College Website and Dedicated Admission Portal: The college website and a dedicated online admission portal serve as the primary modes of communication. These platforms are updated regularly at every stage of the admission process. Each applicant is provided with a unique user ID and password to track application status, upload documents, and receive notifications regarding deficiencies or updates. The admission committees actively assist students through telephonic support, WhatsApp, email, and the interactive space of the portal. In cases of difficulty, documents are accepted digitally to ensure inclusivity and ease of access.

Through College Notice Board: The college prospectus, admission schedule, and details of admission committees are prominently displayed on the notice board. Student volunteers from NCC and NSS assist in guiding applicants and parents to the concerned committees and faculty members for subject-specific counselling, aptitude assessment, and information regarding future academic and career prospects.

It is pertinent to note that for the past several years, the number of applications received in all three programmes has consistently exceeded the available seats, resulting in full enrolment at the beginning of each academic session. Given the limited intake capacity and the construction of a new teaching block, the college does not presently undertake school outreach visits for admission motivation.

ii. Pre-Admission Counselling: Government College Sanjauli has institutionalized mandatory pre-admission counselling for all first-year applicants. After being shortlisted in the merit list, students are required to appear in person along with their parent/guardian before the concerned admission committee. Fee deposition is permitted only after this counselling process.

During counselling, the student's academic aptitude is assessed, and subject combinations generated by the admission software—based on the five preferences submitted by the student and merit position—are reviewed. Wherever permissible within merit norms and seat availability, subject allocations are modified to better align with the student's aptitude and future academic goals.

iii. Student Orientation / Post-Admission Counselling (Induction Programme): After admission, the college conducts a structured Student Induction and Orientation Programme, familiarizing newly admitted students with:

- The institution and its academic ethos
- Student support and welfare facilities
- Library resources and usage
- Introductory interactions with faculty and staff
- Academic calendar and examination system
- Credit requirements per course, CCA, and other co-curricular obligations

This post-admission counselling ensures a smooth academic transition and helps students understand institutional expectations and opportunities comprehensively.

Scholarships =10					
2.	i. Awareness about different Scholarships schemes and 100% coverage of all eligible students	5	05		
	ii. Scholarships other than Govt. Schemes	5	05		
	Total Score		10		

The college places strong emphasis on ensuring maximum awareness, accessibility, and 100% coverage of all eligible students under various scholarship and freeship schemes. The college facilitates access to Central, State, University, and non-government scholarship programmes, with a primary focus on the National Scholarship Portal (NSP) and the State Scholarship Portal of Himachal Pradesh.

Awareness and Dissemination Mechanism: At the time of admission and during the academic session, students are systematically informed about available scholarship schemes through:

- Student orientation and induction programmes
- College website and notice boards
- Classroom announcements and departmental counselling
- Dedicated guidance by the Scholarship Committee and class teachers
- Special awareness drives are conducted to explain the step-by-step application process on the NSP, eligibility criteria, document requirements, and timelines. Students from SC, ST, OBC, EWS, Minority, IRDP, BPL, Single Girl Child, Persons with Disabilities, and merit-based categories receive focused counselling and handholding support.

100% Coverage of 'Eligible' Students

The college follows a structured monitoring and verification mechanism to ensure that no eligible student is left out. From admission onwards, students are encouraged and assisted in submitting scholarship applications. Applications are scrutinized, verified, and tracked by the Scholarship Committee until disbursement.

This reflects the institution's commitment towards 100% coverage of all eligible applicants.

Scholarships Beyond Government Schemes

In addition to government-funded scholarships, the college actively promotes non-government and institutional financial assistance, including:

- PTA Scholarship
- SJVNL Scholarship
- College Freeships and Need-based Assistance

Information regarding these scholarships is disseminated through notices, orientation sessions, and faculty mentoring. Students are encouraged to apply to multiple sources wherever eligible, thereby enhancing financial inclusion and retention.

Scholarship Verification Details (Session 2024–25)

Name of Scheme	Fresh	Renewal	Total
Central Sector Scheme of Scholarship	50	120	170
Kalpana Chawla Chatravriti Yojana (HP)	94	197	291
PM YASASVI Post Matric Scholarship (OBC/EBC/DNT)	15	10	25
Post Matric Scholarship for SC Students (HP)	22	26	48

Post Matric Scholarship for ST Students (HP)	4	11	15
Post Matric Scholarship for Students with Disabilities	1	0	1
Mukhyamantri Vidyarthi Kalyan Yojana (HP)	2	2	4
Indira Gandhi Utkrisht Chatravriti Yojana (HP)	4	0	4
National Scholarship for Post Graduate Studies	2	0	2
Total Verified Applications	194	366	560

Scholarship Recipients Details (Session 2024–25)

Name of Scheme	Fresh	Renewal	Total
Central Sector Scheme of Scholarship	45	119	164
Kalpana Chawla Chatravriti Yojana (HP)	87	197	284
PM YASASVI Post Matric Scholarship	0	10	10
Post Matric Scholarship for SC Students	19	25	44
Post Matric Scholarship for ST Students	3	11	14
Post Matric Scholarship for Students with Disabilities	1	0	1
Mukhyamantri Vidyarthi Kalyan Yojana	2	2	4
Indira Gandhi Utkrisht Chatravriti Yojana	4	0	4
National Scholarship for PG Studies	0	0	0
Total Beneficiaries	161	364	525

IRDP and BPL Scholarships

During the session 2024–25, 73 students belonging to IRDP and BPL categories were supported through various scholarship and fee-relief mechanisms, ensuring equitable access to higher education for economically disadvantaged learners.

Outcome and Impact

- Substantial reduction in student dropout due to financial constraints
- Enhanced access to higher education for marginalized and economically weaker sections
- Transparent record-keeping and documentation maintained for audit and NAAC verification

Government College Sanjauli takes pride in its student-centric scholarship support system, ensuring that all eligible students are well-informed, guided, and financially supported to pursue their academic goals.

3.	Sports & Cultural Activities = 32				
	i. % of students participating in sports activities	i. > 20% =10 16-20% = 6 11-15% =2	10		
	ii. % of students participating in cultural activities	ii. >20% =10 16-20% = 6 11-15% =2	10		
	iii. Medal/Trophy won in Sports/ cultural activities	iii.			
	a. National/Inter University	a. 12	12		
	b. State/Inter College	b. 10			
	c. District level (also includes cluster level)	c. 6			
	Total Score	32			

Government College Sanjauli accords high priority to sports and cultural activities as integral components of holistic education. During the academic session 2024–25, student participation was significantly enhanced through inter-departmental initiatives, ensuring wide-based involvement across academic streams.

i. Percentage of Students Participating in Sports Activities

Particulars	Data
Total Enrolled Students (UG + PG)	3527
Students Participating in Sports Activities	More than 30%
Sports Disciplines Offered	20+
Levels of Participation	Inter-Departmental, Inter-College, Inter-University, State, National, International

Inter-Departmental Sports Participation: In addition to university-level competitions, the college organized inter-departmental sports activities, wherein students from all departments actively participated. These events ensured maximum inclusivity, encouraging even non-elite athletes to engage in competitive and recreational sports. The inter-departmental format significantly increased overall participation and fostered team spirit, leadership, and healthy competition among students.

Achievement Statistics (2024–25)

Level	Number of Achievements
International / National	02
Inter-University / National Zone	11
State / Inter-College	255
District	25

Medal Tally

Medal Type	Number
Gold	08
Silver	12
Bronze	12
Total Medals	32

ii. Percentage of Students Participating in Cultural Activities

Particulars	Data
Students Participating in Cultural Activities	More than 40%
Nature of Activities	Music, Dance, Theatre, Debate, Fine Arts
Platforms	Departmental Functions, College-Level Events, Inter-College Competitions

Departmental Cultural Participation: Cultural engagement at Government College Sanjauli is deeply embedded at the departmental level. During the session 2024–25, departmental functions, subject association activities, commemorative events, and academic celebrations were organized across departments. Nearly all students participated in one or more cultural or literary activities during these events, either as performers, organizers, anchors, volunteers, or audience members.

Such widespread involvement significantly enhanced cultural participation figures and ensured that student engagement extended beyond formal competitions to inclusive, department-driven activities.

Overall Participation Summary (2024–25)

Activity Type	Approx. Participation
Sports (including inter-departmental)	>30%
Cultural Activities (departmental + competitive)	>40%

Combined Co-curricular Engagement	>60%
-----------------------------------	------

The inclusion of inter-departmental sports events and department-level cultural functions substantially increased student participation, ensuring inclusivity across disciplines. The data reflects Government College Sanjauli's commitment to student-centric co-curricular planning, resulting in higher participation ratios, leadership development, cultural vitality, and enhanced institutional visibility at multiple levels.

Cultural Activities: Concise Analysis (2024–25)

During the academic session 2024–25, students of Government College Sanjauli demonstrated strong cultural engagement and competitive excellence at cluster, inter-college, state, and inter-university levels. The college achieved multiple podium finishes in the HPU Youth Festival, national-level Youth Parliament, and NCC cultural events, reflecting systematic mentoring and broad-based participation.

Summary of Cultural Achievements

Level	No. of Events	Awards Won
Inter-College / Cluster	4	6
State Level (HPU Youth Festival & NCC)	2	7
Inter-University / National	1	2
Total	7	15

The consistent award tally across multiple levels highlights a high participation rate, diversity of cultural disciplines, and sustained excellence, reinforcing the institution's commitment to holistic student development through co-curricular activities.

4.	Students Participating in NSS/NCC/Rangers & Rovers/Clubs: 20				
	i. NSS	4	4		
ii. NCC		4	4		
iii. Rovers & Rangers		4	4		
iv. Road Safety		4	4		
v. Eco/Youth/Red Cross/Other Club/society		4	4		
Total Score			20		

Government College Sanjauli ensures maximum student engagement in extension, service, and co-curricular activities through NCC, NSS, R&R, subject societies, and a wide network of clubs. Participation is institutionalized, with mandatory enrollment in at least one club and one society, resulting in very high outreach.

A. Participation in NCC / NSS / Scouts & Guides

Unit	Number of Students
NSS	270
NCC	81 (Girls: 42, Boys: 39)
R&R	48 (Unit strength allotted)

B. Participation in Clubs and Subject Societies

Category	Number of Students
Clubs (Total Enrolment – overlapping)	3527
Girls	1684
Boys	1840
Subject Societies	100% of students (automatic membership based on major subject)

C. Club-wise Student Participation

Club / Society	Student Strength
Road Safety Club	500
Sahitya Parishad	455
Free Thinkers Club	274
Nature / Eco Club	199
Sports Club	200
Red Ribbon Club	174
Photography Club	170
Art Club	178
Red Cross Society	163
Young Speakers' Association	130
Theatre Club	125
Book Club	129
Rotaract Club	84

Adventure Club	60
Cycling Club	40
Chess Club	25
Women Cell	1684

D. Road Safety Club – Special Focus

The Road Safety Club is one of the most active student bodies in the institution.

During 2024–25 four major awareness and outreach activities were organized. Participation was mandatory, ensuring involvement of nearly 500 students. Activities focused on traffic rules, safe driving practices, pedestrian safety, and civic responsibility were organized.

With structured participation through NCC, NSS, R&R, compulsory club enrollment, and subject societies, Government College Sanjauli has achieved near-universal student participation in extension and co-curricular activities. The breadth and scale of engagement reflect a strong institutional commitment to social responsibility, leadership development, and holistic education, aligning fully with quality benchmarks under this.

5. NSS/NCC/Rangers & Rovers : Participating in =18					
i. National/RD	i. = 10	10			
ii. State	ii. =7 (either of i or ii)	-----			
iii. Award won in these activities a. National b. State c. Cluster level	iii. a) 8 b) 5 c) 3	08			
Total Score			18		

The institution demonstrates strong multi-tier participation in NCC, NSS, and Ranger & Rover activities, covering National, State, and Cluster levels, along with awards and outreach activities. NCC shows the highest engagement, particularly at the State and National levels, while NSS contributes significantly through national camps and structured activities. Ranger & Rover, though smaller in number, maintains consistent representation across all levels, including awards.

Consolidated Participation & Achievement Table

Unit	National Camps	RD Parade (National)	State Camps / Parades	Cluster Level Camps	Awards / Activities
NSS	7	1	11	—	11 activities

NCC	11	1	20	2	13 awards
Ranger & Rover	1	1	5	—	16 awards

National / RD Parade Participation :

- i. NCC (11 National Camps + 1 RDC) and NSS (7 National Camps + 1 RDC) ensure robust national-level visibility. Ranger & Rover participation in 1 National Camp and RDC further strengthens institutional representation.
- ii. State-Level Participation (Max 7 points – either i or ii)
NCC leads with 20 State Camps/Parades, followed by NSS with 11 and Ranger & Rover with 5, reflecting sustained engagement at the state level.
- iii. Awards Won (National / State / Cluster)

NCC: 13 awards, indicating competitive excellence.

Ranger & Rover: 16 awards, showing high performance relative to size.

NSS: 11 structured activities, contributing to social outreach and recognition.

The data reflects a balanced and high-impact participation ecosystem, with NCC excelling in scale, NSS in outreach, and Ranger & Rover in award efficiency—collectively fulfilling national, state, and cluster-level benchmarks effectively.

Anti-Drug Awareness Programmes: 10						
i. No. of awareness programmes organized	i. 4 and above=4; 3=3; 2=2; 1=1	04				
ii. % of students benefitted	ii. More than 50% =4	04				
iii. Counselling of suspected addicts	iii. 2	02				
Total Score		10				

i. **Number of Awareness Programmes Organized:** During the academic year, Government College Sanjauli organized a total of 10 Anti-Drug Awareness programmes, exceeding the prescribed benchmark. These included 06 activities by the Anti-Drug Abuse Committee, 02 by NSS, 01 by NCC, and 01 by the Red Ribbon Club. The programmes comprised oath-taking ceremonies, expert lectures, documentary screenings, interactive discussions, and sensitization drives conducted systematically throughout the year to ensure sustained awareness.

ii. **Percentage of Students Benefitted:** More than 70% of the total student population benefitted directly from these awareness initiatives. The college administration ensured compulsory participation, wide publicity through the college website, notice boards, and official WhatsApp groups, and inclusive engagement of students from all academic streams, thereby achieving coverage well above the 50% benchmark.

iii. **Counselling of Suspected Addicts:** The institution has established a confidential counseling and support mechanism for students suspected of substance use. A limited number of students received individual counseling by trained professionals in a non-judgmental environment, with emphasis

on rehabilitation and well-being. Regular follow-up and continued access to counseling services were ensured, reflecting the college's proactive and compassionate approach.

Through structured awareness programmes, high student participation, and a functional counseling system, Government College Sanjauli has demonstrated a strong institutional commitment to maintaining a drug-free, healthy, and disciplined campus, fully meeting and exceeding the evaluation criteria.

Gender Equity = 10				
i. No. of health/sensitization programmes organized	i. 3 and above =3; 2=2; 1=1	03		
ii. % of students benefitted	ii. More than 20% =3; 11-20 =2	03		
iii. Women anti sexual harassment committee constituted as per norms	iii. Yes =2	02		
iv. Grievances redressal as per timeline	iv. Yes =2	02		
Total Score		10		

Government College Sanjauli accords high priority to gender equity and has institutionalized multiple mechanisms to promote awareness, safety, and inclusiveness on campus.

i. Number of Health / Sensitization Programmes Organized: During the academic year, the college organized 04 health and gender sensitization programmes, thereby meeting the criterion of three or more programmes. These included seminars, workshops, and expert lectures focusing on women's health, gender equality, mental well-being, prevention of gender-based violence, and gender sensitivity.

ii. Percentage of Students Benefitted: More than 65% of the student population benefitted from these programmes. The sessions were open to all students across streams and ensured broad participation, well above the prescribed benchmark of 20%, thereby fostering a shared understanding of gender equity and respectful conduct.

iii. Women Anti-Sexual Harassment Committee Constituted as per Norms: The college has constituted a Women Anti-Sexual Harassment / Women Grievance Redressal Cell in accordance with UGC guidelines and the Vishakha Guidelines. The committee includes staff and student representatives and functions with a clearly defined mandate to prevent and address sexual harassment on campus.

iv. Grievance Redressal as per Timeline: A structured and time-bound grievance redressal mechanism is in place. Complaints are received confidentially, examined by the committee, and resolved within the stipulated timeframe, with due emphasis on confidentiality, fairness, and counseling support wherever required.

Through regular sensitization programmes, wide student coverage, and a functional, norm-compliant grievance redressal system, Government College Sanjauli effectively fulfills all parameters related to Gender Equity, ensuring a safe, inclusive, and equitable academic environment.

8.	Mentor-Mentee Groups: Sessions conducted per group students	4 and more sessions =10; 3=8; 2=5; 1=3	10			
Total Score		10				

At the Centre of Excellence, Government College Sanjauli, Shimla, the Mentor–Mentee Programme is a structured institutional mechanism designed to provide sustained academic, emotional, and career-related support to students through regular faculty interaction.

Mentor–Mentee Groups and Sessions Conducted

Each faculty member is assigned a small group of students to ensure individualized attention and effective mentoring. During the academic session, a minimum of four mentor–mentee sessions per teacher were formally scheduled and conducted. In several cases, faculty members conducted more than four sessions based on student needs.

Total sessions allotted: 04 per group (with additional sessions by some mentors)

Mode: Group interaction with scope for individual guidance

Eligibility linkage: Mentor–mentee interaction record maintained on the student identity card; completion is mandatory for eligibility to appear in the annual examination.

Nature and Focus of Sessions:

Mentor–mentee meetings focused on:

- Monitoring academic performance and attendance
- Guidance on study skills, time management, and examination preparedness
- Career orientation and goal setting
- Emotional well-being, stress management, and personal concerns

The programme promotes a non-judgmental, supportive, and confidential environment, enabling students to freely discuss academic and personal challenges.

Institutional Distinctiveness: A unique feature of the programme is the mandatory documentation of mentor–mentee interactions on the student identity card, duly signed by mentors after each session, ensuring accountability and regular participation.

Through structured mentoring and regular engagement, the programme has significantly contributed to student retention, academic confidence, emotional resilience, and holistic development, strengthening a culture of care and shared responsibility within the institution.

9.	Coaching for National Level competitive exams/HAS	10	10			
Total Score		10				

Government College Sanjauli places strong emphasis on coaching and academic support for National and State-level competitive examinations, including HAS/IAS and national postgraduate entrance tests, to enhance students' career prospects and academic mobility.

The college organized free coaching and guidance classes for competitive exams, aimed particularly at motivating and supporting students from diverse socio-economic backgrounds. Faculty members provided orientation on examination patterns, syllabus coverage, preparation strategies, and answer-writing skills.

Total students enrolled: 30

Mode: Free coaching and mentoring

Coaching for IIT-JAM and University Entrance Examinations

The Department of Mathematics and Department of Physics conducted 20-day intensive coaching programmes (each) for students preparing for IIT-JAM and other university entrance examinations for admission to M.Sc. Mathematics and related disciplines. These sessions focused on conceptual clarity, problem-solving techniques, and examination readiness.

Mock Test and Specialized Coaching – GAT-B

The Department of Chemistry, Government College Sanjauli, organized a mock test on 18 February 2025 for B.Sc. 3rd-year students. The test was conducted by Dr. Poonam Sharma, Associate Professor, JUIT Waknaghat, for the GAT-B (Graduate Aptitude Test – Biotechnology), which facilitates admission to PG programmes with a monthly fellowship of ₹5,000.

Student participation: Approximately 60 students

These initiatives reflect the institution's commitment to academic excellence, competitive preparedness, and career advancement. Through structured coaching, expert interaction, and mock testing, students were equipped with the necessary skills and confidence to compete in national-level examinations, particularly benefitting first-generation learners and economically weaker sections.

10.	Remedial Classes/Bridge Courses % of student benefitted	i. >20% =10 ii. 16-20% = 8 iii. 11-15% = 6 iv. 6-10% = 4	10			
	Total Score		10			

The Remedial Classes Programme at Government College Sanjauli is implemented to improve the academic performance of slow learners, identified on the basis of continuous classroom assessment and internal/house examination results. Identified students are supported through structured remedial teaching and peer-learning, wherein advanced learners assist them under close faculty supervision, fostering collaborative learning and confidence-building.

During the session, remedial classes were conducted for a duration ranging from 10 to 22 days, depending on subject requirements. The syllabus was systematically revised through concept clarification, guided discussions, and practice-based exercises, with teachers actively mentoring and motivating students. Attendance and progress records are duly maintained in departmental registers to ensure transparency and accountability.

Student Coverage: More than 20% of the enrolled students.

Overall, the programme effectively bridged learning gaps, enhanced examination readiness, and promoted inclusive academic growth by ensuring that a substantial proportion of students received targeted academic support.

11.	Capacity Building of students=20					
	i. Life skills sessions (Yoga< martial Arts, Problem solving, Critical thinking, Decision making, Effective communication skills, coping with stress and emotions etc.)	= 10	10			
	ii. Language development programmes	= 10	10			
	Total Score		20			

The college adopts a structured and inclusive approach to capacity building, aiming to nurture well-rounded graduates equipped with essential life skills, communication competence, and emotional resilience. Through a wide spectrum of workshops, training programmes, conferences, field visits, cultural activities, and discipline-specific initiatives conducted throughout the academic year, students are systematically exposed to experiential learning, leadership development, and professional preparedness.

i. Life Skills Sessions

The institution places strong emphasis on developing core life skills such as problem-solving, critical and analytical thinking, decision-making, stress management, teamwork, leadership, and emotional intelligence. These competencies are cultivated through interdisciplinary academic activities, hands-on training, community engagement, and co-curricular platforms.

Key initiatives include:

Scientific temper and problem-solving skills through workshops and training programmes on biodiversity management, bio-resource documentation, molecular biology techniques, sustainable forestry, nursery management, and environmental conservation.

Critical thinking and decision-making fostered via participation in national and international conferences, research presentations, debates, quiz competitions, disaster risk reduction programmes, and National Science Day celebrations.

Stress management, emotional resilience, and self-confidence strengthened through cultural activities such as one-act plays, theatre workshops, skits, youth day celebrations, sports events, and personality development programmes.

Leadership, teamwork, and community engagement promoted through field surveys, educational visits to universities and research institutes, disaster awareness activities, women cell programmes, and outreach initiatives.

Professional and technical life skills enhanced through Mathematics Training and Talent Search Programmes (MTTS), MATLAB and R-software training, IIT-JAM coaching, industrial visits, entrepreneurship-oriented exposure, and skill-based science workshops.

These initiatives collectively enable students to handle academic and personal challenges effectively while developing adaptability, responsibility, and social awareness.

ii. Language Development Programmes (10)

The college undertakes sustained efforts to enhance language proficiency, communication skills, and expressive abilities, ensuring students are articulate, confident, and professionally competent.

Major interventions include:

Public speaking, presentation, and articulation skills developed through seminars, conferences, debates, PPT presentations, invited lectures, and academic competitions across disciplines.

Written and verbal communication skills strengthened via research paper presentations, report writing during field visits and training programmes, documentation exercises, and project-based learning.

Language confidence and interpersonal skills nurtured through cultural platforms such as plays, skits, theatre club activities, Hindi Diwas, English Department functions, youth festivals, and inter-college events.

Professional communication and academic discourse promoted through participation in national-level training programmes (MTTS, ICTS, IITs, IISERs), collaborative academic visits, and interdisciplinary conferences.

Inclusive language development ensured by engaging students from diverse streams in bilingual and multilingual activities, enhancing clarity of expression, teamwork, and audience interaction.

Through these structured language development initiatives, students gain confidence in academic communication, professional interaction, and social engagement.

Outcome: By integrating life skills education with language development programmes, the institution ensures holistic capacity building. Graduates emerge as confident communicators, critical thinkers, emotionally resilient individuals, and socially responsible citizens, well-prepared for higher education, employment, and community leadership.

12.	Career Counselling & Placement Cell = 20				
	i. No. of Career Counseling Sessions organized for each group of students	i. More than 5 = 6; Less than 5 = 4	6		
	ii. Number of Placement Drives	ii. More than 2 = 4; Less than 2 = 2	4		
	iii. Self-Employment Modules Organised	iii. Yes = 4; No= 0	4		
	iv. No. of students benefitted	iv. More than 50% = 6; less than 50% = 4	6		
Total Score		20			

The Career Counselling, Guidance and Placement Cell of Government College Sanjauli functions as a structured support mechanism to enhance students' career awareness, employability, placement readiness, and entrepreneurial orientation. Through systematic counselling sessions, placement drives, and self-employment modules conducted throughout the academic year, the Cell ensures informed career decision-making and smooth transition from education to employment or self-employment.

i. Number of Career Counselling Sessions Organised

- Total 13 career counselling sessions were organised during the assessment period.
- Sessions were discipline-specific and cross-disciplinary, catering to students from B.A., B.Sc., B.Com., BCA, B.Voc., and PG programmes.
- Major themes included:
- Career opportunities in defence services (Indian Air Force – Agniveervayu, Medical Assistant posts)
- Emerging technologies (AI, Robotics, Drone Technology, Cyber Security, IT)
- Resume writing, interview skills, and employability skills
- Civil services, competitive examinations (IAS/IAS, GAT-B, IIT-JAM)
- Higher education pathways after BCA, Commerce, and Science streams
- Internship opportunities (Prime Minister's Internship Scheme)

More than 600 students participated across these sessions, indicating wide institutional coverage.

ii. Number of Placement Drives Conducted

- Two formal placement drives were organized, primarily through the B.Voc. and allied programmes.
- Hiring agencies included Arvind Fashion Pvt. Ltd., hospitality groups, IT-enabled services, and private sector employers.
- 17+ students secured placements in sectors such as:
- Hospitality (The Lalit, Oberoi, Radisson Red, Orchid)
- IT/PGDCA-related services
- HR and service sector roles
- Defiance services and allied employment

Placement outcomes were supported with documented offer details, joining dates, and salary structures.

iii. Self-Employment Modules Organised

The college actively promotes entrepreneurship and self-employment through structured modules and exposure-based learning.

Key initiatives include:

PM Kaushal Kendra – Graphic Design Course: 70 students selected after counselling (AI tools, digital illustration, design software).

Entrepreneurship and Financial Literacy Lectures: Corporate culture, startup finance, marketing strategies, and business planning.

Skill Development Workshops: Conducted in collaboration with BIC-HPU, St. Bede's College, ICA Institute, and industry experts.

Sector-specific self-employment exposure:

- GIS & Remote Sensing (Geography field survey – Bagha Sarahan)
- Bio-fertilizers and forestry-based livelihood training (HFRI)
- Commerce and IT-related career diversification

These modules successfully instilled entrepreneurial thinking and alternative career planning among students.

iv. Number of Students Benefitted: More than 600 students, representing well over 50% of the enrolled student strength, benefitted from:

- Career counselling sessions
- Placement drives
- Self-employment and entrepreneurship modules
- Tangible outcomes include:
- Direct job placements
- Enrollment in skill-based certification programmes
- Enhanced readiness for competitive examinations
- Increased interest in startups, internships, and self-employment avenues

Score Summary			
Component	Maximum Marks	Status	Marks Claimed
Career Counselling Sessions	6	More than 5	6
Placement Drives	4	2 Drives	4
Self-Employment Modules	4	Yes	4
Students Benefitted	6	>50%	6
Total	20		20 / 20

The Career Counselling & Placement Cell of Government College Sanjauli demonstrates a robust, outcome-oriented approach toward career preparedness. Through sustained counselling, meaningful placement opportunities, and strong emphasis on self-employment and skill development, the Cell significantly enhances student employability, career clarity, and economic independence.

13.	Student Progression = 30				
	i. % of Students opted for higher education	i. >50% =10; 30-50% =8; 20-30% =6; upto 20% =4	10		
	ii. No. of students who cleared National Level Exams (IAS, CDS, OTA, JAM, NET etc.) and HAS, A.P. through HPPSC	ii. 5.0 x No. of students (Max. 20 points)	20		
Total Score		30			

Government College Sanjauli demonstrates a strong commitment to student progression by facilitating pathways to higher education and encouraging excellence in national-level competitive examinations. The academic ecosystem, mentoring support, and skill-oriented learning have resulted in measurable outcomes in terms of higher education enrollment and success in prestigious examinations.

i. Approximately >50% of the graduating students from the college have progressed to higher education after completing their undergraduate programmes. Students have enrolled in:

- Master's programmes (Arts, Commerce, Science)
- Professional and skill-based postgraduate courses
- Central and state universities
- Specialized training and research-oriented programmes

This progression reflects the institution's strong academic base, effective mentoring, and aspirational learning environment that motivates students to pursue advanced qualifications and improved career prospects.

Academic Excellence at University Level

The quality of academic progression is further evidenced by top university rankings secured by students in the Himachal Pradesh University Undergraduate Examination (2024–25):

S. No.	Name	Course	Achievement
1	Ankita	B. Com III Year	1st Rank (Overall HPU UG Examination)
2	Shivangi Salathia	B. Com III Year	3rd Rank
3	Shagun Singh	B. Com III Year	5th Rank
4	Shagun Chandel	B. Com III Year	5th Rank
5	Muskaan	B. Com III Year	10th Rank

These results underline the institution's effectiveness in preparing students for academic distinction and higher studies.

ii. Students Clearing National Level Examinations

Students of Government College Sanjauli have demonstrated outstanding performance in national-level competitive examinations, reflecting academic rigor, mentoring support, and focused preparation.

Details of National-Level Qualifications:

Examination	Number of Students Qualified
UGC-NET / JRF	2
IIT-JAM	8
CDS	1
GATE	1
Central University PG Admission	1
NET-JRF with National Rank	1

Himanshu Sharma (B.Sc. Chemistry – Skill) secured All India 3rd Rank in NET-JRF (Chemistry) and also qualified GATE.

Multiple students from Mathematics and Physics (Skill courses) qualified IIT-JAM, enabling entry into premier institutions such as IITs and central universities.

Students qualified CDS and gained admission to postgraduate programmes in central universities.

Government College Sanjauli exhibits a strong and measurable record of student progression. A substantial proportion of students advance to higher education, while a significant number succeed in national-level competitive examinations such as NET-JRF, IIT-JAM, CDS, and GATE. These outcomes affirm the institution's academic quality, mentoring effectiveness, and commitment to student success.

14.	No. of Co-curricular & Sports Activities organized: 25			
	i. Inter-university Events (Zonal/National)	=10	10	

	ii. Inter-College events	=6	06		
	iii. Intra-College events	= 3 each (Max. 9)	09		
	Total Score			25	

Government College Sanjauli actively promotes holistic student development through systematic organization of co-curricular and sports activities at inter-university, inter-college, and intra-college levels. These activities foster physical fitness, teamwork, leadership, intellectual engagement, and competitive spirit among students.

i. Inter-University Events (Zonal / National)

The Department of Physical Education conducted student trials in multiple sports disciplines—Judo, Kabaddi, Chess, Cycling, Taekwondo, Table Tennis, Volleyball, Wrestling, Wushu, Shooting—to select and prepare students for HPU Inter-College and Inter-University Sports Tournaments.

The Department of Mathematics organised a Two-Day MTTS (Mathematics Training and Talent Search) Overture Camp (26–28 November 2024), which is a national-level academic enrichment programme under the aegis of MTTS.

Participation from 15 institutions of Himachal Pradesh

Renowned national-level academicians from IIT Guwahati, IISER Mohali, Shiv Nadar University, and Hyderabad served as resource persons.

88 student participants and 12 teachers benefitted from this inter-university academic platform.

These initiatives provided students with exposure to national-level competition, academic networking, and performance benchmarking.

ii. Inter-College Events

Inter-College Badminton Championship (Men) organised by the Department of Physical Education from 22–25 October 2024, with participation from various colleges affiliated to Himachal Pradesh University.

The MTTS Overture Camp also functioned as an inter-college academic event, bringing together students and faculty from multiple institutions across the state.

These events enhanced inter-institutional interaction, competitive exposure, and collaborative learning.

iii. Intra-College Events

The college organized several intra-college activities to ensure mass student participation:

Kabaddi Inter-House/Class Tournament organized on 20 August 2024, promoting teamwork, physical fitness, and sportsmanship.

Badminton Tournament for Teaching and Non-Teaching Staff organised in September 2024, fostering institutional bonding and wellness culture.

Student Selection Trials conducted within the college campus for various sports disciplines, serving as structured intra-college competitive activities.

Government College Sanjauli demonstrates a robust and balanced approach to co-curricular and sports engagement. Through well-structured inter-university academic programmes, inter-college sports competitions, and multiple intra-college activities, the institution ensures comprehensive physical, intellectual, and social development of students.

15.	Annual Prize Distribution Function Organised : (Y/N)	Yes-10 No=0	10
		Total Score	10
16.	College Magazine Published: (Y/N)	Yes-10 No=0	10
		Total Score	10
17.	College website updated regularly or not	Yes-10 No=0	10
		Total Score	10
Total Score of Criteria 2:			280/280

Criterion 3

Infrastructure & Resources (Score 160): Claimed = 160

Sr. No.	Activity	Distribution of Scores	Marks Claimed	Agreed/ Disagreed	Reason if Disagreed	Score after verification
1.	Classrooms Classrooms well maintained	Yes-10	10			
		No = 0				
Total Score			10			

3.1 Government College Sanjauli has developed a robust and discipline-specific classroom infrastructure with a strong emphasis on ICT-enabled teaching–learning. The institution has systematically upgraded its classrooms into smart classrooms to support blended pedagogy, digital content delivery, and interactive learning across Arts, Commerce, Science, Professional, and Vocational programmes.

The Arts Block comprises classrooms from Room No. 01 to Room No. 10, which are primarily used for undergraduate teaching in humanities and social sciences. Among these, Room No. 09 and Room No. 10 are fully functional smart classrooms, equipped with digital teaching aids to facilitate ICT-enabled instruction, presentations, and interactive classroom engagement.

The Commerce Block houses classrooms Room No. 16 to Room No. 18, all of which are smart classrooms. These classrooms support undergraduate and postgraduate teaching in Economics subject and are extensively used for presentations, case-study-based learning, and digital teaching methods.

The institution has established dedicated smart classrooms for several departments to address discipline-specific pedagogical requirements. These include Computer Science, Mathematics, Geography (along with its laboratory), Music (Instrumental), Music (Vocal), Psychology, and Journalism. These smart classrooms support subject-oriented teaching, demonstrations, audio-visual learning, and specialized academic activities.

The Science Block is equipped with department-specific smart classrooms for, Physics, Chemistry, Zoology, Botany, Environmental Sciences, and Geology. These smart classrooms complement laboratory-based instruction by enabling the use of simulations, digital models, presentations, and multimedia resources for enhanced conceptual understanding.

In addition, BCA, PGDCA, BBA, and B.Voc. Programmes have their own dedicated smart classrooms (Room No. 9, to Room No. 15), aligned with professional and skill-based education requirements. These classrooms are regularly used for ICT-assisted teaching, hands-on learning, presentations, and technology-enabled instruction.

Overall, the extensive availability of smart classrooms across academic blocks ensures effective integration of technology in pedagogy and reflects the institution's sustained commitment to strengthening teaching–learning infrastructure during the academic year 2024–25

2.	Library Facilities = 25	
	i. Whether adequate print books available ii. Whether daily newspaper (minimum 5), magazines (minimum 3), and journals (minimum 3) available iii. Whether access to e-resources available iv. Seating Capacity in the Library v. Usage of library resources vi. Digital Library having at least 5 computer systems with internet facility	i. 500 books per hundred students = 3; Less than 500-1 ii. Yes = 3 No = 0 iii. Yes=3 iv. 10% or more of the student strength=4 v. 100% = 7 75%=5 50%=3 25%=1 vi. Yes=5
	Total Score	
	25	

3.2

i. Availability of Adequate Print Books (Marks: 03)

The college library possesses an adequate collection of 24,719 print books, catering to the curricular and research requirements of students and faculty across disciplines, thereby effectively supporting teaching–learning and research activities.

ii. Availability of Newspapers, Magazines, and Journals (Marks: 03)

The library subscribes to 16 daily newspapers, 15 magazines, and 13 research journals, which exceeds the prescribed minimum requirement and ensures access to current affairs, general knowledge, and discipline-specific scholarly content.

iii. Access to E-resources (Marks: 03)

The college library provides comprehensive access to e-books, e-journals, and other scholarly e-resources through INFLIBNET, N-LIST and ONOS. Faculty members and students can access these resources from academic departments, laboratories, hostels, and other campus locations via a campus-wide high-speed Wi-Fi network, using institutional credentials on official and personal devices, enabling round-the-clock access.

iv. Seating Capacity in the Library (Marks: 04)

The physical library is organized into two functional halls that facilitate circulation, reading, and academic use by students and faculty members. Further, the Language Lab and DIT Lab are used as reading rooms. Moreover, the Departments of Hindi and English maintain a repository of books which are issued to the students and they read it in the Language lab.

v. Usage of Library Resources (Marks: 07)

The library infrastructure and services are optimally utilized by both faculty members and students for book circulation, reference, reading, and digital access. The routine use of print and electronic resources reflects effective integration of library services into the academic ecosystem of the institution.

vi. Digital Library with Internet-enabled Computer Systems (Marks: 05)

The college has developed a well-equipped Digital Library with 30 computer systems, far exceeding the minimum requirement of five systems. These computers are internet-enabled and support access to online academic resources, e-books, e-journals, and digital learning materials for students' academic preparation and research work.

3.	ICT Facilities i. No. of Interactive Panels/ Virtual Classrooms/ Multimedia Projectors/K-Yan ii. % of teachers using ICT facilities iii. No. of students benefitted from ICT facilities iv Internet Connections - Leased Line. Fibre Network/ Wi-Fi campus (Yes/No) v. Use of ICT facility	i. 5 or more = 5; 4 = 4; 3 = 3; 2 = 2; 1 = 1 ii. >50% = 5; <50% = 0 iii. >50% = 5; <50% = 0 iv. Yes = 5 v. 100% = 5 75% = 4 50% = 3 25% = 2 <25% = 0	i) 05 ii) 05 iii) 05 iv) 05 v) 05
	Total Score		25

3.3 ICT Facilities**i. Number of Interactive Panels / Virtual Classrooms / Multimedia Projectors / K-Yan (Marks: 05)**

The institution is well equipped with multiple ICT-enabled teaching tools, including 16 interactive panels, virtual classroom facilities, multimedia projectors, and 03 K-Yan systems, which collectively support technology-driven teaching–learning processes and innovative pedagogical practices.

ii. Percentage of Teachers Using ICT Facilities (Marks: 05)

80% percentage of faculty members regularly utilize ICT facilities in their teaching practices. Most teachers integrate smart boards, multimedia projectors, digital learning content, and online platforms into classroom instruction to enhance student engagement and learning outcomes.

iii. Number of Students Benefited from ICT Facilities (Marks: 05)

100% students benefit from the institution's ICT-enabled academic environment. Access to smart classrooms, digital content, virtual learning tools, and interactive teaching methodologies has substantially enriched the overall learning experience of students across programmes.

iv. Internet Connections – Leased Line / Fiber Network / Wi-Fi Campus (Yes/No) (Marks: 05)

Yes. The institution is supported by a reliable high-speed internet connection through leased line/fiber network, and the entire campus is Wi-Fi enabled, ensuring uninterrupted internet access for students and staff.

v. Use of ICT Facilities (Marks: 05)

ICT facilities are extensively and effectively used for classroom teaching, academic presentations, access to e-resources, online learning platforms, and blended learning practices, thereby strengthening the quality of teaching, learning, and academic administration.

Facilities for Specially-abled Students:4						
4.	i. Ramps/Wheel chairs/Support railing ii. Separate Washrooms	i. Yes = 2 ii. Yes = 2	02 02			
	Total Score		04			

3.4. Facilities for Specially-abled Students at Government College Sanjauli

Government College Sanjauli is committed to creating an inclusive and accessible environment for all students, including those with special needs. The college has implemented several facilities to ensure that specially-abled students can navigate the campus and participate in academic activities with ease and dignity.

i. Ramps, Wheelchairs, and Support for Ailing Students: The campus is equipped with ramps at key entry points and buildings, ensuring smooth access to classrooms, labs, and administrative offices for specially-abled students. These ramps are designed to be wheelchair-friendly, facilitating movement across different areas of the campus. The college also provides wheelchairs and necessary support to ailing students or those who may require assistance in moving around.

- Ramps are available at all major buildings, ensuring barrier-free access to academic facilities.
- Wheelchairs are available on request for students who may need assistance with mobility.
- The college administration and staff are committed to offering support to ailing students, ensuring their comfort and accessibility throughout their time on campus.

ii. Separate Washrooms: To further support the needs of specially-abled students, Government College Sanjauli has made provisions for separate washrooms that are designed to be accessible and user-friendly. These washrooms are located in convenient areas, ensuring easy access for specially-abled students.

By providing these facilities, Government College Sanjauli demonstrates its dedication to fostering an inclusive and supportive educational environment where all students, regardless of their physical abilities, can thrive and achieve their academic goals

5.	Sports Facilities: i. No. of games / sports activity conducted ii. Indoor sport facilities iii. Adequate sport equipment iv. Gymnasium (Operational)	i. More than 5 = 8; Less than 5 = 4 ii. Yes = 4 iii. Yes = 4 iv. Yes = 4	08 04 04 04	20		
	Total score					

3.5 Sports Facilities at Government College Sanjauli

- i. **Number of Games / Sports Activities Conducted (Score: 8 – More than 5):** Government College Sanjauli conducts more than five sports activities regularly, including Kabaddi, Badminton, Athletics, Table Tennis, Chess, Basketball, Volleyball, Cricket, Hockey, and Football. The college organizes inter-departmental, inter-college, and state-level tournaments, providing ample opportunities for student participation and competitive exposure.
- ii. **Indoor Sports Facilities (Score: 4 – Yes):** The college provides adequate indoor sports facilities for Chess, Badminton, Table Tennis, Kabaddi, Wrestling, and Boxing, enabling students to continue sports activities throughout the year irrespective of weather conditions.
- iii. **Adequate Sports Equipment (Score: 4 – Yes):** The institution possesses adequate and well-maintained sports equipment for all major indoor and outdoor games, including protective gear for contact sports, ensuring safe and uninterrupted participation by students.
- iv. **Gymnasium (Operational) (Score: 4 – Yes):** The college has a fully operational gymnasium equipped with cardio machines, strength-training equipment, and functional fitness facilities, accessible to students for regular physical training and overall well-being.

6.	Auditorium/Hostels/Seminar Quarters	Hall/Staff	Auditorium= 4 Hostel = 4 (2 Points for each hostel) Staff Quarters= 4 Seminar Hall = 4	04 04 04 04
		Total Score		16

2.6 Infrastructure at Government College Sanjauli(Auditorium / Hostels / Seminar Hall / Staff Quarters)

- i) **Auditorium (Score: 4):** Government College Sanjauli has a fully equipped auditorium with a seating capacity of approximately 1,000 persons, which is extensively used for seminars, conferences, cultural programmes, workshops, guest lectures, and institutional events. The auditorium is supported by modern audio-visual systems, multimedia projectors, sound, and lighting arrangements, facilitating both academic and co-curricular activities
- ii) **Hostels (Score: 4):** The college provides student hostel facilities, including Two Boys' Hostel with accommodation for about 150 students, offering a safe, hygienic, and disciplined residential environment. The hostel is well-ventilated and equipped with essential amenities such as clean drinking water, common areas, study spaces, and adequate security arrangements, ensuring a conducive living–learning atmosphere.
- iii) **Staff Quarters (Score: 4):** The college does not have sufficient dedicated staff quarters in adequate numbers. However, a few residential units within the hostel premises are being utilized as staff quarters to address limited accommodation needs. These units are maintained with basic amenities and provide convenient on-campus residential support to the concerned staff members.

iv) **Seminar Hall (Score: 4):** The institution has a well-furnished seminar hall with a seating capacity of around 150 participants, equipped with multimedia projectors, sound systems, and comfortable seating arrangements. The hall is regularly utilized for academic seminars, faculty meetings, workshops, guest lectures, paper presentations, and departmental conferences.

7.	i. Laboratories with adequate equipment according to syllabi ii. Usage of available Lab infrastructure	i. Yes = 10 ii. 100% = 10 75% = 6 50% = 5 25% = 3 <25% = 0	10 10
	Total Score		20

3.7 Laboratory Facilities at Government College Sanjauli

i. Laboratories with Adequate Equipment According to Syllabi (Score 10)

Government College Sanjauli has well-equipped laboratories across all relevant departments, designed in accordance with the prescribed university syllabi. Each laboratory is provided with adequate and modern equipment, instruments, chemicals, software, specimens, and learning tools, enabling students to perform all required practicals, experiments, and skill-based activities. The laboratories are periodically updated and maintained to ensure curricular relevance, functional efficiency, and safety compliance, thereby effectively supporting practical learning and experimentation.

ii. Usage of Available Laboratory Infrastructure (Score 10)

The available laboratory infrastructure is optimally and regularly utilized for practical classes, skill training, project work, and academic enrichment across disciplines. Dedicated laboratories exist for Physics, Chemistry, Botany, Zoology, Geology, Geography, Psychology, Computer Science (BCA/PGDCA), B.Voc (Hospitality and Tourism), Commerce and Management, and Music (Vocal and Instrumental). Students actively use these laboratories for hands-on experiments, simulations, field-based analysis, technical training, and performance practice, ensuring effective integration of theory with practice. The high frequency and diversity of laboratory usage reflect the institution's strong emphasis on experiential learning.

8.	I. Adequate numbers of computers ii. Usage of computer hardware	i. One system per 30 students = 5; 31-40 = 3; 41-50 = 2; more than 50 = 1 ii. 100% = 5; 75% = 3; 50% = 2; 25% = 1 <25% = 0	05 05
	Total Score		10

Computer Facilities

i. Adequate Number of Computers: (Score as per criterion: One system per 30 students – 5 marks) Government College Sanjauli maintains an adequate and institution-wide availability of computer systems, with a total of 287 functional computers deployed across academic laboratories, departments, library facilities, student support units, and administrative offices. Considering the overall student strength, the institution meets the benchmark of one computer system per 30 students, thereby qualifying under the highest grading slab as per the prescribed norm.

ii. Usage of Computer Hardware (Score as per criterion: 100% usage – 5 marks)

The computer hardware available in the institution is fully and effectively utilized (100%) for teaching–learning processes, practical and skill-based training, programming and computational work, digital library access, research activities, e-content development, online academic platforms, examination-related work, and day-to-day administrative operations. All academic departments and support units regularly use ICT facilities, ensuring optimal utilization without redundancy or underuse.

9.	Canteen, Staff Room/Faculty Room, Space for NCC, NSS, Rangers & Rovers, Examination Room, Medical Care Facilities	2 points per facility (Max 10)	10
	Total Score		10

3.9 Facilities at Government College Sanjauli: (Canteen, Staff Room/Faculty Room, NCC–NSS–Rangers & Rovers, Examination Room, Medical Care Facilities)

1. Canteen (2 Points): Government College Sanjauli has a spacious, hygienic, and well-maintained canteen that provides nutritious and affordable food to students, faculty, and staff. The canteen offers a variety of vegetarian and non-vegetarian items, maintains strict hygiene standards, and has adequate seating arrangements, making it a comfortable space for refreshment and informal interaction.

2. Staff Room / Faculty Room (2 Points): The college provides designated staff and faculty rooms equipped with workstations, computers, internet connectivity, and comfortable seating. These spaces support academic preparation, research work, mentoring, and administrative coordination, while also promoting faculty interaction and collaborative academic culture.

3. Space for NCC, NSS, Rangers & Rovers (2 Points): Dedicated spaces are available for NCC, NSS, and Rangers & Rovers units, facilitating training, planning, record maintenance, and coordination of outreach and community service activities. These facilities support leadership development, discipline, social responsibility, and experiential learning among students.

4. Examination Room (2 Points) : The institution has a separate and secure Examination Room for the smooth conduct of internal assessments and university examinations. The room is equipped with computers, printers, and secure storage, ensuring confidentiality, systematic coordination, and efficient examination management.

5. Medical Care Facilities (2 Points): Government College Sanjauli provides basic medical care facilities on campus, including a first-aid room with essential medical supplies. In case of emergencies, the college maintains effective linkage with nearby hospitals, ensuring timely medical assistance for students and staff.

The availability of these essential facilities reflects the institution's commitment to student welfare, faculty support, academic integrity, and holistic campus development, thereby fulfilling the requirements for the maximum score of 10 points under this criterion.

10.	Documentation of Academic, co-curricular and extracurricular activities and achievement of students and staff on regular basis	Yes = 20 No=0	Yes = 20
Total Score		20	

Documentation of Academic, Co-curricular and Extracurricular Activities and Achievements :

Government College Sanjauli systematically documents and reports the academic, research, professional development, and extension-related achievements of both faculty and students.

Faculty Achievements: Faculty members actively participate in national and international conferences, presenting research across disciplines such as Sociology, History, Sciences, Humanities, Commerce, and Technology. During the reporting period, teachers delivered over 40 national and international paper presentations, completed Refresher Courses, Orientation Programmes, FDPs, workshops, and induction trainings, and contributed

to research publications including books and peer-reviewed papers. Several faculty members were involved in major funded research projects, patent grants, MoUs, and the establishment of advanced research laboratories.

Professional Development Initiatives: The college, through IQAC, organized institutional FDPs, while faculty members attended short-term and long-term FDPs, RCs, workshops, and AI-enabled pedagogy programmes at reputed national institutions including IITs, universities, and research institutes.

Student Achievements: Students demonstrated commendable performance in NCC, NSS, Rangers & Rovers, youth festivals, and academic competitions. Achievements include participation and awards at State and National NCC camps, Republic Day Camps, National Integration Camps, Youth Exchange Programmes, NET/UGC qualifications, IIT-JAM selection, and inter-college cultural festivals, securing multiple first, second, and third positions in debate, music, and performing arts.

Institutional Highlights: The college successfully organized international conferences, signed multiple MoUs for academic and research collaboration, inaugurated DBT-funded research facilities, and received recognitions, awards, patents, and student selections for higher education and leadership programmes.

Overall, Government College Sanjauli maintains structured, continuous, and verifiable documentation of academic excellence, research output, professional growth, and student accomplishments, reflecting a strong culture of quality assurance and institutional development.

Total Score of Criteria 3	160/160
----------------------------------	----------------

Criterion 4

Institutional Management (Score 220): Claimed= 210

Sr. No.	Activity	Distribution of Scores	Marks Claimed	Agreed/ Disagreed	Reason if Disagreed	Score after verification				
1.	Institutional Vision: i. Vision Document ii. Institutional Development Plan (IDP) iii. Plan of Action for above	6 points each x 3 =18	i. 06 ii. 06 iii. 06							
Total Score		18								
<p>i. Vision Document</p> <ul style="list-style-type: none"> • To transform Government College Sanjauli into a model institution of academic excellence through innovative, learner-centric teaching-learning practices. • To empower students intellectually and socially, enabling them to realize their full academic and personal potential. • To nurture ethical values, social responsibility, and democratic ethos among learners. • To promote holistic personality development through academics, sports, culture, and co-curricular engagement. • To preserve and promote cultural heritage while encouraging respect for diversity and local traditions. • To foster critical, independent, and innovative thinking, preparing students to function as confident and responsible citizens in a globalized world. 										
<p>ii. Institutional Development Plan (IDP)</p> <ul style="list-style-type: none"> • Preparation and implementation of a five-year Institutional Development Plan (2025–2029) aligned with NEP 2020. • Strategic focus on academic excellence, research promotion, and interdisciplinary learning. • Planned infrastructure augmentation, including Arts Block, Girls' Hostel, Professional Courses Block, and full classroom digitization. • Strengthening of ICT and digital initiatives, including campus-wide high-speed Wi-Fi and Learning Management Systems. • Emphasis on student support, progression, and employability through career guidance, internships, and industry linkages. • Commitment to sustainability, green practices, and environmental consciousness through audits, renewable energy use, and waste management. 										
<p>iii. Plan of Action for Vision and IDP</p> <ul style="list-style-type: none"> • Curriculum restructuring and CBCS implementation in line with NEP 2020, including interdisciplinary and skill-based courses. 										

<ul style="list-style-type: none"> • Faculty development initiatives through FDPs, workshops, and research mentoring to enhance teaching quality and innovation. • Phased infrastructure development with continuous monitoring of ongoing construction and modernization projects. • Strengthening of governance and administration through IQAC-led quality assurance, participatory decision-making, and staff training. • Enhanced student welfare mechanisms via NSS, NCC, Women Cell, mentoring systems, and grievance redressal structures. • Monitoring, evaluation, and feedback mechanisms through KPIs, annual reviews, stakeholder feedback, and mid-term corrective actions. 				
2.	IQAC: <ul style="list-style-type: none"> i. No. of meetings per Year ii. No. of programmes organized (Trainings, workshops, IPR, etc.) 	<ul style="list-style-type: none"> i. 4 meetings=6 3 meetings=4 ii. 2 per activity (Max.6) 	06 06	
Total Score				12

i. During the academic year 2024–25, the Internal Quality Assurance Cell (IQAC) of Government College Sanjauli conducted seven (07) formal meetings to ensure systematic planning, monitoring, and enhancement of academic and administrative quality.

These meetings focused on institutional academic planning, implementation and promotion of SWAYAM/NPTEL courses, preparation and timely submission of the Self-Assessment Report (SAR), and coordination related to the peer team/inspection visit. In addition, deliberations were held on Faculty Development Programmes (FDPs), outcome-based education, quality benchmarks, and overall academic governance of the institution. The meetings ensured participatory decision-making and alignment with NAAC and UGC quality parameters.

ii. During the reporting period, IQAC actively organized and coordinated quality-enhancing programmes aimed at faculty development and academic enrichment.

Major Programme Organised:

Faculty Development Programme (FDP): “Redefining Pedagogy: Legal Awareness, AI Integration, and Academic Integrity”

This FDP focused on strengthening pedagogical practices by integrating legal awareness in higher education, responsible use of Artificial Intelligence in teaching and learning, and academic integrity and ethics. The programme enhanced faculty competencies in contemporary pedagogical tools and reinforced compliance with academic and ethical standards.

Academic Collaboration under MoU:

IQAC also facilitated and monitored academic engagement under the MoU between Government College Sanjauli and Jaypee University of Information Technology (JUIT). A detailed report on the academic engagement of Dr. Hemant Sood was prepared and submitted, highlighting collaborative academic activities, knowledge exchange, and faculty interaction under the MoU framework.

Action Taken Report by IQAC for the Session 2024–25

The Internal Quality Assurance Cell (IQAC) of Government College Sanjauli continued to play a proactive role in strengthening academic quality, administrative efficiency, and institutional governance during the session 2024–25. In accordance with the action plan formulated at the

beginning of the academic year, IQAC undertook systematic initiatives aimed at enhancing teaching–learning processes, faculty development, student engagement, and compliance with national quality frameworks.

During the session, IQAC closely monitored academic planning and curriculum delivery, ensuring timely completion of syllabi and effective implementation of outcome-based education. Special emphasis was laid on the promotion of SWAYAM and NPTEL courses, encouraging faculty and students to integrate online learning resources into regular academic practice.

A significant focus of IQAC activities during 2024–25 was the preparation, documentation, and submission of the Self-Assessment Report (SAR). IQAC coordinated with all departments and committees to compile, verify, and streamline qualitative and quantitative data. The Cell also facilitated institutional readiness for the inspection/assessment visit, ensuring availability of documentation, infrastructure preparedness, and stakeholder coordination.

IQAC actively supported faculty capacity building through the organization of quality-oriented programmes. A major initiative during the session was the Faculty Development Programme (FDP) titled “Redefining Pedagogy: Legal Awareness, AI Integration, and Academic Integrity”, which enhanced faculty awareness of contemporary pedagogical practices, ethical standards, and the responsible use of emerging technologies in higher education.

In addition, IQAC monitored and documented academic collaborations under the MoU with Jaypee University of Information Technology (JUIT). A detailed report on the academic engagement of Dr. Hemant Sood was prepared and submitted, highlighting collaborative teaching–learning initiatives and knowledge exchange.

Overall, the actions undertaken by IQAC during the session 2024–25 reflect the institution’s sustained commitment to quality enhancement, continuous improvement, and alignment with NAAC and UGC quality benchmarks. The Action Taken Report serves as a testimony to the effective functioning of IQAC in steering Government College Sanjauli towards academic excellence and institutional growth.

3.	Management of Institutional Funds: i. Funds (BF, AF, PTA etc.) used/spent for Institutional Development/ student welfare) ii. Periodic audit iii. Settlement of bills/advances within a specified time frame.	i. utilized >90% of the funds collected annually -10; 71-90%-8; 51-70%-6; 31-50%-4; <30%-0. ii. Yes=2 iii. Yes=4	10 02 04
Total Score			16

i. Utilization of Funds for Institutional Development and Student Welfare: Government College Sanjauli ensures optimal and need-based utilization of institutional funds, including the Building Fund (BF), Amalgamated Fund (AF), and Parent–Teacher Association (PTA) Fund, strictly in accordance with prescribed financial norms.

Building Fund (BF) is utilized for infrastructure development such as renovation of classrooms, upgradation of laboratories, maintenance of buildings, and strengthening of ICT facilities.

Amalgamated Fund (AF) is used for student welfare initiatives including sports and cultural activities, organization of seminars/workshops, academic enrichment programmes, and financial assistance to deserving students.

PTA Fund supports student-centric activities, minor infrastructure requirements, medical assistance, and co-curricular programmes decided in consultation with parents and stakeholders.

More than 90% of the funds collected annually are utilized effectively for institutional development and student welfare, ensuring maximum benefit to students and academic activities.

Score claimed: 10

ii. Periodic Audit of Institutional Funds: All institutional funds are subject to regular internal audits and external audits by authorized government agencies. Audit reports are properly maintained, and all observations are complied with in a timely manner, ensuring transparency and financial accountability.

iii. Settlement of Bills and Advances within Specified Time Frame: The college follows a well-defined and time-bound mechanism for settlement of bills and advances. Payments to vendors, service providers, and contractors are cleared promptly, and advances issued for academic or administrative activities are settled within the stipulated period upon submission of required documents.

This structured and transparent financial management system reflects the institution's commitment to good governance, fiscal discipline, and efficient utilization of resources.

4.	Grievance Redressal of Students and Employees i. Redressal within week ii. Redressal within month iii. No redressal	10 4 NIL	10
	Total Score		10

Government College Sanjauli has an effective and well-structured grievance redressal mechanism in place for both students and employees, functioning under the supervision of the Principal and in compliance with UGC guidelines. The system operates through duly constituted Students' Grievance Redressal Cell, Women Redressal Cell, and SC/ST/OBC/Minorities Grievance Redressal Cell, ensuring timely, fair, and confidential resolution of grievances.

1. Students' Grievance Redressal Cell (SGRC): Addresses academic and administrative grievances such as admissions, internal assessments, examinations, grading, faculty or staff conduct, infrastructure, water, sanitation, and related issues.

Grievances may be submitted in writing, through online grievance forms, or via suggestion/complaint boxes available on campus.

Ensures confidentiality, impartial inquiry, and timely resolution.

2. Women Redressal Cell: Committed to empowering women students and staff by addressing issues related to gender sensitivity, harassment, discrimination, and safety.

Conducts awareness programmes on women's legal rights, gender equality, and justice.

Acts as a preventive and corrective body to promote a safe and inclusive campus environment.

3. SC/ST/OBC/Minorities Grievance Redressal Cell: Caters specifically to grievances of students belonging to SC/ST/OBC and minority communities. Ensures proper implementation of reservation policies, academic and social integration, counseling support, and removal of difficulties faced by students from reserved categories.

Addresses issues related to fees, scholarships, welfare schemes, and institutional support.

Procedure for Filing a Grievance

- Identify the Issue – Academic, administrative, gender-related, or welfare/reservation-related.
- Submit the Grievance in Writing – With relevant details and supporting documents, if any.
- Approach the Appropriate Cell – Through the convener, college website, or Principal's office.
- Use Institutional Platforms – Online grievance portal, suggestion boxes, or official complaint channels (including CM Helpline, where applicable).

ii. Redressal within One Month

Grievances that require detailed examination, committee deliberation, or consultation with external authorities are resolved within one month. These include sensitive cases related to welfare, gender issues, or policy interpretation.

iii. No Redressal – Nil (0 Marks)

There are no pending or unresolved grievances. All complaints received are systematically recorded, processed, and disposed of within the prescribed time frame.

The grievance redressal system at Government College Sanjauli demonstrates the institution's strong commitment to responsive governance, transparency, and stakeholder satisfaction, ensuring a supportive and harmonious academic environment.

5.	Green and Clean Campus: i. Green initiatives of institution (at least 3) ii. Cleanliness in washroom, buildings/campus	i. 6 ii. Excellent=10 Satisfactory=6 Poor=0	6 10
Total Score			16

i. Green Initiatives of the Institution

Government College Sanjauli has adopted a comprehensive Green and Clean Campus Policy and implemented multiple sustainable practices. Major green initiatives include:

Tree Plantation and Biodiversity Enhancement

- Regular plantation drives such as Van Mahotsav, Ek Ped Maa Ke Naam, and Eco-Club initiatives.
- Maintenance of green cover, herbal plants, and eco-friendly landscaping.

Waste Management and Cleanliness Drives

- Segregation of waste at source (biodegradable and non-biodegradable).

- Periodic cleanliness drives under NSS, Eco Club, and Swachhata Abhiyan, including Gandhi Jayanti Cleanliness Drive.

Energy and Water Conservation Measures

- Use of LED lighting and energy-efficient appliances.
- Rainwater harvesting structures and promotion of water conservation practices.

Environmental Awareness and Outreach

- Celebration of World Environment Day, environmental rallies, awareness campaigns, and student participation through Eco Club, NSS, and NCC.

These initiatives demonstrate the institution's sustained commitment to environmental sustainability and ecological responsibility.

ii. Cleanliness in Washrooms, Buildings, and Campus:

Government College Sanjauli maintains an excellent standard of cleanliness and hygiene across the campus:

- Washrooms are cleaned multiple times daily and are well-ventilated, disinfected, and stocked with essential hygiene supplies.
- Academic buildings, classrooms, corridors, and common areas follow a daily cleaning and sanitization schedule.
- Dustbins are placed at strategic locations to discourage littering.
- Outdoor spaces, pathways, lawns, and green areas are regularly maintained by dedicated staff.
- Periodic cleanliness drives actively involve students and staff, fostering collective responsibility.

The overall campus environment is clean, healthy, and well-maintained, contributing to student well-being and a conducive learning atmosphere. The green initiatives and exemplary cleanliness practices at Government College Sanjauli reflect its commitment to sustainability, hygiene, environmental awareness, and quality campus life.

6.	Facilities for Students: i. Common room for girls ii. Adequate toilets as per students' strength iii. Sanitary napkin vending machine/incinerator regularly put in use iv. CSCA room with proper furniture v. Student centre for co-curricular activities and its regular usage vi. Regular use of playground	3 for each facility	03 03 03 03 03 03
	Total Score		18

Government College Sanjauli ensures the availability and regular use of essential student-centric facilities to support academic engagement, health, safety, and holistic development. The facilities corresponding to the prescribed indicators are detailed below:

i. Common Room for Girls

The college has a dedicated and well-maintained Girls' Common Room equipped with adequate seating, rest space, mirrors, and attached washroom facilities. It provides a safe, comfortable, and private space for female students during college hours and is in regular use.

ii. Adequate Toilets as per Students' Strength

Sufficient and well-distributed toilet facilities are available across the campus, proportionate to student strength. These are regularly cleaned and maintained to ensure hygiene and convenience for students.

iii. Sanitary Napkin Vending Machine / Incinerator

Sanitary napkin vending machines along with incinerator facilities are installed for female students. These facilities are functional and regularly used, reinforcing the institution's commitment to menstrual hygiene and women's health.

iv. CSCA Room with Proper Furniture

A dedicated CSCA (College Students Central Association) room is available with proper furniture and seating arrangements. The room is actively used for student meetings, planning of activities, and coordination of co-curricular and cultural programmes.

v. Student Centre for Co-curricular Activities and Its Regular Usage

The college provides well-equipped spaces such as the auditorium, conference hall, and activity rooms that function as student centres for co-curricular and extracurricular activities. These facilities are regularly utilized for cultural events, debates, seminars, workshops, NSS activities, and student-led programmes.

vi. Regular Use of Playground

The college playground and open grounds are regularly used by students for outdoor sports such as volleyball, kabaddi, basketball, kho-kho, athletics, and other physical activities. Sports practices, competitions, and daily recreational use ensure optimal utilization of these facilities.

Through these facilities, Government College Sanjauli maintains a supportive, inclusive, and student-friendly campus environment, aligned with academic excellence and overall personality development.

7.	Regular Updation of Service Books /Service Records	Yes-3	3
	Total Score		03
8.	Timely Submission of ACRs	Yes=3	3
	Total Score		03
9.	Prompt Response to official Correspondence	Yes=5	5
	Total Score		05
10.	Proper maintenance of official records (Cash books/Stock registers,	Yes=10	10

	Fund registers, Leave records, Fine fund etc.)		
		Total Score	10
11.	Proper record of students attendance and CCA	Yes=10	10
		Total Score	10
12.	Whether ranked by NIRF, other Agencies	Yes=10	No = 00
		Total Score	NIL
13.	Whether accredited by NAAC	A and above (Level 4 or 5)=20 ; B+B++(level 3)=16 ; B(level 2)=12; Accredited (level 1)=10	20
		Total Score	20
14.	Whether AQAR are being submitted as per timeline annually or not	Yes=12 No=0	12
		Total Score	12
15.	Recognition for Exemplary Contributions of the Staff and Students	4 point each	25X 4= 100
		Total Score	100 (Admissible only 08)

Government College Sanjauli has demonstrated exemplary academic, research, and professional engagement during the assessment period, as reflected in significant recognitions earned by both students and faculty members at state and national levels. These achievements collectively strengthen the institution's academic profile, research ecosystem, and culture of excellence.

Student Achievements at National Level

A total of sixteen (16) recognitions were received by students through participation, selection, progression, and mentorship in prestigious national-level mathematics programmes, including MTTS, InitMath, SWMS, OFCM, and summer schools. These programmes were conducted by reputed institutions such as ICTS-TIFR Bengaluru, IISER Pune, IIT Palakkad, Manipal University Jaipur, and funded by the National Board for Higher Mathematics (NBHM).

Students such as Yashveer Rana, Harshita Verma, Avni, Anamika, Akshita, Vivek Darchi, Sakshi Sharma, Vanshika Sharma, Namay Thakur, Neha Gupta, Nishant Thakur, Ridhika Pandey, and Prakriti Verma received participation certificates, completed advanced programme levels,

and progressed through multiple stages of MTTS. Notably, Prakriti Verma was recognized as a Mentor for MTTS OFCM 2025, reflecting student leadership and peer mentoring. These recognitions highlight sustained academic engagement and strong mentoring support provided by the institution.

Faculty Recognition and Academic Excellence

Faculty members of Government College Sanjauli have received five (05) major recognitions for their exemplary professional and academic contributions.

Dr Kirti Singha, Assistant Professor of Physics, was granted the **Best Teacher Award** by the **Govt. of Himachal Pradesh** for her contribution to **academia from 2009 to 2025**.

Mr. Vikram Bhardwaj received two national-level Certificates of Appreciation as NPTEL Believer and NPTEL Evangelist (July–December 2024) for promoting digital and online education.

Dr. Meenakshi Sharma Certificate of Appreciation ICFRE–HFRI, Himachal Pradesh (State)

Mr. Pankaj Verma (B.Voc.) and Mrs. Pinky (B.Voc.) were awarded the Rashtriya Puraskar (Best Skill Trainer Award) by Himachal Pradesh Kaushal Vikas Nigam (State Level) for excellence in vocational education and skill development.

Research Projects and Intellectual Property

The faculty has also made notable contributions to research and innovation. During the assessment period, two faculty members served as Principal Investigators of Major Research Projects, funded by reputed government agencies, addressing key issues related to watershed development, geo-spatial analysis, disaster mitigation, and regional planning. These projects, led by Dr. Khayal Chand (Department of Geography) and funded by SIRD and the State Disaster Management Fund, Government of Himachal Pradesh, had a combined value exceeding ₹16 lakhs.

In addition, two patents were granted by the Intellectual Property Rights Office, Government of India, reflecting original research and innovation:

Dr. Kirti Singha (Department of Physics) – Patent No. 529619

Ms. Reeta Devi – Patent No. 563325

Category	Number of Recognitions	Points per Recognition	Total Points
Student Recognitions	16	4	64
Faculty Awards & Recognitions	5	4	20
Major Research Projects (PIs)	2	4	8
Patents Granted	2	4	8
Grand Total	25	—	100 Points

Final Claim

Total Score Claimed under “Recognition for Exemplary Contributions of the Staff and Students” = 100 Points

16.	Involvement of Stake Holders:	i) =12 <ul style="list-style-type: none"> • PTA constituted as per norms=1 • PTA supportive=1 • Significant contribution of PTA (enclose documentary proof) =10 ii) =8 <ul style="list-style-type: none"> • OSA framed as per norms=1 • Financial contribution or equivalent (in-kind) per 100 Alumni of Rs.25,000/- p.a=3 • Non-financial contribution (career counseling, talk, interactive session/ facilitation in placement of students etc. on regular basis)=4 	12
			08
			20

Parent-Teacher Association (PTA) — Total: 12 Marks

PTA constituted as per norms (01):

The Parent-Teacher Association of Government College Sanjauli is duly constituted as per the prescribed norms, with defined office bearers and representation of parents, teachers, and the college administration. The PTA functioned actively during the academic session 2024-25.

PTA supportive (01):

The PTA remained consistently supportive of the institution by participating in meetings, providing constructive feedback on academic functioning, student welfare, and infrastructure, and cooperating with the administration in addressing student-related concerns.

Significant contribution of PTA (10) : During 2024–25, the PTA made significant contributions in the following areas (supported by documentary evidence such as minutes of meetings, scholarship records, and financial statements).

Provision of scholarships and financial assistance to meritorious and economically weaker students.

Support towards student welfare initiatives, including academic support and co-curricular encouragement.

Advisory inputs on infrastructure improvement and student facilities, contributing to a learner-friendly environment.

Active engagement with the college administration to strengthen parent-teacher collaboration for overall student development.

ii) Old Students Association (OSA) — Total: 8 Marks

OSA framed as per norms (01):

The Old Students Association of Government College Sanjauli is formally constituted as per norms, with an elected body, maintained register, and documented activities for the academic session 2024–25.

Financial contribution or equivalent (in-kind) per 100 alumni of ₹25,000/- p.a. (03):

During 2024–25, the OSA made financial contributions and equivalent in-kind support through:
Scholarships and financial assistance for deserving students.

Support for academic and student-centric activities.

These contributions meet the prescribed financial benchmark, as supported by OSA records and passbook entries.

Non-financial contribution on a regular basis (04):

The OSA actively contributed in non-financial ways throughout the session by:

Organizing career counseling and mentoring sessions for students.

Delivering guest lectures, talks, and interactive sessions to share professional and academic experiences.

Assisting students with career guidance, higher education options, and employability skills, thereby strengthening student preparedness and alumni–student linkage.

Overall, during the academic session 2024–25, the structured and meaningful involvement of both the PTA and OSA significantly supported student welfare, academic enrichment, and institutional development at Government College Sanjauli.

17.	Feedback from Stakeholders other than Students and action taken thereon	Yes=4	04
Total Score			04

Stakeholder Feedback and Student Feedback Analysis (2024–25): Review and Action Taken

Government College Sanjauli follows a participatory and evidence-based quality assurance mechanism wherein feedback from multiple stakeholders—students, parents, alumni, faculty, staff, and the local community—is systematically collected, analyzed, and translated into actionable institutional strategies. During the academic session 2024–25, structured feedback mechanisms were strengthened to ensure holistic institutional development and continuous improvement.

1. Student Feedback Analysis (2024–25)

A comprehensive student feedback survey was conducted through a structured Google Form during the academic session 2024–25. A total of 921 valid responses were received and analyzed across nine key dimensions of the academic experience, including syllabus relevance, teaching quality, assessment practices, learning resources, experiential learning, and overall academic satisfaction.

Key Findings:

- The overall average score was 3.80 out of 5.00, with a median score of 3.89, reflecting an overall assessment of Good to Very Good.
- Teaching quality and faculty competence emerged as the strongest area, with an average score of 3.94/5.00. Students highly appreciated faculty members for subject expertise, clarity of explanation, effective use of examples, and an approachable teaching style.
- Curriculum relevance received an average score of 3.82/5.00, with more than 64% of respondents rating it as Very Good or Excellent. However, qualitative feedback highlighted the need for curriculum updating, particularly in IT- and BCA-related programmes, to align with current industry requirements.

- Assessment practices were generally rated positively, though some students expressed concerns regarding transparency, uniform grading rubrics, and the linkage between attendance and internal assessment marks.
- The lowest-rated dimension was internships, field visits, and student exchange opportunities (average score: 3.62/5.00). Students emphasized limited industry exposure, lack of structured internships—especially in early semesters—and insufficient field-based learning.
- Despite infrastructural and operational challenges, the overall learning experience was rated 3.91/5.00, with nearly 66% of students marking it as Very Good or Excellent, citing a supportive academic environment, strong faculty–student interaction, and vibrant co-curricular engagement.

Action Taken:

- Curriculum review initiated with a focus on skill-oriented updates in professional programmes.
- Strengthening of internship frameworks through industry linkage and placement support.
- Standardization of internal assessment practices and improved feedback timelines.
- Expansion of experiential learning through workshops, seminars, and field-based activities under IQAC supervision.

2. Feedback from Parents (PTA)

Parents, as key stakeholders, provided constructive feedback focusing on academic communication, student welfare, and infrastructure.

Major Concerns:

- Need for improved communication regarding academic progress and institutional activities.
- Greater emphasis on career counseling, higher education guidance, and mental well-being.
- Upgradation of ICT-enabled teaching tools and sports infrastructure.

Action Taken:

- Strengthened communication through digital platforms such as emails, SMS alerts, and institutional portals.
- Regular academic and career counseling sessions introduced.
- Upgradation of ICT facilities and initiation of sports infrastructure enhancement.

3. Feedback from Alumni (Old Students Association)

Alumni feedback provided valuable insights into the relevance of education in relation to employability and professional growth.

Key Suggestions:

- Updating curricula to reflect industry and academic trends.
- Improved placement and internship opportunities.
- Stronger alumni–student engagement and mentorship.

Action Taken:

- Formation of a curriculum review committee with alumni representation.
- Establishment of a dedicated Placement Cell.

- Structured alumni engagement through mentorship programmes, webinars, and reunions.

4. Feedback from Faculty and Staff: Faculty and staff feedback focused on institutional functioning, professional growth, and work-life balance.

Key Issues Raised:

- Need for enhanced professional development opportunities.
- Streamlining of administrative processes.
- Better support systems for work-life balance.

Action Taken:

- Regular Faculty Development Programmes (FDPs) on pedagogy, research, and digital tools.
- Digitization and rationalization of administrative workflows.
- Introduction of wellness initiatives, including yoga and counseling programmes.

5. Feedback from Local Community and Retired Principals:

The local community and retired principals offered broader perspectives on social responsibility and institutional sustainability.

Key Observations:

- Greater community engagement and outreach required.
- Promotion of local cultural heritage and history.
- Strengthening of sustainability and eco-friendly practices.

Action Taken:

- Expansion of NSS, NCC, Rovers & Rangers, and Eco-Club activities.
- Organization of heritage-oriented cultural programmes and workshops.
- Implementation of green initiatives, including plastic reduction, recycling, and environmental awareness drives.

The integrated feedback analysis from students and other stakeholders highlights faculty competence and academic environment as core institutional strengths, while clearly identifying experiential learning, curriculum modernization, and industry linkage as priority areas for improvement. The findings provide a strong evidence base for IQAC-led planning, targeted interventions, and continuous quality enhancement, reaffirming Government College Sanjauli's commitment to academic excellence, social responsibility, and holistic student development.

18.	Annual review meeting on students outcomes in academics, co-curricular, extra-curricular and extension activities and action taken during next academic session for achieving excellence.	Yes=25	25
	Total Score		25

Annual Review Meeting on Student Outcomes and Action Taken for Achieving Excellence

Government College Sanjauli conducts an Annual Review Meeting on Student Outcomes as a structured institutional mechanism to evaluate student performance in academics, co-curricular, extracurricular, and extension activities and to formulate action plans for the subsequent academic session. The review meeting is chaired by the Principal and coordinated through the IQAC, with active participation from Heads of Departments, faculty members, administrative staff, and student representatives. The process ensures evidence-based academic planning and continuous quality enhancement.

1. Academic Outcomes

Student academic performance was reviewed based on internal assessments, house tests, semester examinations, project work, and classroom participation. Overall results were satisfactory, with several students securing distinctions. However, performance gaps were identified in select subjects and among certain learner groups.

Action Taken for Next Session:

Introduction of remedial classes and academic counseling for slow learners.

Strengthening of mentoring and tutorial systems, including peer learning.

Adoption of innovative pedagogical practices such as ICT-enabled teaching, interactive learning, and outcome-based assessment strategies.

Faculty development initiatives to enhance teaching effectiveness.

2. Co-Curricular Outcomes

Students actively participated in seminars, workshops, debates, cultural activities, and departmental events. While participation levels were encouraging, uneven engagement across departments was observed.

Action Taken for Next Session:

Organization of inter-departmental co-curricular activities and competitions.

Establishment and strengthening of student clubs and societies to promote wider participation.

Increased engagement with external experts through guest lectures and workshops.

Formal recognition of student participation through certificates and institutional appreciation.

3. Extracurricular Outcomes

Students demonstrated commendable performance in sports and cultural activities, with achievements at regional and higher levels. However, participation in certain sports and cultural forms remained limited.

Action Taken for Next Session:

Upgradation and better utilization of sports and recreational infrastructure.

Regular organization of sports meets, cultural festivals, and inter-college competitions.

Provision of coaching, training support, and encouragement for participation at state and national levels.

Financial and logistical support for students representing the institution externally.

4. Extension Outcomes

The college's extension units—NSS, NCC, Rovers & Rangers, and Eco-Club—showed strong student involvement in social outreach, environmental awareness, health drives, and community development programmes. Scope for expanding outreach and impact was identified.

Action Taken for Next Session:

Enhanced awareness drives to increase student participation in extension activities.

Launch of community-centric programmes addressing local social and environmental needs.

Strengthening of collaborations with NGOs, local bodies, and government agencies.

Preparation and dissemination of an Annual Social Impact Report to document outcomes and best practices.

The Annual Review Meeting reinforced the institution's commitment to holistic student development and excellence. The action plans formulated focus on academic improvement, wider student engagement, infrastructure enhancement, and strengthened community outreach, ensuring sustained quality improvement and alignment with institutional goals in the forthcoming academic session.

Total Score of Criteria 4:	210/220
-----------------------------------	----------------

Criterion 5

Best Practices, Innovation and Institutional Distinctiveness (Score 80): Claimed = 80

S. No.	Activity	Distribution of Scores	Marks Claimed	Agreed/ Disagreed	Reason if Disagreed	Score after verification
1.	Best Practices Description & Outcome of Best Practices (at least two):	10 points per best practice x2 =20	20 (10 pts × 2 practices)			
Total Score				20		
<p>Best Practice 1: Digital Initiatives - Nano Materials Research Lab (DBT Star College Scheme) for UG research; 18 IIT Bombay Spoken Tutorial courses (42% student enrolment in Python, web tech, accounting); Digital Library (N-LIST/SOUL 3.0) with increased usage; Language Lab for communication skills; 80% ICT-enabled classrooms; SWAYAM/NPTEL with Freeship Incentive (100% fee waiver for top 100 completers). Outcomes: Enhanced research aptitude, digital literacy, employability, independent learning, academic continuity.</p> <p>Best Practice 2: Outreach Activities - NSS/NCC/Eco-Club/RRC continuous programmes (tree plantation, health camps, gender sensitization, rural surveys). Outcomes: Leadership, civic responsibility, social empathy</p>						
2.	Special Initiatives taken for: i. Energy conservation/ use of Solar energy ii. Solid waste segregation /Management iii. Rain water harvesting and its use for gardening and cleanliness iv. Plastic free campus v. Blood donation camps vi. Adoption of village /educational institutions	4 points per initiative			24 (4 pts × 6 initiatives)	
Total Score				24		
<p>i. Energy Conservation: Solar plants, LED replacement, Energy Policy - 75% hostel bill reduction (Jul-Aug 2024).</p> <p>ii. Solid Waste: Source segregation (color-coded bins), municipal disposal, awareness drives.</p> <p>iii. Rainwater Harvesting: Dedicated tank system, rooftop channels (restoration post-Arts Block construction).</p> <p>iv. Plastic-Free Campus: Eco-Club plantation drives, plastic collection campaigns, awareness (World Environment Day).</p> <p>v. Blood Donation: NSS/NCC camps promoting voluntary donation, civic responsibility.</p> <p>vi. Village Adoption: NSS 7-day camps in Sipur/Dummi villages (health camps, disaster training, surveys).</p>						
3.	Social Impact of Extension Activities: (on the basis of community feedback)	Minimum activities =10	3			10

		2 activities =8 1 activity =5	(Minimum 3 activities with feedback)
	Total Score		10
Activity 1: Dummi village survey (22 Aug 2024) on welfare schemes (Ayushman Bharat, PM-Kisan) - improved awareness, stakeholder engagement (Ann Sanjeevni 2.0 linkage).			
Activity 2: 2-day Peace Education programme (23-24 Sep 2024) in govt schools - gender equality/inclusivity awareness, high satisfaction feedback (questionnaire).			
Activity 3: "Samarpan" Langar Seva at IGMC (20 Oct 2024) - free meals for patients, positive beneficiary feedback on hygiene/timeliness. ^[8] Impact: Awareness, attitudinal change, community support.			
4.	Special New Innovative Initiative or Ideas Adopted in the College (Other than at Sr. No. 5.2 above)	4 points each initiative (max.=16)	16 (4 pts × 4 initiatives)
	Total Score		16
1. Organ Donation: NSS camp "Bano India Ke Ang Daata" (12 Sep 2024) with SOTTO/IGMC - 130+ volunteers, myth-busting, live registration. 2. Ann Sanjeevni 2.0: Signature humanitarian relief (beyond donation drives) - sustained community support. 3. Free Thinkers Club: Seminars (India's economy), debates (Himachal disasters) - 150-250 participants, critical thinking. 4. Counseling Cell: Individual sessions (5 students), anxiety/anti-drug awareness, home-based career assessment (50 BA-I students).			
5.	Collaboration: i. With Peer Educational /Research Institutions ii. Other Govt. Bodies / Industry	5 points each (Max. 10 points)	10 (5 pts each category)
	Total Score		10
i. Peer Educational Institutions (5 pts): JUIT (research/internships/staff exchange); Shoolini Univ. (labs/Nano facilities/SPRINT training/student exchange). ii. Industry/Govt Bodies (5 pts): Giverly India ("Earn While Learn" via Change App - gig economy skills); HFRI (training/research support). Outcomes: Employability, research capacity, skill development			
Total Score of Criteria 5			80/80

Criterion 6

Faculty Profile & Research Activities (Score 100): Claimed = 99

S. No.	Activity	Distribution of Scores	Marks Claimed	Agreed/ Disagreed	Reason if Disagreed	Score after verification
1.	% of Teachers with Ph.D.	More than 70% =5; 61-70% =4 51-60% =3 Less than 50% =2	04			
Total Score		04				

Government College Sanjauli has a strong research-oriented faculty profile. Out of the total teaching staff, 33 faculty members possess a Ph.D. degree, spanning disciplines across Humanities, Social Sciences, Sciences, Commerce, Music, Physical Education, and Environmental Studies.

Percentage of teachers with Ph.D.: 61.01%

Applicable Score Band: 61-70%

Final Score Claimed: 4

The presence of a substantial proportion of Ph.D.-qualified faculty reflects the institution's commitment to academic excellence, research culture, and quality teaching–learning practices, while also indicating scope for further strengthening research credentials in future recruitment and faculty development initiatives.

2.	Teachers as Research Guide	4 points per research guidance (Max. =8)	08
Total Score		08	

Government College Sanjauli has faculty members who actively contribute to research supervision, thereby strengthening the institution's research ecosystem.

Research Guidance Details:

Sr. No.	Name of the Teacher (Guide)	Subject
1.	Akshay Azad	Psychology

- **Points per Research Guide: 8**
- **Number of Research Guides: 2**
- **Marks Claimed: 8**

3.	No. of Orientation Programmes, Refresher Programmes, FDP and Workshops of one week or more attended by Teachers (in last three years)	30% of faculty =10; 20% of fac. =8; 10% of faculty =6 ; 5% of faculty =4	10
	Total Score		10

Government College Sanjauli demonstrates a very high level of faculty participation in Orientation Programmes, Refresher Courses, Faculty Development Programmes (FDPs), and national/international workshops of one week or more duration during the last three years. Faculty members from almost all departments—including History, Geography, Sociology, Zoology, Chemistry, Physics, Commerce, Economics, Sanskrit, English, Journalism & Mass Communication, Political Science, Public Administration, Physical Education, Music, and Geology—have actively participated in capacity-building programmes organized by reputed institutions such as IIT Madras, IIT Kanpur, Jawaharlal Nehru University, Punjab University, University of Bradford (UK), University of Wroclaw (Poland), Ramanujan College, Malviya Teacher Training Centre, MMTC University of Jammu, and several universities and national training centres across India.

In addition to individual faculty participation, a college-wide Faculty Development Programme titled “Redefining Pedagogy: Legal Awareness, AI Integration and Academic Integrity” was organized by the IQAC, Government College Sanjauli, from 10 May to 17 May 2025, which was attended by all 58 faculty members of the institution, further strengthening professional competence and academic preparedness.

Assessment as per Criterion:

- Percentage of Faculty Covered: More than 95%
- Applicable Score Bracket: 30% or more of faculty
- Marks Allotted: 10
- Marks Claimed: 10

The extensive and inclusive participation of faculty members in long-duration academic and professional development programmes clearly reflects the institution’s strong commitment to continuous professional growth, pedagogical innovation, research capacity building, and quality enhancement in higher education.

4.	Project/Patents/Fellowships/Associateships:	i. 10 ii. 8 iii. 10 iv. 5 v. 3 (Max. 10)	10
	Total Score		10

The faculty of Government College Sanjauli has demonstrated commendable engagement in externally funded research projects and intellectual property creation, particularly in the form of major research projects and granted patents, thereby strengthening the institution’s research ecosystem.

During the assessment period, two faculty members have served as Principal Investigators of Major Research Projects, funded by reputed government agencies, addressing critical issues related to watershed development, geo-spatial analysis, disaster mitigation, and regional planning. In addition, two patents have been granted by the Intellectual Property Rights Office, Government of India, reflecting original research output and innovation in the fields of Physics and Chemistry/Materials Science.

Details of Achievements:

- Major Research Projects (02)

Dr. Khayal Chand, Department of Geography, is the Principal Investigator of two externally funded major projects supported by SIRD (Institute of Rural Development) and the State Disaster Management Fund (Government of Himachal Pradesh), with a combined project value exceeding ₹16 lakhs.

- Patents Granted (02)
 - Dr. Kirti Singha, Department of Physics – Patent No. 529619
 - Ms. Reeta Devi – Patent No. 563325
- Major Projects: $2 \times 10 = 20$
- Patents: $2 \times 5 = 10$
- Total Raw Claim: 30

As the maximum permissible score under this criterion is 10, the claim is restricted to the maximum allowable score.

- Marks Claimed: 10

The presence of multiple major projects and granted patents underscores the institution's growing research orientation, faculty competence in securing competitive funding, and commitment to innovation and applied research aligned with societal and developmental needs

5.	No. of Paper Presented in Conferences/ Seminars / Symposia (in last three years): i. International ii. National / Regional. State level	i. 2 points per paper presented ii. 1 point per paper presented	40 Int x 2 = 80 15 Nat x1 = 15 Total claim= 80+15= 95		
Total Score		95 (admissible 08)			

Number of Papers Presented in Conferences / Seminars / Symposia ((International / National / Regional / State level – during the last three years)

During the assessment period, the faculty of Government College Sanjauli has shown robust academic engagement and active participation in scholarly forums at national and international levels across disciplines such as Humanities, Social Sciences, Sciences, Sanskrit, Hindi, Sociology, Botany, Zoology, Physics, Chemistry, and Environmental Studies.

Quantitative Summary:

- International Papers Presented: 40
 - o Score: $40 \times 2 = 80$ points
- National / Regional / State-level Papers Presented: 15
 - o Score: $15 \times 1 = 15$ points

Total Score Calculation:

- Total Papers Presented: 55
- Total Marks Claimed: $80 + 15 = 95$
- Total Score Awarded: 95

The wide range of themes—covering sustainability, climate change, biodiversity, cultural studies, literature, philosophy, advanced materials, life sciences, and social transformation—reflects the institution’s interdisciplinary research culture and its commitment to disseminating knowledge beyond the classroom. The strong presence of faculty at international conferences particularly underscores the college’s growing academic visibility and research outreach at the global level.

This level of participation fully justifies the maximum claim of 95 marks under this criterion

6. Seminars, Workshops, Conferences and Trainings organized by the institution	<ul style="list-style-type: none"> • International level • National level • State level 	<ul style="list-style-type: none"> • 6 • 4 • 3 	01 Int. x 6 = 6 11 Statex 3 = 33
	Total Score		39 (admissible 06)

Seminars, Workshops, Conferences and Trainings Organised by the Institution (International / National / State Level)

During the assessment period, Government College Sanjauli organised a total of 12 academic events, reflecting strong institutional initiative in research dissemination, capacity building, and community outreach.

Level-wise Summary and Score Calculation:

- International Level: 01 event
- o Score: $1 \times 6 = 6$ points
- State Level: 11 events
- o Score: $11 \times 3 = 33$ points
- National Level: Nil

Total Score:

- Total Events Organised: 12
- Total Marks Claimed: $6 + 33 = 39$
- Total Score Awarded: 39

The institution has demonstrated consistent academic leadership by organising high-impact workshops, trainings, and conferences in emerging and socially relevant areas such as advanced materials, biological sciences, nanotechnology, biodiversity conservation, sustainable chemistry, apiculture, forestry practices, molecular biology, and mathematics training. The organisation of an international conference on “Recent Advances in Materials and Biological Sciences” further highlights the college’s growing engagement with global academic networks.

All activities are properly documented and uploaded on the institutional website, ensuring transparency, verifiability, and compliance with assessment requirements. The institution, therefore, justifiably claims the full score of 39 marks under this criterion

7.	No. of papers published: i. UGC Care list Journals ii. Non-UGC Care list Journals iii. Citations	i)	5 points per paper	12UGCx5= 60	
		ii)	2 points per paper	4NonUGCx2=08	
		iii)	1 point per 20 citations	Citations: 341/20=17.05	
Total score		85.5 (admissible 20)			

During the assessment period, faculty members of the institution demonstrated substantial research productivity, as detailed below:

- UGC CARE-listed Journal Publications: 12 papers
- o Score: $12 \times 5 = 60$ points
- Non-UGC CARE Journal Publications: 4 papers
- o Score: $4 \times 2 = 8$ points
- Citations: Total citations = 341
- o Score: $341 \div 20 = 17.05$ points

Total Marks Claimed

- Aggregate Score: $60 + 8 + 17.05 = 85.05$
- Total Score Awarded: 85.05

The faculty of the institution have contributed significantly to scholarly discourse through peer-reviewed publications in UGC CARE-listed, Scopus-indexed, and other reputed national and international journals across diverse disciplines including social sciences, humanities, environmental studies, education policy, economics, chemistry, physics, mathematics, and interdisciplinary research. The citation count of 341 reflects the academic visibility, relevance, and impact of these research outputs within the scholarly community. The institution thus demonstrates a strong and sustained research culture, justifying the full claim of 85.05 marks under this criterion.

8.	Teachers' Special Innovative Ideas (Brief description thereof) 1. Mock Interviews 2. Library Book Bank 3. NSS 4. Rangers & Rovers 5. RRC Activities 6. Mentor-Mentee Group	5	05	
			Total Score	
		05		

The institution demonstrates a strong culture of pedagogical and social innovation through multiple teacher-led initiatives that address academic support, social responsibility, community engagement, and student mentoring. Brief descriptions of the key innovative practices are given below:

1. Mock Interviews:

Faculty members organize structured mock interview sessions to prepare students for employment and higher education opportunities. These sessions simulate real interview environments and focus on communication skills, confidence building, body language, and subject-specific questioning, thereby enhancing students' employability and career readiness.

2. Library Book Bank: The Library Book Bank is a student-centric and welfare-oriented innovation aimed at ensuring equitable access to learning resources. Students are issued prescribed textbooks for the entire academic year against a refundable security deposit. This initiative significantly benefits students from economically weaker sections, rural backgrounds, and first-generation learners by reducing the financial burden of purchasing costly textbooks and ensuring uninterrupted academic preparation throughout the year.

3. NSS – Special Innovative Initiatives: The NSS Unit of Government College Sanjauli has undertaken sustained and impactful innovative activities, including:

Organ Donation Awareness and Registration Initiative: A long-term social responsibility programme involving awareness campaigns, registration drives, Nukkad Nataks, and a major camp titled “Bano India Ke Ang Daata” (12 September 2024), organized in collaboration with SOTTO and IGMC, Shimla, with participation of over 130 volunteers.

Ann Sanjeevni 2.0: A distinctive humanitarian initiative emphasizing empathy, community service, and value-based learning through organized relief and outreach activities, reinforcing institutional commitment to social welfare.

4. Rangers & Rovers – Community Engagement Initiatives

Under teacher guidance, the Rangers & Rovers Unit implemented innovative outreach programmes such as:

International Peace Day Initiative: Awareness programmes and outreach visits to nearby schools focusing on peace, harmony, inclusive growth, and responsible citizenship.

National Food Day Community Service: Voluntary participation in Langar Seva at IGMC, Shimla, promoting values of selfless service, food security, teamwork, and civic responsibility.

5. Red Ribbon Club (RRC) – Creative Awareness Initiatives

The Red Ribbon Club adopted innovative, art-based and digital strategies for HIV/AIDS awareness during the session 2024–25. Activities included umbrella painting, stone and tile painting, reel-making, art exhibitions, and a dance-drama skit performed at the state level. A mass pledge involving over 2500 students was conducted, and student-created digital content was shared on the HP State AIDS Control Society portal, reflecting both creative engagement and digital outreach.

6. Mentor–Mentee Programme

The Mentor–Mentee Programme is an innovative academic and psychosocial support system wherein teachers mentor students outside their regular teaching responsibilities. Through structured mentoring sessions, students receive guidance on academics, career planning, emotional well-being, competitive examinations, scholarships, and personality development. This cross-disciplinary mentoring approach strengthens teacher–student rapport and fosters an inclusive, supportive, and student-centric institutional environment. Supporting documentation is maintained in hard copy form.

Conclusion

The above initiatives reflect innovative ideas implemented across all prescribed sub-categories, integrating academic support, social engagement, creativity, and holistic student development.

9.	No. of Books Published / Chapter in Books	5 points per book and 2 points per chapter	26
Total Score			26 (admissible 10)

The faculty of Government College Sanjauli have made significant contributions in terms of book publications and chapters in edited volumes, reflecting strong academic engagement and subject expertise.

- Books: $4 \times 5 = 20$ marks
- Chapters: $3 \times 2 = 6$ marks

Total Marks Claimed: $20 + 6 = 26$ marks

Sr. No.	Name of the Teacher	Title of Book / Chapter	ISBN
1	Dr. Rajinder Singh	<i>Management A/C</i>	978-81-975905-7-3
2	Ms. Reeta Chandel	<i>Nanotechnology Based Tools to Overcome... Resistance</i>	978-981-97-2023-1
3	Dr. Prashant Thakur	<i>Issues and Challenges of Higher Education Institutions in India</i> (Chapter)	978-93-48856-78-4
4	Dr. Prashant Thakur	<i>Multidisciplinary Approach in Higher Education: Issues and Challenges</i> (Chapter)	978-81-973750-1-9
5	Dr. Meenakshi Sharma	<i>Animal Diversity for B.Sc. First Year</i> (R.D. Publication)	—
6	Dr. Meenakshi Sharma	<i>Comparative Anatomy and Developmental Biology for B.Sc. First Year</i> (R.D. Publication)	—
7	Dr. Meenakshi Sharma	<i>Medical Diagnostics for B.Sc. Second Year</i> (Trueman's Publication)	—

Faculty members of the college have collectively contributed four authored books and three book chapters, resulting in a justified claim of 26 marks, in strict accordance with the prescribed scoring norms. These publications significantly enrich undergraduate teaching, curriculum support, and interdisciplinary scholarship.

10.	Teachers Academic and Extension Activities:	i. 2 points each activity	7RPx2=14
	i. Resource Person	ii. 4 points each	6BOSx4=24
	ii. Members of Board of Studies / Subject experts etc.	iii. 2 points each	3SEx4=12
	iii. Popular articles		

		(Max. 10 points from all categories)	
	Total Score		10

Faculty members of Government College Sanjauli have been actively engaged in a wide range of academic and extension activities, including serving as resource persons, members of Boards of Studies, subject experts, and contributing to academic outreach. These activities demonstrate strong academic leadership, institutional participation, and extension beyond the college.

Details of Teacher Academic and Extension Activities

Sr. No.	Name of the Teacher	Academic / Extension Role
1	Dr. Rakesh Sharma	Member, Board of Studies
2	Dr. Pooja Dulta	Subject Expert
3	Prof. Anuj Sharma	Member, Board of Studies
4	Dr. Kirti Singha	Resource Person, GSSS Phagli under Rashtriya Avishkar Abhiyan (18 Feb 2025)
5	Dr. Saroj Devi Negi	Member, Board of Studies
6	Dr. Poornima Thapar	Member, Board of Studies
7	Dr. Saroj Devi Negi	Subject Expert
8	Dr. Poornima Thapar	Subject Expert
9	Dr. Rajinder Singh	Resource Person, SCERT Solan (HP)
10	Dr. Rajinder Singh	Resource Person, HIPA
11	Dr. Poornima Thapar	Resource Person, HIPA
12	Dr. Girish Kapoor	Resource Person, SCERT Solan
13	Dr. Laxmi Versain	Member, Board of Studies
14	Dr. Anupam Verma	Special Invitee, Board of Studies ,Resource Person HIPA
15	Dr. Meenakshi Sharma	Resource Person, HFRI Shimla
16	Dr. Meenakshi Sharma	Resource Person, Department of Commerce, HPU (30 Nov 2024)

The faculty's involvement as resource persons, board members, and subject experts at institutional, state, and national levels reflects a strong culture of academic outreach and professional contribution. The claimed score of 50 marks is fully justified as per the prescribed distribution norms and documented activities.

11.	Awards by Recognised & Reputed Organisation: i. International ii. National iii. State	i) 8 ii) 6 iii) 4 (Max. 8 points from all categories)	08
------------	-----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	-----------

	Total Score	08	
Faculty members of Government College Sanjauli have received formal recognition and awards from reputed organizations, reflecting excellence in teaching, academic engagement, and skill development. These recognitions, conferred at the state level, underscore the institution's commitment to quality education, professional competence, and national initiatives.			
Sr. No.	Name of the Teacher	Name of the Award	Level
1.	Dr. Kirti Singha	State Award	State
2.	Dr. Meenakshi Sharma	Certificate of Appreciation	ICFRE–HFRI, Himachal Pradesh (State)
3.	Dr. Vikram Bhardwaj	Certificate of Appreciation	NPTEL Believer (July–Dec 2024) National
4.	Dr. Vikram Bhardwaj	Certificate of Appreciation	NPTEL Evangelist (July–Dec 2024) National
5.	Mr. Pankaj Verma	Rashtriya Puraskar (Best Skill Trainer Award)	Himachal Pradesh Kaushal Vikas Nigam – State
6.	Mrs. Pinky (B.Voc.)	Rashtriya Puraskar (Best Skill Trainer Award)	Himachal Pradesh Kaushal Vikas Nigam

The above awards signify institutional recognition of faculty excellence, particularly in innovative pedagogy, digital learning initiatives (NPTEL), research collaboration, and vocational skill training.

Total Score of Criteria 6: 99/ 100

Criterion 7

Miscellaneous (Score 120): Claimed= 120

S. No.	Activity	Distribution of Scores	Marks Claimed	Agreed/ Disagreed	Reason if Disagreed	Score after verification
1.	Any other Important initiative not covered above e.g. Institution Incubation Centre, R & D-Cum-innovation centre, B.Voc., Self-Finance Courses, Internship, OJT (on the Job Training), Add-on Courses, Green audit report, Internal Academic Audit etc.	10 Each (Max. 50)	10 X 5 - 50			
	Total Score				50	

In addition to routine academic and administrative activities, the college has undertaken several systematic internal audits to strengthen governance, sustainability, inclusivity, and community engagement. These audits reflect the institution's commitment to continuous quality improvement, transparency, and responsible campus management.

1. Academic Audit

The External Academic Audit was conducted to evaluate the effectiveness of teaching-learning processes, curriculum delivery, assessment mechanisms, and academic outcomes. Recommendations focused on outcome-based education, strengthening experiential learning, improving internal evaluation practices, and enhancing student support systems. The audit outcomes were discussed at departmental and IQAC levels for implementation and follow-up.

2. Green Audit

The Green Audit (conducted by external agency) assessed the institution's environmental sustainability practices, including waste management, water conservation, green cover, plastic reduction, and campus cleanliness. Emphasis was laid on eco-friendly initiatives such as plantation drives, rainwater harvesting, energy-efficient lighting, and promotion of environmental awareness through NSS and Eco-Club activities. The audit helped identify areas for improving sustainable resource utilization and strengthening the college's green footprint.

3. Energy Audit

An Energy Audit (conducted by external agency) was conducted to evaluate electricity consumption patterns, efficiency of electrical infrastructure, and scope for energy conservation. The audit examined lighting systems, laboratory equipment, office appliances, and power usage trends.

Recommendations included increased use of LED lighting, energy-efficient appliances, optimal utilization of natural light, and sensitization of staff and students toward energy-saving practices.

4. Gender Audit

The Gender Audit (conducted by external agency) aimed at assessing gender equity and inclusiveness, especially among the student community. The audit examined gender representation, safety measures, grievance redressal mechanisms, availability of common facilities, and activities of the Women Cell. It reaffirmed the institution's commitment to a safe, inclusive, and gender-sensitive campus, and suggested further strengthening of awareness programmes and leadership opportunities for female students.

5. NSS Audit

The NSS Audit evaluated the planning, implementation, and impact of National Service Scheme activities undertaken by the college. The audit reviewed community outreach programmes, social awareness campaigns, cleanliness drives, health and environment-related initiatives, and student participation. The findings highlighted the positive role of NSS in promoting social responsibility, civic engagement, and value-based education among students.

The conduct of Academic, Green, Energy, Gender, and NSS Audits reflects the institution's proactive approach toward institutional excellence, sustainability, inclusivity, and community engagement. These audits serve as vital tools for self-assessment and continuous improvement, ensuring alignment with national quality benchmarks and best practices in higher education.

2.	Spot Evaluation of Institutions by Officers from the Directorate of Higher Education/ representative of Director of Higher Education	20	20
Total Score			20

A committee constituted by the *DOHE* visited the college for the evaluation of the SAR (Self-Assessment Report) of the college and evaluated the claims made by the college and submitted its report to the *DOHE* & the college.

3.	AG Audit Paras settled up to date	05	05
Total Score			05
4.	Local Audit paras settled up to date	05	05
Total Score			05

All audit objections raised by the Principal Accountant General, Indian Audit and Accounts Department, during the audit for the year 2024–25 have been fully settled. Necessary compliances were submitted, clarifications provided, and recoveries, wherever applicable, have been affected. As on date, no local audit paras are pending against the institution.

5.	Timeline adhered to in filing reply of court cases/ RTI applications/ Public grievances	10	10
Total Score			10

Only 7 RTIs were received and timely reply was filed for each one of them.

No issue was received under Mukhya Mantri Seva Sankalp 1100.

6.	Invited speakers on various themes relevant to holistic development of students.	10	10
Total Score			10

During the academic session 2024–25, the college actively organized a wide range of invited lectures and expert interactions aimed at the academic enrichment, professional orientation, health awareness, and psychosocial development of students. These initiatives reflect the institution's commitment to holistic education beyond the formal curriculum. Major activities include:

1. International Conference (19–20 November 2024)

An International Conference on "*Recent Advances in Materials and Biological Sciences*" was organized, featuring eminent national and international academicians and scientists, both in online and offline modes. Distinguished speakers included Dr. Bhuvanesh Gupta (IIT Delhi),

Dr. Khalid Batoo (King Saud University), Dr. Dinesh Pathak (University of the West Indies), Dr. Ravi Kumar (NIT Hamirpur), Dr. B. S. Malik (Northwest Agriculture & Forestry University, China), Dr. Himanshu Ojha (DRDO, New Delhi), and Dr. Sanjeev K. Thakur (Central University of Punjab). The conference significantly benefited students through exposure to contemporary research and global academic perspectives.

2. Health and Medical Awareness Talks

- An invited lecture by Dr. Shikha Sharma, Senior Dermatologist, Skinvent (formerly IGMC Shimla), on skin health and awareness.
- A talk by Dr. Nishi Sood, Obstetrician and Gynecologist, Kamla Nehru State Hospital / IGMC Shimla, focusing on women's health issues.
- Dr. Nayantara (BDS, MDS) delivered a lecture on oral hygiene and conducted a free dental check-up for students.
- Dr. Deepa, Clinical Psychologist, sensitized students on *Drug Awareness and Psychological Impact of Substance Abuse*.

3. Workshops and Academic Capacity Building

- A two-day workshop organized by the Department of Botany in collaboration with ICFRE–HFRI, Panthaghati, with Dr. M. Ibrahim, Dr. Bal Krishan Tiwari, and Dr. Antara Tiwari as resource persons.
- A workshop organized by the Department of Chemistry (28–29 August 2024) with Dr. Poonam Sharma (Jaypee University, Waknaghat) and Dr. Nishant (St. Bede's College) as resource persons.

4. Social, Psychological, and Gender Sensitization

- Dr. Abhishek Prince Rohta (University of Wisconsin) engaged students in *Gender Studies*.
- Mr. Lucky Gupta, theatre artist, used a one-act play to address socialization, parenting, and education in shaping responsible citizens.

5. Career, Entrepreneurship, and Industry Exposure

- Dr. Barkha Jambal, University of Delhi, delivered an online lecture to Economics students.
- Ms. Shivani Thapa, Founder of *Unbox Himachal*, interacted with BBA students on entrepreneurship and start-up culture.
- Multiple expert sessions for BCA students were organized with representatives from INFOMATHS / INFOMATH Pvt. Ltd. and external resource persons, including guidance on internships and industry opportunities.

Overall, these invited lectures and expert interactions substantially contributed to the intellectual growth, health awareness, career readiness, and social sensitivity of students, aligning with the institutional values and best practices.

7.	Skill Development Training (at least 20 % of students benefitted)	20	20
Total Score		20	

In the academic year, students from different departments attended skill training workshops. 120 students attended a disaster management workshop in which they were imparted necessary skills related to survival during a disaster.

Total Score of Criteria 7: 120/120

Summary of Scores

S. No.	Criteria	Maximum Score	Score Claimed	Score Assessed after verification of Records by Cluster Committee
1.	Teaching Learning	140	137.5	
2.	Student Support, Services and Progression	280	280	
3.	Infrastructure & Resources	160	160	
4.	Institution Management	220	210	
5.	Best practices, Innovation & Institutional Distinctiveness	80	80	
6.	Faculty Profile & Research Activities	100	99	
7.	Miscellaneous	120	120	
Total		1100	1086.5	