



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **SAMRAT PRATHVI RAJ CHOUHAN GOVERNMENT COLLEGE AJMER**

**SAMRAT PRITHVIRAJ CHAUHAN GOVERNMENT COLLEGE, BEAWAR ROAD,  
AJMER  
305001**

[www.hte.rajasthan.gov.in/college/gcajmer](http://www.hte.rajasthan.gov.in/college/gcajmer) ; [www.spcajmer.ac.in](http://www.spcajmer.ac.in)

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Samrat Prithviraj Chauhan Government College, Ajmer is a pioneering institute of higher education in North India. Its imposing edifice and sprawling grounds cover an area of 114967.44 sq.mt. in the heart of the city of Ajmer, Rajasthan.

The institute has evolved into its present stature in a span of more than 186 years. It was established on 4-May-1836 as a school by the Directors of the East India Company, in compliance with Lord Macaulay's policy for the expansion of education in India. In 1861 the school was affiliated to Calcutta University. Then, after 7 years, on 17th Feb 1868 it received the status of an Intermediate College. Thus, it became the first college of English education in Rajasthan. Later, it was up-graded to a full-fledged degree college affiliated to Allahabad University in 1869. The affiliation was relocated to Agra University in 1927. The institute has witnessed inclusion of Post-graduate programmes in various departments since 1946.

After independence, in 1956, when Ajmer state was merged into Rajasthan, the College got affiliated to the University of Rajasthan. In 1987, the affiliation was transferred to the then established Maharishi Dayanand Saraswati University, Ajmer.

In 2015 the "Government College Ajmer" alias 'GCA' was renamed as "Samrat Prithviraj Chauhan Government College, Ajmer".

The college boasts of its heritage lineage, visionary academicians and able administrators who sculpted this centre of education into the present-day illustrious institution of higher education in Rajasthan. The institute is included in the list of colleges under section 2(f) and 12 (b) of the UGC Act 1956 and has been a beneficiary of FIST, RUSA and DST grants. The college currently offers 33 Graduate and 24 Postgraduate Programmes. The Postgraduate departments of the institute have registered Ph.D. supervisors who contribute in research endeavours.

The institute has a rare combination of traditional and state-of-the-art infrastructure catering to the essentialities of an institute of higher education. The competent, well-qualified faculty, nurtures the needs of the scholars in a dedicated, student-centric manner and also renders services to Affiliating university and various examining bodies including Public Service Commission, as subject-experts.

### Vision

Samrat Prithviraj Chauhan Government College, Ajmer in adherence to its Moto 'Vidya Jyoti Param' and a firm belief in the dictum 'ते ज्ञानं मुक्ति (???)' i.e., (There is no salvation /Mukti without Gyan /Wisdom)", toils to "disseminate knowledge at affordable cost, in a student centric manner, for the holistic development of its beneficiaries".

The esteemed institute caters to the need of today's 'gender-equal society' by generating an environment conducive to instil an Ethics of Service, commitment, integrity and self-reliance, which is facilitated by its

highly qualified and dedicated faculty, specializing in the wide array of interdisciplinary spheres of Humanities, Commerce, and Sciences.

## **Mission**

The Mission of the institute may be encapsulated in three terms:

**“Learning, Research and Service”**

To elaborate the ‘philosophy’, Our Mission is

- To create a learning environment to help students make passionate connections to learning and bloom out to be competent, committed, creative and compassionate citizens of the nation.
- To provide equal learning opportunity to the pupils from all sectors of the society by creating a promising student centric teaching-learning environment
- To educate our scholars in a holistic manner to nurture and expand their potentials for academic, physical, and emotional growth.
- To encourage a transformative educational experience for students focused on deep disciplinary knowledge along with virtues like problem solving, leadership, communication, and interpersonal skills.
- To provide an environment conducive for generation of new knowledge through a broad array of scholarly, research and creative endeavours.
- To address the growing societal and economic challenges through a targeted use of knowledge acquired from rigorous research and academics.
- To create an ambience in which new ideas, and unharnessed talents flourish, and from which the researchers and innovators emerge.
- To provide opportunities for individuals to develop intellectually, personally, and professionally.

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

### **Institutional Strength**

The Institute has immense potential for teaching, learning and research.

- Experienced, dedicated faculty, recruited by State-PSC, as-per UGC norms.

- **Multi-faculties, having ample representation in BoS and Academic-council, serving as a channel to review, revise and improve curriculum.**
- **Green-campus with eco-friendly infrastructure to nurture scholarly pursuits of around 8000 students, a considerable number of whom are from rural background.**
- **Efforts to reduce the ‘Carbon-footprint’ by incorporating contemporary technology with traditional eco-friendly measures.**
- **Systematised accompaniment of mentoring and counselling by competent faculty to facilitate active participation and inculcate a value-system among the students.**
- **Institutional practices reflecting ‘Policy of decentralisation and participative management’.**
- **Faculty involvement for executing student and institute related activities through various committees.**
- **Round-the-clock CCTV surveillance of the campus premises.**
- **Technology-enabled campus with LAN and 24X7 Wi-Fi and internet facilities for academic pursuits.**
- **Availability and regular usage of contemporary ICT to enhance teaching-learning experience.**
- **Extensive incorporation of e-governance to promote ‘less-paper’ and ‘paperless’ systems.**
- **Provision of Student-centric, experiential learning by adopting relevant pedagogies.**
- **Atmosphere for holistic development of students by maintaining a balance between curricular, co-curricular and extra-curricular activities (evident by the participation and awards won at national and state-level).**
- **Well-organised system for facilitating the apportionment of State and Central Government Scholarships to rightful beneficiaries.**
- **Rich, spacious, well-equipped Central-library with more than 1.70 lacs books and e-resources along with ‘Contributory-libraries’ in various Departments.**
- **Pre-exposure of students to various skills and imminent first-hand experience by means of various skill development programs.**
- **Availability of advanced research laboratories equipped with sophisticated and high precision instruments, in some of the departments..**
- **Healthy environment for research endeavours as indicated by more than 278 research-scholars in the institution.**
- **Availability of ICT-equipped auditoriums and seminar-halls for in-house and online activities.**

- **Organisation of national conferences, workshops, webinars and Faculty Development Programs mirrors the intent of academic progression of the intelligentsia.**
- **Democratically elected students-body to best represent the aspirations of students, on various platforms**
- **Commitment of the Institute to its social responsibility.**
- **Two Girls-Hostels (capacity of 200 beds), in the campus, provide safe, comfortable, residential facilities for the female scholars.**
- **Regular involvement of Alumni and other stakeholders.**

### **Institutional Weakness**

**Despite the abundance of strength in the institution, there are a few avenues of inability to match up with the dynamic situation and rapid change. Technological backwardness, inadequate systems or processes, slow deliveries, or shortage of resources are the major ‘hiccups’ .**

**The institute has some weakness on the part of implementation of plans, delay in decision making, maintenance and repair of the building, maintenance of the instruments and equipment, upgrading and revision of syllabus according to the job profiles of the economy etc. But all these weaknesses of the institution are basically due to the delay in approval, sanctioning and allocation of funds at the state administration and university level.**

**Following is the enumeration of the key avenues that need to be catered to:**

- **Lack of autonomy**
- **Introduction of vocational courses and professional courses.**
- **Frequent deputations and transfers of the faculties to the other institutions.**
- **Short tenure and frequent change of the Head of the Institution.**
- **Technological backwardness: Modification and up-gradation of all classrooms into smart-class in proportion with the multifarious faculty, students and the programmes.**
- **Non-availability of enough technical support staff.**
- **Lack of Financial Resources – Reductions in state funding; the necessity to update programs and services; and rising fixed costs contribute to the lack of available financial resources.**
- **The potential talent of research is not adequately nurtured due to the procedural delay by the affiliating University and the government policies regarding fund allocation.**

- **The time devoted by the Research Supervisors is not reflected in their workloads because of fallacious policies.**
- **Lack of systemic mechanism for monitoring student progression**
- **Limited industry collaboration**
- **Paucity of consultancy and exchange programs**
- **Insufficient incubation and startups**

### **Institutional Opportunity**

**The ability to profit by higher education is spread among all classes of people. Being a government institute providing education at affordable-cost, with proficiency, we have an opportunity for working-up on novice scholars who are out in the world with an aim to get educated.**

**The envisioned opportunities for the institute includes:**

- **Strengthening the two-way connection between the institution and community for making education more comprehensive and all-encompassing.**
- **Exposing the students to online distance-learning and access to online content.**
- **Making available open-learning-resources, curated-content available online in the form of links and more of good quality content continuously uploaded on various channels. Content in local languages to initialise online learning efforts i.e., ‘talk-type’ content and credit extended for its usage.**
- **Inculcating group coherence, facilitating more emphasis on productive aspects of curriculum via experiential learning and understanding the opportunities.**
- **Setting up a learning-path leading to employability and Industry-connect by making use of the forums for experiential learning.**
- **Empowering the scholars with employability skills i.e., developing soft skills like proficiency in language, computing, analytical capabilities comprehension etc. thus staging entry points for collaboration in enterprise education and entrepreneurship and links with industry**
- **Facilitating quality research by grooming the Scholars to get through various competitive exams including the CSIR NET GATE etc. and procure funds and grants for the research work.**
- **Supporting market oriented research that paves way for more patents.**
- **Building stronger relationships and increasing mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which**

enable interactions.

- **Conjunction with the alumni to tap the unharnessed potentialities for student progression and inculcating employability skills.**
- **Enhance strategic engagement and capacity building endeavours in sports making best use of the comradeship of the sports-cohorts**

### **Institutional Challenge**

**The Centenarian, Samrat Prithviraj Chauhan Government College Ajmer, toiling to educate more than 8000 students, harbouring 22 departments, ranging over the three faculties of Arts, Science and Commerce, is one of the biggest government colleges of the State of Rajasthan.**

**Being a Government Institution of higher education of this stature, at district headquarters, brings along with it both opportunities and challenges**

**The major challenges for our institution includes:**

- **Endeavouring for the holistic development of youth, a significant number of which are from rural background of Ajmer and the neighbouring districts and are the first-generation learners.**
- **Monitoring learning outcome and planning accordingly for individual level mentoring and adaptive student based learning**
- **Setting platform for brain-based adaptive learning with the aim of the holistic development i.e., a balance between curricular, co-curricular and extra-curricular learning is the need of the our**
- **Improvisation in pedagogical use of ICT enabled teaching–learning which has to be balanced with the traditional tutoring techniques**
- **Generating core self-learning, facilitative-learning environment and learning management system for upsizing gross enrollment ratio is another challenge**
- **Since appointments and placement of Teaching and Non-teaching staff are as per Government procedures and policies, the Institute has to regularly cope with the shortage of staff. The faculty and supporting staff has to make all efforts in the prevailing scenario to make ends meet, to impart quality educational environment in the institute.**
- **In a Government Institution the funds required for the basic housekeeping governance are always sufficient but in view of the galactic infrastructure inherited, raising funds for the regular maintenance and sustenance of various activities, is a herculean task.**
- **Despite having well-qualified faculty, with an academic fervour and inclination towards research,**

the paucity of grants and funds is a challenge for progression in the arena. Opportunities to harness the potentialities of research experience and achievements are meagre. Collaboration with research centres and institutes for the purpose is an issue to be worked upon.

- Non availability of vocational and professional courses in the institution which affects the placement activities of the institution.

### **1.3 CRITERIA WISE SUMMARY**

#### **Curricular Aspects**

Our institute is committed to nurture the educational endeavours of the State by imparting quality education efficiently with an ethical impetus.

Syllabus for various programs is prescribed by MDSU, Ajmer. Our faculty make seminal contributions in the refinement of curriculum as convener/members of BoS.

Academic calendar is developed and department meetings are held to discuss implementation of course curriculum.

Formal/ informal CIE serves as guiding principle of the modus-operandi for facilitating learning. Assignments, class-test, term-test, field-trips, projects, seminar-presentations, group-discussions and quizzes are part of pedagogy organised to monitor implementation of course structure.

Co- and extracurricular activities organised under the banner of various academic clubs and Committees are the informal mechanisms for CIE.

Judicious use of traditional classroom teaching and state-of-the-art ICT based methodology is made by faculty as per the need of students and course content.

Focus of the institute is on generating core self-learning and a facilitative-learning environment and learning management by Faculty. The learning experience is made more student-centric by exposing students to online distance learning and access to online content.

Many of the courses/programs incorporate practical and/or project works, Industrial and field trips, social interactions etc. providing an opportunity of hands-on experience under guidance of faculty.

Institute provides value-added courses, short-term training on soft skills, summer camps, live-projects, dissertations and various placement readiness enhancement programs.

As paper-setters and evaluators for Affiliating university, our teachers get an opportunity to evaluate the attainment of learning outcomes and expose the students to knowledge-level expected for career making.

Although CBCS has not yet been implemented, but, 89% of programs incorporate elective course systems which induce the component of academic flexibility and prepare the students for the diversified fields of specialisation.



Teachers devote time in personal counselling and correlate the prescribed syllabus-teaching with existing socio-cultural, political, economic and moral context.

The acid test of each planning and implementation effort is the feedback obtained. The institute has a mechanism of obtaining formal/ informal feedback from stakeholders on curriculum and teaching in particular. The same is analysed and conveyed and put forward on the apt platform.

### Teaching-learning and Evaluation

Our college is known for its academic excellence that provides a holistic, conducive environment to its learners. The modus adopted to disseminate knowledge is a blend of traditional direct instructions with new pedagogy, having provisions for experiential learning, to develop and promote student-centric learning atmosphere.

Admission policy is transparent, defined by CCE, Rajasthan. Admissions are on merit basis, ensuring representation of students from various geographical regions and socio-economic, cultural and educational backgrounds. Demand ratio in all programmes is favourable.

College caters to the higher educational needs of its learners in a comprehensive manner ensuring improvement in learning process of slow-learners and providing additional guidance and facilities to encourage advanced-learners.

Continuous formal/ informal evaluation of students on various forums is used to chisel-out potentialities of scholars. Question banks are maintained in central and departmental libraries and assignments/ internal tests are made use of to expose students to the University and Competitive Exam patterns.

Various FDPs are conducted to keep pace with evolving times and nurture their mental faculties. Professional competence building is accelerated by MOOCs, Gyan-ganga, Shikshak-dakshta, orientation of freshly inducted faculty, etc.

Freeship, scholarship, concession, deferment of fees, book bank facility etc are provided for socially and economically disadvantaged learners. Lectures by external experts are organised to provide insight, guidance and motivate the staff and students.

With the objective to boost student engagement, accelerating learning and improving content retention, teachers incorporate elements of experiential learning in their endeavours. Debates, discussions, peer-tutoring, fishbowl activity, kinesthetic learning and game-based learning are the techniques made use of across various programs. Field trips and projects encourage learning through real-world questions or challenges.

A range of sports, literary and cultural activities are organised to ensure all-round development. NSS, NCC, YDC, Women-cell, Eco-club, Department Associations, are some of the platforms made use of to sensitise staff and students on issues such as gender-equity, constitutional obligations, environmental concerns etc.

Every student is assigned to a mentor and is made aware of PO & PSO both formally and informally. Personal interactions, regular feedback, along with continuous transparent evaluation mechanism

ensures progress towards achievement and monitoring of various specific outcomes.

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

Living-up to its legendary distinctiveness of promotion of quality research the College is moving ahead with vibrant research-focus and expertise.

The institution is a recognized research centre of MDSU, Ajmer, having:

- 65 Ph.D. Supervisors
- 278 Research scholars.

Quality of research work being pursued is reflected by:

- Significant increase in quality of publications in refereed journals in: Web of Science (Thomson Reuters) and Scopus (Elsevier), and in online/ print-only Journals, enlisted in UGC and UGC-CARE.
- > 500 research articles, chapters/ books, papers in conference proceedings with ISBN.
- 5 patents in the name of the Faculty.
- Sessions chaired in conferences/ prestigious positions held in Professional bodies by Faculty.
- Services rendered as members of review committees/ editorial boards of reputed journals and bodies.

There are no specific budget provisions for research, however the Institute being registered under 2(f) & 12 (B) section of UGC Act has received grants for research through various schemes of UGC, FIST-DST, RUSA etc.

A research committee is functional

- to provide guidance regarding funding agencies and research fellowships, to mobilise funds for research pursuits.
- to facilitate interdisciplinary research and resource sharing within various departments.

Faculty members and Scholars interact with Research institutions/ laboratories for research pursuits. Faculty avails paid Academic-leave for active participation in national/ international conferences/ workshops.

College hosts conferences and webinars to mobilise research efforts from within and outside among

students and teachers. For this purpose, the Institute identifies contemporary issues to be addressed during these conferences.

In accordance with its mission of 'service' Institution- neighbourhood community network is promoted through NCC, NSS, YDC and other activities under the different cells/ associations. There is provision for mentioning the intent of joining these activities in Admission form.

Local community has tremendously been benefited by Rallies, Health camps and various outreach programs.

Many of our faculty members are actively associated with various social-causes.

During Covid-19 pandemic, the institution, in association with the local administration, made significant contributions: financial, in terms of man-power and by providing infra-structure facilities.

Extension activities inculcate discipline, responsibility and sensitivity towards social issues and provide a platform to mould Altruistic citizens of Nation.

### **Infrastructure and Learning Resources**

The institution has adequate infrastructure for academic and auxiliary activities. State-of-the-art ICT enabled facilities including lecture-theatres, smart-classes, recording-rooms with e-podium, sophisticated digital apparatus and equipment are available in the College.

Building renovation and new constructions post-accreditation includes: development of the state-of-the-art 'Mahatma Gandhi Sabhagar', construction of new Geography-lab, Smart Science Lab, Open-gym, a separate Girls Hostel for postgraduate students, Khel-Parisar-II (construction in progress). The parking lot has been given a new look.

Expenditure towards Infrastructure augmentation in the institution is met-with RUSA grant and CDC funds along with the budget allocations.

Library which serves as an important learning resource to the students, most of whom are hailing from rural backgrounds, houses 1,70,739 books along with 26 magazines, newspapers and Research journals.

The institution has subscriptions for N-list and Delnet. Username and passwords are issued to faculty members for anywhere anytime access to the facility, by them and their research scholars. The staff and students of the college make use of the E-resources subscribed by the affiliating University library. Information regarding various open learning resources is made available to the students via website, WhatsApp groups and list-display on the library notice-board.

The funding for augmentation of library resources is met with from the budget and CDC funding. The alumni also donates books to the library from time-to-time.

Nearly all postgraduate departments maintain a Contributory library: constructed and maintained by the postgraduate students over generations.

The institute has updated the IT infrastructure and availability of internet connections, Wi-Fi facilities etc on a regular basis. The Smart Science Lab incorporates elements of augmented, mixed and virtual reality.

There are established systems, policies and procedures for maintaining and utilising various academic, physical and support facilities in the institution.

### **Student Support and Progression**

Students being primary stakeholders of the institution are provided with an environment which ensures social inclusion, financial incentives and various welfare measures.

Website, handbook, prospectus, WhatsApp, Notice-boards, are means to disseminate information regarding various scholarships and student services.

State and Central Government provide for various freeships/ scholarships to increase literacy rate, provide opportunity to even the most marginalised sections to compete with others with respect and dignity and acquire higher education at affordable prices. There are apt institutionalised mechanisms to tender these provisions promptly.

Medals are conferred upon students with outstanding performance in academics, cultural, sports activities.

College makes use of various platforms to furnish professional skills required by the rapid phenomenal changes occurring in job market. Initiatives taken for capacity building and skill enhancement including soft skills and life skills. Co-curricular and extracurricular activities organised by Department Associations and other institutional platforms (academic/sports/cultural) plays a vital role in grooming students' personality.

Guidance for competitive exams provided through programs like Pratiyogita-dakshata and Dishari. Informative speeches and counselling sessions organised by placement cell.

Educative endeavours of faculty members paves way for qualifying CSIR-UGC-NET, GATE and other competitive exams, enabling progression in vistas of research and other careers.

Our students have the honour of representing Institute/ State at RD parade, NIC camps and other national level NCC camps and various inter-university tournaments at division/state/zone/national levels.

Other support services include: book-bank facilities; writers to Blind with extra-time of 1 hour; student grievance redressal (including sexual harassment cases); Placement cell; Alumni association; Anti-ragging provisions; Proctoral board; Women-Association; personal counselling by the mentors/ other faculty members and above all a clean and green environmental friendly campus with all basic infrastructure.

Institute ensures nurturing leadership qualities of students. Student Union, constituted in democratic manner, is actively involved in organising and executing co-curricular activities. Students have adequate

representation on various bodies and cells. In the Girls hostel the activities, including mess-management, are looked after by residents.

Alumni are well connected with their Alma mater and contribute in capacity of resource persons, judges, facilitators and for augmentation and maintenance of college infrastructure.

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

Basic principles of governance are laid down by the CCE Rajasthan in accordance with Government policies and UGC norms. Institution has a mechanism of providing operational autonomy to various functionaries to ensure a decentralised governance system.

Principal is chief executive-officer, who works in conjunction with senior-most faculty. Senior-most faculty of the department is incharge of functional activities, performed in a decentralised, participative-manner by faculty members.

Constitution of many-fold committees instils a culture of participative accomplishment of institutional tasks.

Establishment and Accounts sections and all functionaries there-in, work with cooperation and coordination for smooth functioning and management of the institution. Auxiliary units like library, Sports, girls hostels etc. are systematised by their respective committees.

CDC pursues matters related to comprehensive betterment of the Institution. CDC, IQAC and department in-charge(s), constitute the pillars to discuss and work-up on prospective planning and effective implementation of institutional policies.

Institute has a well-placed MIS which takes care of activities related to Administration, Finance, Student support systems.

Attendance of teaching and non-teaching staff is registered biometrically.

Institute has an effective grievance redressal mechanism. College website hosts links pertaining to 'Sampark portal' and 'RTI'.

Multifarious training sessions ensure regular updates on relevant issues pertaining to contemporary methodology, institutional functioning and service matters. Faculty makes use of MOOC courses and FDPs to renew and refresh their subject knowledge.

Teaching and non-teaching staff are regular beneficiaries of government schemes and emoluments along with a myriad of facilities available in campus.

G.F.&A.R. are observed regarding financial matters. Expenditures and purchases are in accordance with rules and regular monitoring is accomplished by the Accounts department. System of internal and external audits ensures compliance of rules and procedures.

Budget-allocation and Annual-fees from students forms a major source of finances for day-to-day

functioning while RUSA grant and CDC funds ensure development and maintenance activities of infrastructure.

The institution is District nodal for various scholarships, DRAC, DLQAC, NSS etc. College is involved in inspecting Institutes of Higher Education and fostering newly established colleges in Ajmer district on behalf of CCE and for affiliation purposes, on behalf of Affiliating University.

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

Basic ingredients of the culture of innovations in teaching-learning scenarios, are seeded in our institution in the form of well qualified, experienced teachers having an understanding of the changing times and positive personalised teachers-student interactions.

The all-embracing environment of the institution is supportive of blended learning (instructions and inquiry).

A range of experiential learning activities are made use of in accordance with the content and the group of learners involved.

Platforms to encourage peer-tutoring are made available by means of a range of curricular and co-curricular activities.

Fishbowl activity, contextual quizzing etc. are made use of for achieving greater learning outcomes.

Field trips let students bridge educational experiences to actual settings while hands-on demonstrations induce the component of active learning.

Game based learning which enhances involvement and receptivity of learners

Seminar presentation at postgraduate level, which promotes culture of personalised learning, is credit-based by efforts of the faculty as members of BoS of Affiliating University.

The commitment of our institution to the 'Environment' sustainability encompasses both the Physical and the Human aspect in its totality. The best practices pursued revolve around this and involves:

### **Physical Environment**

- Purposeful enrichment and maintenance of the biodiversity of campus
- Applying 5 R(s) to the Institute's Environment management strategies, with priority given to Refuse, Reduce, Reuse, Repurpose, and then Recycle.
- Minimizing Carbon footprint by balancing the conventional wisdom with contemporary technologies.

- **Making optimal utilisation of the available natural resources like sun-light, rain-water, soil and the green-cover in the campus.**
- **Optimal utilisation of ICT and e-resources for educational delivery.**

### **Human Environment**

- **Mentoring and counselling to address the intrapersonal, interpersonal and social problems faced by the students.**
- **Promoting Peer/ collaborative learning atmosphere**
- **Ensure safe campus by active involvement of various committees, awareness drives and constant surveillance of the premises.**
- **Providing a plethora of platforms for elevating academic and extra-curricular standards of the learners.**
- **Gravitating the Institutional Social Responsibilities (ISR) by the staff and students through various forums**
- **Harnessing research potential from bud to bloom. Making optimal utilisation of available resources and promoting procurement of fellowships and scholarships for the purpose.**

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAMRAT PRATHVI RAJ CHOUHAN GOVERNMENT COLLEGE AJMER
Address	Samrat Prithviraj Chauhan Government College, Beawar Road, Ajmer
City	AJMER
State	Rajasthan
Pin	305001
Website	<a href="http://www.hte.rajasthan.gov.in/college/gcajmer">www.hte.rajasthan.gov.in/college/gcajmer</a> ; <a href="http://www.spcajmer.ac.in">www.spcajmer.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sudhir Kumar Upadhayay	0145-2460946	9460478493	-	gcajmer175@gmail.com
IQAC / CIQA coordinator	Alpana Gokhroo	0145-2461946	9530253217	-	agokhroo1962@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No



**Establishment Details**

Date of establishment of the college	01-01-1867
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**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Rajasthan	Maharishi Dayanand Saraswati University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	01-07-1960	<a href="#">View Document</a>
12B of UGC	01-07-1960	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1655450793.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

**Recognitions**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Samrat Prithviraj Chauhan Government College, Beawar Road, Ajmer	Urban	28.41	75765

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Economics	36	XII	English + Hindi	120	84
UG	BA,English	36	XII	English + Hindi	240	164
UG	BA,Geography	36	XII	English + Hindi	120	99
UG	BA,Geography	36	XII	English + Hindi	1050	981
UG	BA,Hindi	36	XII	English + Hindi	360	326
UG	BA,History	36	XII	English + Hindi	120	91
UG	BA,Music	36	XII	English + Hindi	90	59
UG	BA,Political Science	36	XII	English + Hindi	360	305
UG	BA,Political Science	36	XII	English + Hindi	120	114
UG	BA,Philosophy	36	XII	English + Hindi	300	244
UG	BA,Sanskrit	36	XII	English + Hindi	150	101
UG	BA,Sindhi	36	XII	English +	90	65

				Hindi		
UG	BA,Sociology	36	XII	English + Hindi	210	180
UG	BA,Sociology	36	XII	English + Hindi	300	215
UG	BA,Urdu	36	XII	English + Hindi	150	91
UG	BSc,Botany	36	XII	English + Hindi	1320	988
UG	BA,Persian	36	XII	English + Hindi	60	11
UG	BA,Rajasthani	36	XII	English + Hindi	240	190
UG	BSc,Chemistry	36	XII	English + Hindi	60	45
UG	BCom,Abst	36	XII	English + Hindi	2700	2256
UG	BCom,Abst	36	XII	English + Hindi	120	58
UG	BBA,Business Administration	36	XII	English + Hindi	180	132
UG	BSc,Maths	36	XII	English + Hindi	60	60
UG	BSc,Maths	36	XII	English + Hindi	1320	1095
PG	MA,Economics	24	Graduation	English + Hindi	80	76
PG	MA,Economics	24	Graduation	English + Hindi	20	3
PG	MA,English	24	Graduation	English + Hindi	20	8
PG	MA,English	24	Graduation	English + Hindi	80	78
PG	MA,Geography	24	Graduation	English + Hindi	20	15

PG	MA,Geography	24	Graduation	English + Hindi	80	73
PG	MA,Hindi	24	Graduation	English + Hindi	20	0
PG	MA,Hindi	24	Graduation	English + Hindi	80	75
PG	MA,History	24	Graduation	English + Hindi	80	80
PG	MA,History	24	Graduation	English + Hindi	20	4
PG	MA,Music	24	Graduation	English + Hindi	24	24
PG	MA,Political Science	24	Graduation	English + Hindi	20	3
PG	MA,Political Science	24	Graduation	English + Hindi	80	74
PG	MA,Philosophy	24	Graduation	English + Hindi	80	24
PG	MA,Philosophy	24	Graduation	English + Hindi	20	0
PG	MA,Sanskrit	24	Graduation	English + Hindi	80	35
PG	MA,Sanskrit	24	Graduation	English + Hindi	20	0
PG	MA,Sindhi	24	Graduation	English + Hindi	80	27
PG	MA,Sociology	24	Graduation	English + Hindi	80	75
PG	MA,Sociology	24	Graduation	English + Hindi	20	1
PG	MA,Urdu	24	Graduation	English + Hindi	80	39
PG	MSc,Botany	24	Graduation	English + Hindi	26	22
PG	MSc,Botany	24	Graduation	English + Hindi	54	44

PG	MSc,Chemistry	24	Graduation	English + Hindi	20	16
PG	MSc,Chemistry	24	Graduation	English + Hindi	60	57
PG	MSc,Physics	24	Graduation	English + Hindi	54	50
PG	MSc,Physics	24	Graduation	English + Hindi	26	26
PG	MSc,Zoology	24	Graduation	English + Hindi	54	49
PG	MSc,Zoology	24	Graduation	English + Hindi	26	26
PG	MCom,Abst	24	Graduation	English + Hindi	80	74
PG	MCom,Business Administration	24	Graduation	English + Hindi	80	74
PG	MCom,Eafm	24	Graduation	English + Hindi	80	76
PG	MSc,Maths	24	Graduation	English + Hindi	80	69
Pre Doctoral (M.Phil)	MPhil,Hindi	18	Post Graduation	English + Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,History	18	Post Graduation	English + Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Political Science	18	Post Graduation	English + Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Botany	18	Post Graduation	English + Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Zoology	18	Post Graduation	English + Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Eafm	18	Post Graduation	English + Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Maths	18	Post Graduation	English + Hindi	20	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				144				72			
Recruited	1	0	0	1	44	71	0	115	29	24	0	53
Yet to Recruit	0				29				19			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				55
Recruited	22	5	0	27
Yet to Recruit				28
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				30
Recruited	14	1	0	15
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	1	0	0	0	0	1
Ph.D.	0	0	0	54	50	0	18	10	0	132
M.Phil.	0	0	0	1	6	0	2	4	0	13
PG	0	0	0	4	2	0	8	8	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	5	0	5	

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5141	6	0	0	5147
	Female	2767	0	0	0	2767
	Others	0	0	0	0	0
PG	Male	384	0	0	0	384
	Female	903	0	0	0	903
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	565	599	576	590
	Female	476	464	470	426
	Others	0	0	0	0
ST	Male	79	106	107	122
	Female	46	59	67	60
	Others	0	0	0	0
OBC	Male	988	1011	1163	1063
	Female	410	422	431	377
	Others	0	0	0	0
General	Male	571	614	593	553
	Female	549	575	241	610
	Others	0	0	0	0
Others	Male	167	97	37	43
	Female	49	31	4	8
	Others	0	0	0	0
<b>Total</b>		<b>3900</b>	<b>3978</b>	<b>3689</b>	<b>3852</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our Institution being a hub of Multidisciplinary - comprising 22 departments spread-across Humanities, Science and Commerce faculties, along with extensive facilities: both infrastructural and human-resource - for a range of extra-curricular activities, is all set to cater to the basic requirements of the cosmos of NEP 2020. It has an interdisciplinary/multidisciplinary approach in core subjects as-per curriculum provided by MDSU, Ajmer. Courses like Geography incorporate elements of Phytology (Botany) in their course on Biogeography and Agriculture Geography. Biochemistry in Botany and Zoology deals with chemistry in biological systems while in Chemistry</p>
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there is a course 'Biochemistry of Natural Products'. The Forensic Science paper of the postgraduate program in Chemistry also induces an interdisciplinary approach. Statistics is another course that is Incorporated in various programs of Humanities as well as Science and Commerce. Credit based courses and projects in areas of community engagement and service and Environmental education form a part of the curriculum of graduate and postgraduate programs in subjects like Sociology, Botany, Zoology, Geography. Students pursuing graduation are supposed to qualify 'Environmental Science' and 'Life and Philosophy of Gandhi' along with the language papers English/Hindi. Thus, apart from core courses/ subjects it is mandatory for scholars to study compulsory papers too. This assists in providing a Holistic multidisciplinary education to the students. Inclusion of programs such as 'Anandam' by CCE induces 'the-joy-of-giving' and enhances College-Community-Connect across all disciplines. As-per admission policy, lateral entry in various years of the programs-offered is permissible, although it is only under pre-specified conditions. Seats in postgraduate programs are reserved for teacher-candidates, who intend to take a leave from their job in pursuance of higher education. Learners from any stream may pursue a Postgraduate course in Humanities. The research cell thrives to promote, support and coordinate interdisciplinary research. Research on topics related to Pharmacognostic Studies is being pursued in the two departments of Life-sciences. In chemistry topics like the effect of various plant-extracts on the phenomenon of corrosion have been taken up. This integration of the STEMM fields - Science-Technology-Engineering-Mathematics-Medicine - may help students enter the workforce, live enriched lives, and become active informed members of modern democracy. The 'Skill Development Programmes, Job Oriented Courses, Entrepreneurship And Placement Cell' of the college caters to vocational and life skill development endeavours for students. Inviting renowned professional journalists, photographers etc. during skill development programmes confers first-hand market exposure on our students. With the aim of keeping abreast the staff and students with the fast evolving present-day scenario, extension-lectures are

	<p>organised on various platforms. This induces the culture of multidisciplinary/interdisciplinary knowledge exchange. The well qualified faculty of each department is in contact with students of the institution across various disciplines via various academic cells and committees creating an informal interdisciplinary environment. Webinar on 'New Education Policy' was organised under the aegis of IQAC to contemplate the evolving educational scenario in the country. Thus, our institute has all the potential to move along with the need-of-the-time.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our college is an Affiliated College of the Maharshi Dayanand Saraswati University Ajmer. The University Act 1987, vests the power to hold examinations and confer degrees for various programs, in the affiliated colleges, to the University itself. Hence the Academic Bank of Credits as proposed in NEP 2020, is presently being worked upon by our University and will be implemented there-on in all affiliated Colleges, including ours. As of present the student can move from one college to another within the university but the transfer of credits to another University is within the purview of the University. Under special circumstances this transfer is possible between the universities located within the state as mentioned in the admission policy of the State Government. Students are acquainted with the use of SWAYAM Portal and various online MOOC courses and the concept of ABC through the Institutional website. Some of the faculty of our College are reviewers for Research Journals of International repute and a few have worked and are working on research projects in collaboration with international bodies and even hold patents of other nations. They represent our nation in conferences, abroad and thus infuse an element of seamless collaboration and internationalisation of higher education as envisaged in the NEP 2020. The central library is indeed an arsenal of reading material including a plethora of reference material. Furthermore the faculty renders its services as subject expert in University and Public Service Commissions, thus keeping abreast with the needs-of-the-hour. The pedagogical approaches are hence decided upon on an individual basis. The experienced teaching fraternity of the Institute is watch-ful of the evolving trends in Higher education and takes the</p>

	<p>role of the teacher or facilitator of the learning process, as per context. Approaching present-day learners in a personalised manner keeps them more receptive and prepares them to meet the world-out as responsible, self-motivated citizens. There are many credit-based courses and projects incorporated in various programs that help develop various capacities - intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner and provide opportunities to develop soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning. Field surveys, Projects, Seminar-presentation etc. are some of the good practices of the institution. They serve as an effective measure of continuous and comprehensive evaluation of the scholar, in a personalised manner.</p>
<p>3. Skill development:</p>	<p>The institute has an active 'Skill Development, Entrepreneurship and Placement Cell which organises online and offline camps enabling the students to develop skills that will help them in securing livelihood in their field interest. It organises various vocational and soft-skill training camps and summer camps under the joint aegis of CCE, Rajasthan and RSLDC. Services of experts in the field are solicited on blended platforms and hand-on training is provided by means of field-trips, field-projects, etc. The college has been organising the camps/ workshops related to Journalism, Photography, Computing skills, Language skills, Yoga and life management skills, waste management skills, etc. Vocational short term courses and training sessions organised by the Women-cell includes induction courses for beauty-parlour and self-grooming, generating best-out-of-waste, developing culinary skills etc. TheEco-club activities, hand-on training for preparing herbarium sheets, plant material identification, collection and preservation by postgraduate Botany students, active participation of students in plantation and gardening activities and organisation of the Annual Flower Show are other means of providing informal vocational training to students pursuing various programmes. Our institute caters to the need of todays 'gender-equal society' by generating an environment conducive to instil an Ethics of Service, commitment, integrity and self-</p>

reliance. Various activities and celebrations to mark Commemorative Days are observed and provide opportunities to inculcate and develop 'Cardinal Values' among the students. The Institute organises motivational talks by eminent persons who have excelled in their field, like Vandana Shiva, Major General G.D.Bakshi, Shri Satyendra, Veteran Gandhian Dr S N Subba Rao, etc. to assist in sculpturing competent, committed, creative and compassionate citizens of the nation. An attitude of alacrity and enthusiasm of the organisers as well as the participants of various activities radiates optimism and instils life-long memories to be cherished. A compulsory paper on Life and Philosophy of Gandhi is a part of graduate level university curriculum across all faculties. There is a 'Gandhi Study Centre' in the College to promote universal human values. 'Skill Development, Entrepreneurship and Placement Cell plans and organises vocational education in ODL/blended/on-campus modular modes to Learners. They sought the expertise of people in the concerned field to induce the segment of dealing with the practical problems and hiccups in the vocation. Thus along with learning the desired technicalities, students come face-to-face with the ground realities of the outer world. Alignment of the formal education with the National Skills Qualifications Framework will indeed be a step to restore the dignity of labour and furnish skilled educated entrepreneurs to our society.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

A large section of the students of our college are from rural background and weaker sections of the society, at times the first generation learners, so the course content is taught and made available to the learners in bilingual mode. Most of the teachers are well versed with the local dialects of Ajmer and neighbouring districts, thus aiding the acclimatisation of newcomers to the institute. The syllabus and question papers are bilingual and students are permitted to present their answers in blended language in class as well as the internal and external examinations. Thus all the courses are taught in Indian languages and bilingually in the institution. At the same time scholars are encouraged to open-up and get advantage of the content available in the English language too. The Humanities stream of our college has seven departments dedicated to the teaching-

	<p>learning of various languages: Hindi, English, Sanskrit, Urdu, Persian, Sindhi and Rajasthani. Workshops, activities, conferences and webinars on Sindhi, Urdu and Sanskrit to popularise and promote them are organised on a regular basis. Efforts of faculty on a personal level to promote languages like Sanskrit are reflected by the YouTube Channel 'Sanskritaayanam'. None of the course of study can thrive in 'closed-environment' and hence the faculty has to integrate components of our culture and society at large to reachout to the learners, providing a solid-base to the education being imparted and enhancing the learners connection with his subject of choice. The class-room environment is a two-way talk-type curated environment which integrates the Indian knowledge system and other related concepts and issues with the curriculum content. Educational tours to places of 'Heritage Importance' are conducted. The Central and Department Libraries house books and reference material in various languages along with those in English and Hindi. Library has a unique collection of Epics and Manuscripts. Students, particularly of Philosophy and Sanskrit are encouraged to refer to them as original text of their curriculum. Many of the faculty members have authored bilingual/ hindi books to make available quality course content to the learners according to the prescribed syllabus. The online lectures uploaded and content made available by the teachers to the learners is also bilingual. The cultural and extra-curricular activities organised in the college are planned with an aim to display and promote our ethnic culture and traditions. Activities like rangoli, mandana, folk and classical song and dance competitions, celebrations like 'lahariya mahotsav' and showcasing the culture and traditions of our state in various national camps have always been in vogue in our institution. The two girls hostels in the campus are noteworthy junctions for promoting Indian culture traditions and local dialects by peer learning modus.</p>
5. Focus on Outcome based education (OBE):	<p>The curriculum of various courses explicitly mirrors a tendency towards outcome based education. There is a proper balance of theory and practical aspects of every subject. The faculty of our institution is in the habit of reiterating the outcomes of the particular course in a formal and informal manner. This</p>

provides the learners with a clear understanding of the expected outcomes and associated assessment criteria. The teaching methodology adopted by the faculty promotes the incorporation of knowledge, skills, attitude and values within a particular context. Thus the knowledge is applied, skills developed and attitude and values harmonise with those of the society. The courses which incorporate experiential learning: lab work, projects and seminar presentations, assess the learners achievements against a set of predetermined criteria which are clearly stated in the outline of the activity itself. The learner undergoing assessment has a clear understanding in advance of what they have to do to achieve the expected outcomes and the assessors use the criteria to assess the outcome with reasonable objectivity. Even the pattern of theory papers emphasises various levels of knowledge attained, by framing a range of specific questions which can be assessed objectively. In the present day scenario of higher education the learner is more inclined towards an approach which inculcates holistic knowledge of the course content and its applicability in future life and the faculty of our institution is competent enough to cater to the needs of the scholars. A large number of programs offered in our college incorporates activities which are inline with the Outcome Based Education system as outlined in NEP 2020. Specific number of hours of teaching/ guidance and laboratory/ field based learning/ projects/ seminars, are delineated in the class schedules and are strictly adhered to . NSS and courses like Anandam incorporate the element of community engagement and service. Specific credit is given to the desired skill and the understanding of the concept during the Annual practical examinations. Due weightage is also provided to the regularity and quality of efforts of the individual during the class hours, stretched over the session, which is mirrored by the record maintained and Viva voce examination taken. Similarly during the open session seminar presentation by postgraduate students the evaluation is on the basis of effectiveness of the approach adopted to deliver the appropriate content. The question session that follows reflects the conceptual knowledge of the candidate. This again is a practice pertaining to the Outcome based education (OBE).



## 6. Distance education/online education:

In an effort to apprehend the skills of the students, and link them to employment opportunities, Skill Development, Entrepreneurship and Placement Cell organises Skill Acquisition and Knowledge Awareness for Livelihood and Placement camps and Programmes through ODL mode. This makes available the expertise in the field and blending it with practicum/ field trips/ projects and other experiential learning techniques enhances the interest and receptivity of the learners. The institution has successfully organised camps on "waste management and business skills" and "photography skills" through ODL mode for \*Imparting New Skills while Learning\*. The college administration makes use of every opportunity to acquire and upgrade the technologies supportive of teaching-learning activities. The faculty keeps itself abreast with the evolving atmosphere and is quite adaptive to the changes of the New Age. FDPs, making use of ODL mode have been organised by various Departments and the Faculty had the opportunity of being benefited by those organised by other institutes of Higher Education. Curated bilingual talk-type online content is prepared by the faculty and is uploaded on the respective Department-dedicated YouTube channels. This practice has benefited our scholars and encouraged self-learning at their own pace. Programs like Gyandoot are hosted online by our institute harnessing the expertise of teachers spread far and wide and channelising it to the learners of various institutes of Higher Education. PG students presented seminars, particularly during the Pandemic-period making use of blended platforms. as per their convenience. Thus with the inclusion of ODL mode at various platforms and the advanced technologies, our Institution is priming its staff and students for the upcoming environment of NEP 2020.

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
659	659	659	659	659
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
57	57	57	57	57

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9201	7850	7940	8180	8023
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
2767	2767	2375	2205	2375

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

### 2.3

#### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2710	2308	2248	2483	2264

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

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
168	184	185	184	195

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
216	216	216	216	216

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 144**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
181.1178	228.5925	219.3268	282.8058	369.8279

**4.3**

**Number of Computers**

**Response: 137**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

**1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process**

**Response:**

College implements the curriculum prescribed by its affiliating University, MDSU, Ajmer. The curriculum is designed and improvised by the university in a concerted manner, on a regular basis, through its BoS. Faculty contributes in the process as members of BOS.

Effective curriculum delivery is ensured through a well planned, structured and documented process.

- **Month Wise timetable of course content of each Program as issued by CCE Rajasthan is strictly adhered to.**
- **Central Time-table Committee, prepares a ‘Central time-table’ allotting time-slot and room for each course of a Programme. It allots a stipulated time-frame to different Courses in each Programme.**
- **Departmental timetable committees distribute the Course curriculum workload of each Programme in a democratic manner as per the norms. Detailed Programme Wise and Teacher Wise timetable is prepared by Departmental time-table committee for their respective Course which is then compiled by Central Time-table Committee and is displayed on notice boards and college website.**
- **Faculty take personal interest to provide a conducive learning environment as per the need of course and ensure use of contemporary, innovative practices and relevant pedagogical tools for effective delivery of curriculum.**
- **Term tests, class tests and student seminars are conducted to assess the learning outcomes of students on a regular basis.**

Accordingly, extra guidance is provided to advanced and slow learners in accordance with their individual needs. Students are encouraged to meet with faculty members beyond classroom hours for doubt clearing and curriculum discussions.

The institute strives for effective curriculum delivery through a combination of time tested and innovative methods according to a set of teaching-plan based on academic calendar which is detailed enough to cover available time frame yet flexible enough to permit changes.

- **implementation of curriculum within stipulated time is monitored by the Principal and**

**Department-incharge.**

- student-centric, experiential learning activities are incorporated.
- Departments provide a platform to enhance applicative knowledge of course content in a play-way, via, Undergraduate and Postgraduate Associations.
- During Covid-19 era, videos on concepts and topics of course were uploaded on course specific YouTube channels. Repository of these is made available to students as 'Rajeev Gandhi e-content library'.
- Students remain connected with faculty via Classwise WhatsApp groups constituted by mentors. Links to lecture uploaded on YouTube or those provided as PDF on the drive were provided on a regular basis as per time table of each programme in the respective group

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

**1.1.2 The institution adheres to the academic calendar including for the conduct of CIE****Response:**

In order to induce uniformity across all government colleges of the state the Commissionerate of College Education Rajasthan, at the commencement of each academic session, prepares the academic calendar mentioning the schedule of admission process, various curricular and extra curricular activities, along with the working days and holidays.

The academic calendar also schedules the monthly tests and term end tests along with the outline plan for course content delivery across all programs throughout the session. The compliance of the academic calendar provided by CCE is ensured by the college while preparing the detailed schedule of various co-curricular and extracurricular activities to be organized on various forums.

The annual/ semester end theory and practical examination schedule are decided by the Affiliating University.

Both formal and informal modes of CIE are adopted in the institute in a scheduled manner.

- Assignments and class-tests are interwoven with regular discourse of curricular content.
- The subjects involving lab-work have defined slots in the time-table. The personalized learning environment in the laboratories provide a platform for objective evaluation, due credit of which is included in the University Practical examination.

- Many of the postgraduate programs have credit for seminar presentations. This student centric pedagogy has elements of personalized and peer- learning and ensures transparent holistic evaluation of the learner. The time-table of seminar work is decided upon by the department concerned.
- The understanding and applicative skills and social behavior of the students are appraised by the project-work, dissertations and various co-curricular activities.
- Game based learning techniques, quizzing and group-discussions assists in assessing the applicative and in-depth knowledge and serve as a tool for gauging mental and social faculties of individuals.
- Problem solving sessions help in identifying learning levels of learners and serve as self-evaluation tools for faculty.
- Field trips and educational tours provide opportunities of having a closer look at the learning level achieved by each learner.

Thus a planned course of CIE at multiple platforms provides insight of the learning objectives achieved and the supportive and remedial initiatives required.

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

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

**Response:** 43.86

#### 1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 25

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 257

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
68	61	44	42	42

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 1.84

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years



2020-21	2019-20	2018-19	2017-18	2016-17
428	148	128	43	43

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

##### Response:

In accordance with the vision for ‘holistic development’ of its beneficiaries, to inculcate basic human values, professional ethics and concern regarding gender, environment and sustainability, various courses spread over a plethora of programs address and integrate these dictums in curriculum.

Compulsory papers on Environmental Studies and Gandhian Philosophy for undergraduates are significant initiatives addressing environment and sustainability along with basic human values, professional ethics and gender concerns, facilitating inculcation of cults of service, commitment and integrity in the psyche of pupils.

As members of BOS, our faculty has the opportunity of integrating basic philosophy of humanity with contemporary trends of education and social issues.

- **Environment And Sustainability:** Various courses across the three faculties, generate an understanding and applicative ability in students regarding these issues.

Field trips and project works induce oneness with nature, when scholars move out with roving-eyes for the work assigned.

Celebration of Commemorative days of environmental-concern and various co-curricular and extracurricular activities, organized, instills the required understanding and awareness towards Sustainable environment.

- **Human values** being a blanket concept is directly and concomitantly embraced in curricula of various programs. It incorporates decision making and its techniques, fundamentals of entrepreneurship, principles of Marketing and Management in theory and practice, managing human resources and setting up a congenial business environment. Business

management itself is management of not only institutional and financial areas but also human resources of the system keeping in view human behavior.

Various courses on contemporary and classical thinkers develop analytical and applicative faculties of scholars regarding human values. Curricula of Humanities imbibe human values whether it be in form of literature, politics, economics or historical perspective. Sociology itself owes its genesis from human society that thrives on human values.

- **Gender:** In today's gender-equal society curriculum of a co-educational institution becomes more enthralling when it incorporates various gender issues and concerns, of political value, economic value, geographical or social outcome or even in the form of literature in any of the seven languages being taught.
- **Professional Ethics:** Pupils join various programs with the aim of moving out in society ready to pursue a progressive career. Hence incorporation of professional ethics across various courses and programs manifests this basic value theoretically and conceptually in students.

The aforementioned issues are explicitly manifested in the Vision and Mission of our institution. Codes of conduct themselves are unambiguous assertions of professional ethics and human values.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 10.47

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
69	69	69	69	69

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>

<b>1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b>	
<b>Response:</b> 50.68	
<b>1.3.3.1 Number of students undertaking project work/field work / internships</b>	
Response: 4663	
File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni</b>	
<b>Response:</b> A. All of the above	
File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

<b>1.4.2 Feedback process of the Institution may be classified as follows: Options:</b>
<b>1.Feedback collected, analysed and action taken and feedback available on website</b>
<b>2.Feedback collected, analysed and action has been taken</b>

**3. Feedback collected and analysed**

**4. Feedback collected**

**5. Feedback not collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 69.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
9201	7850	7940	8180	8023

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

2020-21	2019-20	2018-19	2017-18	2016-17
11804	11804	11804	11804	11804

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
2767	2767	2375	2205	2375

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**

**Response:**

**With the vision of ‘disseminating knowledge in a student centric manner’ the primary responsibility of the institution is to assess the present learning level of the students and then move forth accordingly.**

**The institution regularly assesses the learning levels of students, initially, at the time of admission in UG part-I and PG semester-I/ Previous and then after at the end of each month by month-end tests.**

- Admissions in the institute are online, purely on merit basis - the basic criteria being their performance in the previous qualifying examination. The admission procedure is monitored by the Commissionerette of College Education (CCE), Rajasthan. The admission merit gives a clear ground to identify the slow and advanced learners and helps the faculty to design special teaching and tutorial sessions in remedial classes with the aim of bridging the gap between the various learners.**
- The mentors of respective classes of UG and PG maintain rapport with their mentees, maintain the student profile and identify the fast and slow learners to extend desired support with the motive of. providing them with a conducive learning environment.**
- Advanced Learners and slow learners are identified by the faculty on the basis of their classroom interaction as well as their performance during the continuous internal evaluation. The evaluated answer sheets of students for the month-end test are discussed with them in the classroom, thus revising and working upon their basic concepts and their presentation during examinations..**
- After identifying slow and advanced learners, the teacher then caters to their individual needs during extra lectures and remedial classes. The teacher monitors the students' performance regularly in these classes.**
- In the mentor-mentee system prevailing in the institute, the mentor also identifies other skills and strengths of slow learners and encourages them which helps them build self confidence, resulting in improvement in their academic performance also. The mentor takes extra efforts to understand the socio-economic background of students which is sometimes the reason for their poor performance.**
- All necessary emotional and professional counseling is also provided wherever and whenever required. Parents of slow learners are also informed about their ward.**
- The college provides extra attention to build additional skills which helps them fare well in the real world.**

- **Advanced Learners are encouraged to address their concerns freely and frequently with the faculty in a formal way. Such students are referred to consult advanced textbooks, Journals for their Advanced Studies and the relevant e-content.**
- **Careers counseling and subject specific guidance is provided by the faculty in regular courses, to the aspirants of various competitive examinations.**
- **Encouragement is also extended upon the advanced learners by conferring upon them various medals and scholarships along with a certificate of merit, instituted by various dignitaries, course/ programme wise in the institute.**
- **To nourish their mental faculties the academically inclined learner's are also encouraged to participate in various co-curricular activities such as debates, group discussions, quiz and so on, organized on various platforms within the institute and at intercollegiate platforms.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

### **2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)**

**Response: 55:1**

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## **2.3 Teaching- Learning Process**

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

**Keeping in view the basic mission statement of the institution ‘to create a learning environment to help students make passionate connections to learning’ involving students in the very learning process is adopted as the basic practice. This is achieved by:**

- **Deploying Student Centric Methods such as experiential learning, participative learning and problem solving methodologies for enhancing their learning experiences.**
- **The Pedagogy practice focuses on imparting education through a student centric approach. This catalyzes the transformation of students from being relegated in the role of passive recipient to active and involved stakeholders apart from boosting their confidence and encouraging independence.**

- Faculty members facilitate learning by allowing each individual student to comprehend at their personal level by ensuring their involvement in class activities so that they can observe and grasp information at their own pace..
- Teachers make their class-hours as interactive as possible and encourage innovative thoughts and novel interpretations.
- The teaching learning process in our college mainly revolves around the need, interest and capabilities of our students.
- Teachers play the role of a guide and facilitator for the students for selecting and developing the topic for the classroom seminar presentations, particularly in the postgraduate classes
- ‘Learning by Doing’ is the dictum in various courses, particularly in those that involve laboratory and/or field work like - Botany, Chemistry, Physics,Zoology, Geography, Music etc.
- Student representatives in various committees of the college are involved in the decision-making process so as to maintain transparency apart from inculcating a sense of responsibility in them.
- Various co-curricular activities like quiz competition, essay writing, debate, model-making, chart preparation etc. are organized under the aegis of UG Associations and PG Seminars of the individual departments.
- Activities of various committees and cells like Women Cell & Girls’ Association, Planning Forum, YDC etc. along with the Youth Festival, Annual Cultural and Sports Activities, are organized and conducted by the elected/ nominated members and the Students Union under the supervision of a committee of faculty, constituted for the purpose.
- Various student centric community-connect programmes like NSS, Rover/ranger and also the NCC programmes are also operative in the institution.
- Doctoral research programmes in the various subject /courses help students to acquire experiential learning and problem solving abilities by providing a conducive and opportune environment to promote critical /creative thinking
- Keeping in view the need of the tender age of the Scholars various extension lectures are organized to develop a vision and provide a dream and also the prospective means and methods to achieve the dream thus the students are trained to recognise and harness their potentials in a constructive way.
- First hand motivational talks by eminent personalities also pave the way for the students who are ready to move out and take the world in their own stride.
- Communication skills of the students are worked upon not only in the language lab and by the seven departments dedicated for the purpose but also during various curricular as well as co-curricular activities by the faculty at large.



<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

The teachers at Samrat Prithviraj Chauhan Government College Ajmer actively use the ICT enabled tools for meeting and exceeding the ever-expanding expectations of the society from higher education systems. The technology has created some fundamental changes in the expectations of students and other stakeholders. The continuing expansion of knowledge demands active usage of ICT tools to manage, create and disseminate knowledge. The key delivery areas where ICT is actively used by our teachers may be summarized as:

**Developing course material:** The teachers actively create and disseminate powerpoint presentations, teacher notes, lecture notes, quiz, tests, assignments etc using the ICT tools.

**Delivering and sharing knowledge:** Besides apprenticeship mode and physical classroom teaching, the teachers actively use virtual class rooms and teleconferencing / virtual meetings. This helps in adjusting the pace of learning between the fast learners and slow learners. The extra support classes for slow learners are generally conducted through virtual mode using ICT tools.

**Communication between learners and teachers:** Most of our teachers in SPCGCA have a WhatsApp group of learners for continuous communication of relevant content and maintaining a dialog with the students. It helps in identifying the educational requirements and queries of the learners. The important content and learning materials in form of pdf documents are shared on student email ids to ensure anytime any place availability of the learning contents.

**Communication with Industry and the outside world:** The connection with the industry and probable employers is created by virtual meetings and webinars. This includes connecting with the academicians who help the students in preparing for various competitive exams.

**Creation and delivery of presentations and lectures through YouTube channels:** Every department has a YouTube channel on which the teachers upload their lectures according to their expertise.

**Academic research:** Teachers actively use the ICT tools for continuous upgradation of their knowledge and academic research. Students are encouraged to include online resources in their learning efforts. This includes the research work of Ph.D. scholars and also knowledge creation in the form of research publications. Plagiarism checker tools such as URKUND / Ouriginal are used to ensure academic integrity.

**Administrative support:** There is a strong contribution of ICT in administrative tasks of the college. The large-scale college data management and analysis is practically not possible without the use of computers. Administrative committees use ICT tools for staying connected and for project planning

and implementation.

**Interactive student counseling:** The usage of ICT is very visible in interactive counseling at multiple stages of the complete student life cycle. It starts at the admission stage and continues through various learning stages.

**Integrating ICT in teaching and learning** is encouraged and ICT is seen as an indispensable tool to fully participate in the knowledge society. ICTs is an essential aspect of the teaching toolkit in the twenty-first century for facilitating new and transformative models of development. ICT has extended the nature and reach of teaching learning process to surpass the classroom boundaries and convert it to any time any place learning environment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 35:1

#### 2.3.3.1 Number of mentors

**Response:** 260

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 84.81

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 81.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
133	151	153	152	159

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 21.26

##### 2.4.3.1 Total experience of full-time teachers

Response: 3572

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

#### Response:

The modus of internal assessment in the college is quite robust and incorporates transparency.

Admissions for all Programmes are on-line, on merit-basis, by Commissionerate College Education, Rajasthan. For this purpose, the percentage obtained by them in the previous qualifying exam (Board 12th class for Graduation and Graduation for Post-graduation) are considered.

The admitted students are assessed continuously through various internal evaluation processes at the college.

- The internal assessment evaluation process is communicated to students by their respective faculty and also during the orientation programme i. e. first day of academic year for UG (part - I) and PG (Sem-I) students.

The academic calendar is communicated via College website and WhatsApp groups.

- The month-end tests as per the schedule given in the academic calendar are conducted on a regular basis.
- To familiarise the scholars with University examination pattern, Assignments are made use of, so that they may prepare for their annual examination..
- Seminar presentation (at PG level) is indeed a fruitful technique for evaluating the understanding of the student and also mentoring on a personal level..

During the preparation of the topic for seminar-presentation, students are in personal contact with the respective teacher who facilitates his understanding and works upon the presentation skills.

Open question sessions after seminar presentation provides a platform for assessing the candidate on various pre-stated criteria like content-coverage, presentation with-in stipulated time-limit and the confidence level of the student.

During the external examination the external examiner assesses the same on the basis of the hard and soft copy submitted by the student. during the practical examinations conducted by the University.

- During Pandemic Times the students had an option to send their PowerPoint presentation in the form of PPT or video recording in the class WhatsApp group from where it was viewed and evaluated.
- Subjects that involve regular field visits and laboratory work also provide an opportunity of

evaluating the candidate on a regular basis in a personalized one-to-one manner.

- The performance of students in the month-end tests and assignments are evaluated and communicated to the candidate in class and open discussions follows.
- The evaluated answer books of students, particularly those who score high marks, are openly circulated in the class as an exemplar. This is a source of motivation and ensures transparency in the internal examinations.
- A record of the work done in the laboratory is prepared and maintained by each individual candidate which is evaluated on a regular basis and the marks thereof are included in the Annual Practical Examination conducted by the University.
- Personal guidance is particularly given to poor performing students during extra classes and also the remedial classes by the concerned faculty.

These varied student-centric methods of internal assessment help to generate and maintain students' interest towards the learning process and also instills the personal rapport between the teacher and the taught.

Active participation in classroom activities as well as in co curricular activities foster positive bonds and create a constructive learning environment that helps in overall personality development.

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

**Response:**

Our college is affiliated to MDS University Ajmer which conducts examinations at the end of the academic year at UG level and annual / semester end examinations at PG level.

- To resolve grievances related to University examinations, as per the regulations, the college Principal forwards the grievance application duly signed by a specific number of examinees, within the stipulated time, to the Controller of Examinations of the University, where the grievance cell takes up the matter.
- If grievance is related to evaluation of answer books, students are required to fill an on-line re-evaluation form on University website within 15 days of declaration of the results.

Students may also get a Xerox copy of the answer sheet of the concerned paper, if desired.

**Students can apply for verification and re-evaluation of the answer sheet. The result of revaluation is given by the University within 30 days of application.**

**For students whose results are not declared or marks are not entered due to oversight in the University mark list, the college immediately forwards the student complaints along with evidence of him appearing in the examination, to the University to rectify the error.**

**The University Helpline provides contact numbers which may be used for redressal of various examination related issues.**

- **The grievances related to issues in submission of online examination forms and queries related to corrections in examination, admission form, and marksheets are resolved promptly by the academic section of our institution after consultation with the University.**

#### **Internal Examination Related Grievances:-**

**The college adheres strictly to the guidelines and regulations issued by MDS University Ajmer and Commissionerate of College Education, Rajasthan, while conducting internal month-end examinations.**

**The college monitors internal examinations and evaluation processes, wherein complete transparency is ensured.**

**Academic calendar for monthly tests is prepared by the Commissionerate of College Education.**

- **Time-table for the tests is prepared well in advance and communicated to the students.**
- **After evaluation the answer scripts are shown to the students to check any discrepancy or doubt in evaluation.**
- **In case of any doubt, the matter is discussed by the faculty to enable them to fare better in future.**

#### **Laboratory Experiment:-**

- **Experiments performed in the lab by the students are evaluated on the spot by the faculty.**
- **Marks are assigned based on the lab rubric design by the faculty members.**
- **Practical Examination marks are given by the external examiner on the basis of student performance during the examination and throughout the year in the class.**

**Seminars :-**

- Seminars are part of the Curriculum of many courses and are given by the students on the topic assigned /chosen by them and evaluated by a committee of the subject teachers, on the basis of pre decided criteria which are discussed upon with the students prior to their presentation.
- If any grievances are put forward during the conduction of seminar/ practical examinations they are considered and discussed by the faculty members in consultation with the head of department and the Principal.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes**

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

**In an Institution of Higher Education with the mission to provide a student-centric learning environment, the scholars who seek admission have a right to understand the various Courses and their specific outcome for the particular Programme they wish to pursue.**

**Although the institution implements the curriculum prepared and decided upon by its affiliating Maharshi Dayanand Saraswati University Ajmer, it has an obvious understanding of the various outcomes and notifies the same to its beneficiaries.**

**The institution has 22 departments (14 in humanities, 05 in Science and three in Commerce) and offers graduation programs like B.A., B.Sc., B.Com. (and honors in seven subjects) along with BBA and 20 Postgraduate programmes spread over all the three faculties.**

**Being one of the largest Government Colleges in the state, with a strength of nearly 8000 students and more than 200 well-qualified, experienced faculty members, in the plethora of courses offered in the institution, the Board of Studies of the affiliating university has its members and also many of the convenors, from the faculty of the institution itself.**

**The Program and Course outcomes have been prepared by each department in the respective discipline on the basis of the syllabus prescribed by the University and the same is made available on the college website. This ensures a clear understanding amongst the learners seeking admission for various programs about the courses being offered and the specific outcomes that may be expected.**



The detailed syllabus is available on the university website and the various courses under specific programs being offered at Samrat Prithviraj Chauhan Government College Ajmer are displayed on its website.

Handbook stating the same is available in the college library and is also on the college website.

The course outcomes clearly state the categories of knowledge in education that may be obtained by the scholar pursuing the course; it includes the knowledge, comprehension, application, analysis and synthesis skills.

The program outcomes specify the various spheres of knowledge and careers that may be explored by the pupils pursuing the Programme.

- The members of the admission committee and the nodal officer along with the various volunteers at the help desk provide counseling and guidance to the students at the time of admission.
- Since a large part of the student community of the institution hails from the rural background making available printed or soft copies does not suffice the purpose hence the faculty of the institution are in a practice of stating and discussing the same with their class not only during the beginning of the session (during orientation) but also while communicating with the class throughout the sessions in an informal manner.
- The faculty as members of the BOS of the affiliating University discuss and note various suggestions from other faculty members of their department and put it on Board at the time of restructuring the syllabus at the University level.
- The informal connections of the students with their seniors also enlighten them on various aspects of the course as well as program specific outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

**2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**

**Response:**

**Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the Institution in a formal as well as informal manner.**

**The university curriculum is appropriately framed to attain the programme specific outcomes and**



**incorporate the desired course outcomes.**

**The attainment of various program specific and course outcomes is chiefly evaluated by means of various internal assessments and the Annual/ Semester-end University Examinations.**

**The paper pattern of the University Examination incorporates very short answer, short answer as well as the descriptive long answer type questions. While setting the question paper, the questions framed by the paper setters take into account the various expected outcomes.**

**It is worth mentioning that the faculty of the institute plays a pivotal role not only in the setting of question papers but also in the evaluation work of the University examinations.**

**T.R. is assessed for the results of each programme/course. University-rankings and college merit-lists are standard assessment criteria to assess the outcomes achieved. Students qualifying in competitive examinations NET/REET also reflect the attainment of POs and COs.**

**At the institutional level a variety of evaluating tools are made use of to assess the extent of achievement of the candidate regarding the expected outcomes.**

**The regular assignments, labwork, field trips, educational tours, seminars presented by the student etc. are of immense utility to have a personal understanding of the knowledge, comprehension, applicative, analytical and synthetic abilities of the individual students.**

**The various co-curricular activities, like quiz, group-discussions, debates, extempores, essay writing etc., organised under the aegis of various cells and committees of each individual department, hostel as well as the institution, provide an informal evaluating platform for the skills attained by the scholars.**

**The basic goal of education is to groom the personality in a holistic manner which becomes evident when the student moves out in the community, serving the society and communicating as a responsible citizen of the nation.**

**Education aims at bringing out the best in an individual, with an inclusion of values and ethics and also enhancing their interpersonal and communication skills. Performance of our students during outreach activities and extension programs, viz. NSS, NCC, YDC and also on the sports' ground, mirrors the life skills attained by them during the course of the formal education in the institution.**

**The students enrolled in the institution are informally evaluated on a regular basis, not only by the mentors and the judges of various co-curricular activities but also so by each individual faculty of the Institution and the same is conveyed to the beneficiary who is also guided and tutored accordingly, since the objective of the institute is to mold them into competent, creative and compassionate individuals.**

**The graduate and postgraduate programs are the stepping stone and are meant to groom the learner for various job opportunities and occupational pursuits. Keeping track of the student progression to higher education and placement of the Alumni and their career achievements also reflects the fact that various outcomes are achieved by the institution.**

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

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 95.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
2688	2897	2252	2486	2278

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

2020-21	2019-20	2018-19	2017-18	2016-17
2720	3017	2421	2643	2418

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:** 3.04

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 3.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1.65	1.9

File Description	Document
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 38.69

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 65

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 2.73

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	1	1

### 3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	22	22	22

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

The two basic requirements for creation and transfer of knowledge are Human Resources and the relevant infrastructure facilities. Our institute has ample accessibility to both and makes their best use to create an ecosystem-of-innovations by inculcating an aptitude among its beneficiaries.

The qualified research-oriented faculty of the institute makes optimum use of the available resources to groom the scholars and cultivate in them the skill and imagination .The institute has a dedicated Research Cell conceptualised to promote a work-culture of good quality research, by enhancing interaction and cooperation among researchers for interdisciplinary work. Although all the three faculties nurtures to this vista of Higher Education, the Departments that require equipment and other facilities have established exclusive centres on different thematic research areas.

Language Lab and a Skill & Entrepreneurship Development Cell in the College also aides in the aforesaid pursuit.

These Centres promote excellence in their respective spheres through high quality methodical and technical solutions. They prove to be a stepping-stone in the macrocosm of research and the publications that follow.

- **GIS Centre:** - The GIS Centre provides a forum for a comprehensive education in geographic information systems and remote sensing. It supports research and learning in the areas of GIS, remote sensing, 3D visualisation and spatial statistical analysis and modelling. The GIS

centre has emerged as a facility within the institute that caters to the needs of staff and students of other departments too, who wish to use GIS and remote sensing techniques in research endeavours.

- **Chemistry:** - The Department of Chemistry houses more than 5 research laboratories covering various aspects of the natural chemical sciences including synthesis, structural analysis, medicinal chemistry, surface chemistry and corrosion chemistry. To ensure good quality research, these labs are equipped with high precision instrumentation like Citizen balance weighing upto 4 decimal places, UV Spectrophotometer and Fourier-transform infrared spectroscopy (IR Spectrophotometer).
- **Phytology:** - The department of Botany caters to the needs of classical as well as contemporary spheres of phytology. The department treasures an exquisite Herbarium which houses a vast collection of sheets and is easily accessible for scholars intrigued in taxonomic studies.

The state-of-the-art Biotechnology lab is equipped with instrumentation required for DNA extraction, PCR, Gel-electrophoresis as well as the Gel-Documentation System.

- **The Language Lab:** The language laboratory is a dedicated space for language learning where our students from different strata of the society get an opportunity to access audio and audio-visual materials.
- **Skill & Entrepreneurship Development Cell:** toils to develop entrepreneurial skills amongst the beneficiaries. It fosters our culture of innovation-driven entrepreneurship through a variety of student-activities and assists students get-a-foot-in-the-door in the vocational world.

Seminars, workshops and guest lectures by various experts, help the students to attain practical skills by putting theoretical knowledge to use. In doing so we help them hone their vocational skills which helps shape them into professionals ready to take-on roles in the real world. Such sessions are essential to navigate the intersection between theoretical-knowledge acquired in the classrooms and the practical-skills required in the technicalized world.

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

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

**Response:** 47

#### 3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual

**Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	22	8	4

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 4**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 260

**3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 65

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 1.42**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
37	58	69	70	27

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

**Response: 1**

#### 3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
65	24	39	29	26

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Extension Activities

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

**Response:**

**Making young minds apprehensive of social issues serves as a harbinger of positive change in Society. The institute provides platforms like NSS, NCC, Rover/ Ranger for extension-activities to promote transformative educational experience for students, focused on empathetic outlook, along with virtues like problem solving, leadership, communication, interpersonal skills and to address growing societal challenges by targeted use of knowledge acquired.**

**Extension activities conducted for sensitizing students and ensuring their holistic development included:**

- **Blood Donation Drive :-Blood donation camps organized at-least once a year, to inculcate a strong sense of social responsibility, empathy and humanity amongst youth, ensuring maximum participation through the dynamic NSS and NCC volunteers.**

- **Cleanliness Drive: 'Shramdaan'** by volunteers ensures a clean and healthy environment in the institute and also in their adopted localities. They also worked in tandem with District authorities and helped them in cleanliness drives taken up in the holy city of Pushkar under the "Swachh Bharat" programme.
- **Green Initiatives:** "We do not inherit the Earth from our ancestors, we borrow it from our children." Instilling related concepts like healthy environment, conserving energy, reducing carbon foot-print, amongst scholars go a long way.

As a step in the direction students are supposed to strictly adhere to their Code of Conduct which includes maintenance of cleanliness and take due cognizance with regard to conservation of Water, Energy and Environment, in the campus.

Plantation drives serve as a step towards reducing Carbon foot-print.

Organic farming was taken up at the Principal residence and vegetables for the hostel mess were obtained there-from.

- **Literacy initiatives:** of downtrodden strata of society in the adopted localities
- **Fitness Initiatives:** In line with the philosophy that 'healthy mind delves into a healthy body', the institute coordinates a various activities like Yoga Day celebrations, Meditation camp, trekking events in the Aravalli ranges for its students, Mountaineering activities for NCC cadets and NSS volunteers.
- **Awareness Drives:**

Various activities and events organized by SVEEP with active student involvement to educate citizens about the importance of their voting rights and the immense contribution they can make to Nation by their one vote.

Each year the Red Ribbon Club hosts an AIDS awareness campaign for students.

Cognizance and celebrations of various 'Days' like Earth-Day, Environment-Day, No-Tobacco Day etc. and Diversified lectures on varied topics pertaining to Gender Issues, Save Girl Child and Women Health are also hosted and organized on a regular basis to sensitize youth.

- **Service during the pandemic:** The current pandemic inculcated empathy and sense of service for fellow beings amongst all. Students of our institute too contributed in their own small way to spread awareness and serve the needy by providing food, masks and other daily essentials to them.

**Aanandam:** Aanandam, a credited subject is compulsory for students across all faculties. It aims to instill the 'joy of giving and sharing' amongst the young students through community participation. Diary was maintained by the students for each individual benevolent deed performed by them.



**Projects for serving society were also taken up by student groups.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

### **3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**Response: 36**

#### **3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	9	7	7	9

<b>File Description</b>	<b>Document</b>
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response: 87**

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	18	4	25	13

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

**Response:** 10.55

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1244	1177	334	972	652

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response:** 28

#### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	9	8	7

<b>File Description</b>	<b>Document</b>
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response:** 18

#### **3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	3	3	2

<b>File Description</b>	<b>Document</b>
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

**Our institution has a well-maintained, Hi-tech, lush-green campus, spread over 28.409 acres of land with a state-of-art teaching learning environment..It is equipped with modern facilities and learning resources to achieve academic excellence, according to its vision and strategic objectives, which may be broadly categorised as:**

**1. Learning resources:- It includes resources and infrastructure required for classrooms, lecture theatres, seminar halls, e-lecture recording room, computer room.**

**2. Support infrastructure :- It includes library, conference hall, examination secrecy room, seminar halls, girls hostel, canteen, botanical garden, sports complex, biodiversity park (behind zoology department) and other green areas.**

**3. Utilities include Girls' Common Rooms, parking lots, drinking water huts, washrooms, power generators and solar panels.**

**The campus is organised into 9 blocks:**

- **Administrative Block,**
- **Lal Bahadur Shastri Bhavan,**
- **Rajiv Gandhi Bhavan ,**
- **APJ Abdul Kalam Bhawan ,**
- **Sardar Patel Bhawan ,**
- **Subhash Chandra Bose Bhawan,**
- **Old Campus**
- **Nehru Bhawan,**
- **Sports' Complexes.**

**Lecture Theatres : ICT enabled contemporary lecture theaters support Technology-enhanced Learning-environment. There are five lecture theaters, situated in Block 3 and 4, accommodate a large number of students.**

**Classrooms :-** Institute has 81 classrooms spread over all the blocks.

**Laboratories :-** A total of 38 laboratories cater the needs of various courses that include experiential learning. They are well equipped with apparatuses, equipment and instruments, as per the requirement of the specific course.

**Museum and herbarium** in the two life-science course departments and the Botanic-garden instill interest among the learners because of their antiquity and richness.

**Smart Science Lab :-** To keep pace with technology and make teaching-learning techno-savvy there is a Smart Science Lab based on Augmented-Reality (AR), Virtual-Reality (VR) and Mixed-Reality (MR)

**Computer Lab** is equipped with twenty-five computers and a LAN connection.

**Conference and Seminar hall :-** Institute has two conference halls, two e-lecture recording halls, each of which can accommodate 250 students

**Institution has a grandiose Auditorium:** the Maharana Pratap Sabhagar, which can accommodate more than 900 students and a staff seating space of almost 3000 square feet.

**Central library :-** The double storied library building houses various sections in separate Halls and is semi-automated. It has 170739 books covering all major fields, 26 periodicals and 5 subject Journals. The library is a member of the INFLIBNET consortium and has access also, to e-resources made available by affiliating University.

**Rain-water harvesting system, inhouse waste management system** are operational in the campus

**Regular and reliable power supply :-** Institute has solar panels with a total capacity of 100 kwp.

**Safety and Surveillance :-** The institute adheres to security surveillance protocols and monitors input, via,63 cameras, 24 × 7. This helps personnel to respond to ‘situation and time’ and prevents mishaps.

**Student's accommodation:-** Hostel-facility is available in the campus for 200 female-scholars (Kamla Nehru PG Girls’ Hostel and Kasturba Gandhi UG Girls’ Hostel). Each hostel is equipped with the basic amenities and provides a safe and comfortable environment for the residents.

**Crèche :-** Institute has a well-equipped creche with the caretaker, for the wards of its staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

**Response:**

**The institute caters to the holistic development of its students. The life-lessons learnt via sports and other extracurricular activities, go far beyond the obviously perceived benefits which are reflected in their academic success and also in later-life, as responsible citizens of our Nation. The informal interaction for such endeavour helps children develop character and to learn important social and brain skills such as problem-solving, resilience, perseverance, confidence and teamwork.**

**As per the Admission-policy, 3% seats of all academic programs are reserved for students of excellent performance in sports at National level.**

**Facilities for sports:**

**The college has adequate facilities for 21 indoor and outdoor games, which includes:**

- **The vast multipurpose Rajeev Gandhi Sports Stadium and the Khel-parisar II which are available for games like cricket, Football, Hockey, Athletics , Kabaddi, Kho-Kho...etc.;**
- **Basketball-Courts, Lawn-tennis-court, Badminton-court and Volleyball-court;**
- **Gymnasium equipped with weight and cardio training equipments**
- **Open-gymnasium, available for the community at large.**
- **Shooting-range**
- **Indoor facilities for games like chess, carrom, table tennis, badminton-court with wooden-flooring**
- **Yoga/meditation centre**

**All the sport-activities are looked after by the sports committee (comprising of committee members and students representatives), constituted by our head of institution.**

**Facilities for some sports like table tennis, badminton, Carrom, chess etc. are also available in the Girls'-hostels.**

**Sports-pavilion which harbours the office of the sports-incharge, where records are maintained and the sport-equipments are placed in the store available in the pavilion.**

**The college sporting schedule includes various inter-class, Inter-college tournaments and the annual event - 'the Sports' Day' in which students and faculty members participate in various games and sports.**

**Other provisions to promote sports includes:**

- **Sports summer camp for preparing the students in various Sports**
- **Inter University tournaments preparatory camps**
- **Regular practice sessions**
- **Student-players are provided with the sports-kit, t-shirts, tracksuits etc.**
- **TA and DA is provided for participation in state and national events**
- **Refreshment is provided to the participants by the institute**
- **Winners are provided with mementos and certificates**
- **Gibson medal is awarded to the best sports person**

**Facilities for cultural activities**

**Cultural activities provide a platform to harness the creative aspect of the students at-large. Here the students not only participate but also play an active role in their organisation.**

**Various cultural activities are conducted under the banners of Girls-Association, Women-Cell, Planning-Forum as well as Cultural-Forum; respective committees with student representation are constituted during each academic year.**

**The facilities available in the institution for the purpose includes:**

- **The Maharana Pratap auditorium**
- **Mahatma Gandhi auditorium**
- **2 Seminar halls**
- **The hall in the Music-department is also made use of for the singing-competitions organised in College.**
- **Changing room in girls-common-room as well as green-room in both the auditoriums**
- **Provision for DA and TA to the students who represent the college at state and national events**
- **Refreshments to the participants**
- **Mementos and certificates to the winners of various cultural activities organised under the aegis of women cell, cultural committee etc.**

- **Rent of the costumes used by the students during the cultural week and different extension activities is provided-for, by the institution**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 8.33

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 12

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 9.54

##### **4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.43406	0.62087	51.2003	107.79278

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>



## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

In institutes of higher education, libraries are incubation centres of human potentialities. Our college library is a quite comfortable place which permits scholars to concentrate and inculcate an in-depth understanding of the content. Significance of this facility available in the campus increases in view of the fact that a major chunk of the beneficiaries hail from rural background and at times it is their first exposure to reading content and reference books.

- The double storied library building of the college occupies more than 700 sq.mtr. area with facilities like
  - Reading rooms,
  - Reference rooms,
  - Stack rooms and
  - Administrative section.
  
- The college library has a rare collection of encyclopaedias, biographies of eminent personalities, historical printed books, Manuscripts etc and about 50 books of Braille version.

The library working hours are 10:00 a.m. to 5:00 p.m.. Two library cards are issued to each student. Book-bank facility is also available for needy students. PG Departments have a well-maintained Contributory-library.

A Library Committee is constituted by the College Administration which strategically sketch/draft the smooth functioning of the library in the absence of a librarian. For purchase of books, requisition is sought from each department and purchases are processed accordingly.

- The college library is Semi-automated and provides physical as well as digital access to study material. The books are bar-coded {Online Library Management System - Software: Academic Hub LMS Version4 : February 2018}
- In house or remote access to e-publication facilities through the Internet is also available. To access the e-publications there are computers and printer connected with BSNL FTTH connection. Internet bandwidth is 30 mbps.

- Our institute is a registered beneficiary of "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", which is jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium. The scheme provides access to e-resources to students, researchers and faculty. The scheme provides access to more than 6000 +e journals along with back files for 10 years and 97000+ebooks.
- To initiate Integrated Digital Learning across all demographics the institution has access to the National Digital Library of India. It is a single window platform, providing learning resources that make e-Learning and education accessible to all, bringing to users of all demographics digital repositories from India and the world. Anybody can access the digital library anytime and anyway absolutely free of cost.
- To attain the true inclusivity of education in keeping with the letter and spirit of NEP- 2020 and to fulfil the commitments, towards open and inclusive education of people with disabilities as stated in the Rights of Persons with Disabilities Act 2016, NDLI disability portal offers a first vertical for all information and resources regarding disabilities.
- Our institution makes use of the e-resources available with the Central library of the Affiliating MDSUniversity, Ajmer.
- Free Wi-Fi facility in the college campus is also available to download e-book and e-journals.

For one year, restricted use of libraries particularly for in-person student visit was followed, to reduce the risk of transmission of COVID-19.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.4

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.477	1.8	1.466	1.36	1.88

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

Response: 2.13

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 200

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The digitisation trend in institutes of higher education has given rise to the need for regular extension, expansion and updation of IT facilities. IT infrastructure provides a supportive work environment to the staff and students of our institution. A plethora of Management Information Systems, Learning Management Systems are employed for the smooth functioning of the institution.

The learning environment of the institution is augmented by the use of various Audio-Video aids.

- LCD projectors are available in various departments, along with six smart-classes having interactive boards that are made use of for PG classes (teaching and seminar presentations by PG students).
- There are two spacious seminar halls with E-podium for recording e-lectures, in the premises.
- Computers with LAN connections in every department. Use of personal laptops by the faculty and students is in vogue and is supported by the availability of Wi fi, (bandwidth with more than 30 MBPS/GBPS).
- A BSNL leased line has been laid down extending into various blocks and Departments. The bandwidth is > 30 MBPS.
- There are CCTV networks spanning the entire campus, with cameras installed in the corridors of all the blocks and the routes connecting various blocks and also in the Hostel and Library building for general surveillance of the sprawling campus. The surveillance monitor has been installed in the Principal's Chamber.
- Moving up with the time, our institute has developed a Smart Science Lab based on AR, VR and MR. to enhance students' learning experience.
- A website has been constructed for the college and is being developed and maintained by Dexterwit.

There is an ICT lab and all the three prime management sections: Academic, Establishment and Accounts, of the college are well equipped with Computers, printers, scanners, photo-copiers and other basic ICT equipment.

Biometric machines were made use of for monitoring attendance of teaching and non-teaching staff in pre-pandemic sessions.

Various other MIS being used in the functioning includes

- online portals for admission related work, scholarships, examination process : for the students and
- the Government and citizen apps and modules on SSO give access to LMS,Scholarships, LITES, RajKaaj, SIPF IPR and many other similar facilities.
- PayManager with DDO as well as Employee login facilitates the finance related avenues of the institute.
- Updated faculty service records are available on IIHRMS and HTE portals.
- Payment of fellowships and scholarships of UGC, ICSSR, CSIR etc through PFMS.

E-governance in varied spheres requires well-maintained IT hardware and systems which result in digital reliability and accessibility. ICT committee in the college is responsible for synergising and overall maintenance of the myriad of ICT infrastructure available in the campus. It looks after the optimal utilisation of the ICT facilities available and also their availability and workability. For the purpose it cooperates with IT support to install and service IT assets and also collaborates with IT service techs.

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

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

**Response:** 67:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 49.57

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
58.02873	223.4224	86.2105	118.17731	136.78272

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

**Response:**

**Samrat Prithviraj Chauhan Government College Ajmer being an expansive and elaborate center for teaching learning requires an incessant approach for maintaining and utilizing various physical academic and support facilities for sustainable use and perpetuation.**

**Being a government college of the State of Rajasthan, the basic framework of Administrative structure system and policy matters are pre- defined, however the institute has ample sovereignty to make use of the available resources and generate them through community connections and other specified measures.**

**For the purpose of regular monitoring, optimum utilization, maintenance and sustenance of infrastructure and support facilities, various committees are constituted in the College during each academic session.**

**The physical and academic facilities of the institution are funded by the Government/UGC/Rusa/CDC etc.**

**Physical Facilities:**

**The major college committees liable for the purpose includes :**

- **Building construction and maintenance committee**
- **Electrical water supply and maintenance of Aquaguard and water huts**
- **Committee for College Auditorium, Seminar Room, Girls Common Room, Staff Room.**
- **Block wise Clean Campus, Environment, Garden Maintenance and Drinking water committee.**
- **ICT and Networking**
- **College-stores committee**

Requirements from various quarters and beneficiaries are sought for, from time to time by these committees. They then scrutinize, assess and prioritize their relevant requisites and seek the approval of college administration to get the needful done.

Necessary items and services are then procured by the stores committee following the process and procedures outlined by the State Government, if any.

In case of need, action is taken upon with the help of external agencies. The committee monitors the quality and progress of the tasks being accomplished.

#### **Academic Facilities:**

**Laboratory:** The Incharge of each department, having lab facilities, constitutes the Departmental lab maintenance committee which obtains the requirements from the Faculty and seeks the due institutional approval. Requirements are thereafter procured as per the set norms and regulations.

The maintenance and smooth functioning of the lab is then ensured with the assistance of lab assistants and lab boys.

Lab equipment, glassware, chemicals etc. are issued from the department store to the concerned lab. Even the lab assistant maintains a user register while issuing the instruments and other material to the students who work upon them in the lab, under the strict supervision of the faculty.

**Library:** The smooth functioning of the library which indeed is the soul of the learning environment of an Institution of Higher Education is ensured by the various rules and regulations specified for the students and the faculty of the institution. The semi-automated library has technical personnel to help the users. The books and journals to be purchased are recommended by Departmental Committees and the Order is then placed by the Librarian/ Library Committee to procure them. Feedback from Students and faculty is also sought for, analyzed and made use of for improving the assets.

Separate accession registers are maintained for the books, magazines, journals etc. in the library there are the stack rooms for various subject wise classified books. The reading halls are made use of by the staff and students to browse through the daily newspapers and magazines. Book-bank

facilities are also available for the specified section of the students.

Most of the departments also maintain a Contributory-library for the student and faculty in their respective subject. An internal departmental committee is constituted to look after the regular maintenance and proper usage and documentation of the books available in the 'Departmental Contributory Library'.

#### **Class-rooms:**

The office administrator keeps a watchful eye on the regular cleanliness and maintenance of the classrooms with the help of support staff. In case of need services are procured on contractual basis. The faculty and students of the institution are vigilant enough to take note of the requirement/ need if any and the same is brought to the notice of the OA/S, who promptly gets the needful done.

Smart classrooms are made use of and are looked after by the respective departments while the auditoriums and seminar halls are made available for usage by various departments and committees for organizing a range of activities.

#### **Sports**

Sports being another constituent component for the Holistic development of the learners, is maintained, looked after and harnessed by the college authorities with the active assistance and involvement of the Sports secretary and the sports-committee. The sports incharge and field-boys assist in their endeavor .

Maintenance and procurement of sport-equipments is looked after on a regular basis and new equipment are procured via college stores on demand put forward by the students or as per the need of the hour.

At the commencement of each session notice is displayed for the students regarding the practice sessions which are open around the day. The Sporting-equipment is issued to the students for use in the campus itself, during the practice sessions. Open trials are organized for the pre-selection of college teams for various Sports. Targeted practice sessions are organized for the college teams on a regular basis.

The college gym is open during the morning and evening hours only as availability of a trainer is the prerequisite for weight training and cardiovascular activities. The open gym available in the campus is made use of by the morning walkers, residing in the locality, as well as by the students.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 51.86

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
4186	4115	4753	4249	3979

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.27

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
23	38	19	30	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 6.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
166	0	497	1248	674

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 1.68

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
43	31	22	78	31

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 43.1

#### 5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 1168

File Description	Document
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 71.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	38	22	7	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	38	25	10	0

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

**Response: 113**

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	65	14	11	14

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

**Students constitute a major stakeholder in institutional growth. Their active involvement and due representation in various endeavors is of paramount importance for the prosperousness and betterment of the institute.**

**Our Institute incessantly strives to build an affinity of mutual respect and inculcate a sense of involvement and pride amongst the students for their own Institute. They are given exposure and ample representation, in planning as well as implementation in administrative, co-curricular and extracurricular activities. They serve the purpose of mobilizing student participation at large and putting forth their views on various platforms. This practice is very much in line with the student-centric modus operandi of the institution.**

- **Student Union is the apex student representative body that represents all students of the institute. It comprises of the elected executive committee comprising of**
  - **President**
  - **Vice president**
  - **General Secretary and**

- **Joint secretary.**

The body has a say in preparing the budget of the College Union for the Session and also various activities organised for student welfare, including

- **Curricular, Co-curricular and Extra-curricular activities**
- **Literary activities under the aegis of Planning-forum**
- **Cultural week**
- **Sports day and other sports activities**
- **They even propose and plan certain auxiliary activities for student welfare like Youth Festival, Driving licence camp, Pollution check camps etc.**

The Union participates actively in organisation and management of these events.

- **Women Cell and Girls Association, which is an exclusive platform for the female scholars in our co-education institute, has an 'all-girls' executive committee which comprises girl representatives nominated by the College Advisory Committee, constituted for the purpose.**
- **UG Association and PG Seminar of each Department take up various subject-specific, co-curricular activities under the guidance of faculty members who nominate meritorious scholars, for the planning and smooth conduction of various activities.**

The office bearers of the PG-seminar and UG-association provides constructive feedback for improving upon various aspects of imbibing the subject in a play-way. Periodic meetings are held on students' academic affairs.

- **Departmental libraries also have student representation for their smooth functioning.**
- **Anti Ragging Committee: Nomination of students and parents as member of anti-ragging committee promotes an ambience for the institute to be a ragging-free campus.**
- **Student representation in the Mahavidyalya-Vikas-Samiti (CDC) ensures students participation in college development and transparency in its functioning.**
- **The functioning of various other forums like eco-club, College Magazine etc. is effectively managed and organised by the student members giving them enough exposure and first hand experience.**
- **Various extension and community-connect activities organised under the aegis of NCC, NSS, SVEEP and other platforms provided by the institute are planned and executed by the volunteers.**

- **Hostel Administration also applauds the active contribution of its residents as President, Cultural Secretary, Sports Secretary, Mess Manager etc for nurturing the well-being of its residents in a holistic manner. The committee manages the entire functioning of the mess, cultural and literary programme, sports, etc. throughout the year.**

**The inclusion of student representatives instills transparency and democratic approach in the functioning of the institute and contributes towards their holistic development.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 67.6

#### **5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
24	126	59	72	57

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## **5.4 Alumni Engagement**

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

**Response:**

**Samrat Prithviraj Chauhan Government College Ajmer, being an institution of higher education, nearly 200 years old, has witnessed generations of alumni with fond memories, who have always**

been ready to patronage the institute in their very own personal capacity.

A formal Alumni Association by the name 'GCA Alumni Institution' was founded and registered under the societies registration act 1960, with the Assistant Registrar of Society, Ajmer.

The primary objective of the Association is to maintain the vibrance and provide a platform through which the alumni may support and advance the pursuit of academic excellence at their Alma-mater. Generating and harnessing the network of its esteemed former students, the Alumni-association aspires to raise the profile of the college. Visit to the college by alumni and the Alumni Meets organised and the discussions with the vision for betterment of the institution that follows, helps to chalk out the future trajectory for the institution.

Both financial and support services are garnered from its alumni by the institution.

The broad categories of support may be categorised as under

#### **Infrastructure augmentation**

- Maintenance and renovation work of the building of the institution is taken upon by the faculty members of the Institution who have the honour of being the alumni of this college as and when required.
- Installation of air-conditioners, drinking water-coolers and water-huts in the institution.
- Donation of chairs for Girls' Common Room and Beds for Girls' Hostel.
- Refurbishment of the Green-house and gardens of the Institute by donating funds, plants, electric-saw-axe, etc. Dr. Agnihotri donated saplings from his collection of Cacti to the Institution garden.
- In 2019 a sum of rupees 15 lacs were channelised from the MP-Local-Area-Development-Scheme of the Government-of-India by Shri Bhupendra Yadav, Honourable Member of Rajya Sabha, an Alumni of our institution.

#### **Other support activities by the Alumni includes**

- The role of our institution in imparting quality education over the years is obvious by the fact that more than 50% of the faculty presently posted in the institution, recruited by the State Public Service Commission, are carrying forward the tradition of transfusing education at par, to the next generation of scholars of our Institution.
- Other Alumni who have excelled in their respective 'Walks-of-life' are also called-upon, to deliver invited talks, guest lectures and seminars; provide counselling to students for employment, active members of IQAC and also act as judges in various cultural and sports competitions.
- Experienced alumni also offer guidance for research and share and at times even donate their



**Books and Subject-content to their various departments and/or College library.**

In the institution there is an 'Association of Faculty Members' too, faculty who have served the institution for more than 15 years. These members meet twice each year to discuss various aspects of the institution. This is the best platform for networking, discussing and sharing the trends in the academic year and providing helpful input for moulding the institution and paving the path towards progression. They serve as a motivating and guiding spirit to the scholars presently enrolled.

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

**5.4.2 Alumni contribution during the last five years (INR in lakhs)**

**Response:** A. ? 5 Lakhs

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution**

**Response:**

As a leading institution of higher education in North-India, our Government College toils to disseminate knowledge at affordable cost, in a student centric manner, for the holistic development of its beneficiaries. The nature of governance of the institute mirrors its determination to live up to the philosophy of its core mission of learning, research and service. The mission statement vividly encapsulates the actions of the Institution and spell out clear directions for the working of the Institution

**Nature of governance:** The Governance of the college is driven by a well-documented policy on admissions, teaching-learning and evaluation systems and research as outlined by the Commissionerate of College Education Rajasthan, Jaipur. The implementation of the same at institutional level is looked after by the Principal, in coalition with the Staff, Students, Stakeholders and the Alumni.

- Administrative responsibilities are shouldered by the Principal, with the assistance of senior faculty members who are made incharge to monitor the day-to-day functioning of Academic, Establishment and Accounts Sections. WhatsApp groups are used for communication between administration, faculty and students.
- The congenial learning atmosphere is maintained by the synergistic functioning of the 22 departments of the college, wherein the seniormost faculty member supervises departmental activities as “Incharge of the Department”.
- Working/ behaviour and overall performance of each employee is appraised annually by the Principal and reviewed by the competent authority.
- Regular meetings of the College Development Committee and feedback from the beneficiaries play a significant role in generating conducive conditions for sustainable development and smooth-governance.

**Teacher Participation:** Various Committees composed of the faculty members are constituted at institutional as well as department level for accomplishing specific functions. Many of them have student representation too. These committees shoulder responsibility for planning, deployment, monitoring and execution of their specific work-spheres in consultation with the Principal. These committees prepare plans, give proposals and take decisions for the development of the institution.

Staff Council is another platform to ensure active participation of the teachers as concerned stakeholders of the institute.

**Perspective Plan:** The mission statements of the institution form the epicentre of the perspective plan of the institute. The college always has development potential in the field of infrastructure, knowledge, learning, community service etc with the changing industrial, marketing, social, environmental demands.

Faculty members of the institute in the capacity of members of BOS and academic council, voices the concerns of the stakeholders while developing and modifying the curricula.

The college aims to strive for excellence in teaching learning and evaluation pedagogies to ensure a Holistic development of students and to reach out to the marginalised sectors of the community through various outreach activities.

Feedback regarding the learning atmosphere, tutoring, institutional social responsibilities, augmentation of facilities etc. are paid heed to and due course of action is taken at institutional level or proposals are formulated and put-forth for perusal of the competent bodies and authorities.

The college fosters an atmosphere of intellectual vigour and moral rectitude in which our students may be groomed as competent, committed, creative and compassionate citizens of the nation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**

#### **Response:**

The Gospel of “growing together” has become the guiding premise of our Institution. The flow of work cutting across all sectors can be depicted by a common blueprint:

- **Principal, the head of the institution formulates various committees comprising of faculty members**
- **The senior most member of each committee is the convener and connecting link between the college administration and the work group.**
- **Committee members are together responsible for the planning and execution of the work required to accomplish the specific purpose of their committee.**
- **Regular meetings of the committee members are held to discuss and come up with a plan of action in accordance with the policy and regulations set for the purpose.**

**This helps in a focused view and accomplishment of various aims and goals in a time-bound fashion and also makes it possible to involve all the stakeholders at a personal level.**

**This modus-operandi Mirrors the decentralisation and participatory approach practised for the sustainable growth of the institution. In view of the colossal infrastructure available to cater to the large number of students enrolled and the galactic range of schemes, regulations and policies of the Government, this approach is indeed a practical approach and has become a trend in day to day working.**

**A Case Study: The sports activities of the institution exemplifies the decentralisation and participative management in the institution.**

**Since a large section of the students seeking admission in the college comes from rural background having an aptitude towards sports and physical activities, the institution tenders to their requisite in a well organised manner so that the potential may be harnessed effectively and efficiently.**

**The sports council of the Institution, comprising faculty members, looks after the various regular in-house sports activities along with the Inter College and other state level sports activities.**

**The in-house activities include the regular practice sessions for various Sports, focussed preparatory sessions for various tournaments, summer camps, yoga and meditation sessions and the organising the Annual Sports Day.**

#### **Outcomes:**

- **The college has various sports teams and competitively participate at inter college and university level tournaments many of the students are selected for university team each year for west zone and all-India tournaments.**
- **The various laurels won by these students includes the gold medal won by Ranjit Panchal at the National Open Taekwondo Championship held at New Delhi in Feb 2020, Bharat Kumar, won gold medal in National Championship held in Pune on 16 Dec. 2016, for event 10mt. Air Rifle. 1**
- **Another feather in its cap in the sports field for the institution was when it served as the torchbearer of the Arjun Drishti Programme, a Rajasthan State Government Initiative for organising Divisional & State Level Intercollege games. The Arjun Drishti Programme (Ajmer Division), was successfully organised at SPCGCA campus, during the session 2019-20.**
- **In State Level Competitions SPCGCA hosted 5 games- Badminton, Men's Cricket, Handball, Hockey and Volleyball.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The institution has a perspective plan to cater to the needs of its beneficiaries, which may be broadly defined as under:

- **Bringing teaching and learning process on par with the changing scenario of Digital India**
- **Streamlining the available infrastructural facilities**
- **Fortify the institutional environment for Research and Innovations**
- **Ensure resonance of various activities in the college with the vision and mission of the institution**
- **Generating financial resources for furtherance of the strategic and perspective plans**

Celebrating 185 years of its establishment, the expansive college premises is indeed an estimable potency of our institution. Perusing the ever-growing, contemporary needs of the present day fraternity, with a focus to ensure optimum utilisation of our present day strengths, the college administration toils for harnessing various potentialities.

One of such creditable activities, which is in unequivocal adherence to the vision of the institute, that was taken up strategically was development of The Khel Parisar II i.e. the Games Pavilion II.

#### Genesis

- **Availability of pre-disposed human resource: A large part of the students of the institute are from rural background and many of them from Institutions like the Kendriya Vidyalay and the Navoday. Thus they have physical stamina and have already been induced with the spirit of a sportsperson during their formative years. The large number of applicants who desire to be a part of the NCC of the institution speaks volume by itself.**
- **With an intent to nurture their capacities and capabilities in the direction, our institution pays special heed to the sports activities and the infrastructure associated therewith.**
- **Availability of space in the premises**
- **Presently the whole water supply distribution in the locality is being catered by old PHED network which now is unable to provide adequate water to this area of city**
- **Intent and support of local administration**

**Strategy adopted**

- The college signed a memorandum of understanding (MoU). Purpose of MoU is to facilitate and permit Ph.D.for construction of Pumping Station, Clear Water Reservoir (CWR) of 1800 Kilo Litre capacity and 11 KV GSS under AMRUT and Smart City Missions in the campus of SPCGCA which will be used as public utility.
- The Ajmer Smart City Limited will carry out the works for sports facility in Samrat Prithviraj Chauhan Government College Ajmer campus as per the requirement of college against the land used by PHED

**The motives accomplished includes**

- Augmentation of the available infrastructure
- Efficacious use of the less used land-area of the Campus
- Improve water supply infrastructure in comprehensive sustainable way of intended beneficiaries (local residents as well as the institution itself)

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

**Response:**

**The organogram of the institution presents the structural framework constituted for its effective operations.**

**Administrative setup: The Government Colleges in the State of Rajasthan are instrumental in imparting higher education to the Scholars coming from various strata of the society. The office of the Commissioner of Higher Education, Government of Rajasthan is responsible for executing policy initiatives, regulating and funding the higher education system of the state.**

**The strategic direction in the institution is provided by the Principal, working in conjunction with senior faculty members who are made in-charge of the three pillars of the institution: the establishment section, account section and academic section.**

The academics of the institution are taken care of by the faculty members of the 22 departments. The senior-most faculty member of each department is the 'Department Incharge' responsible for the smooth conduction of academic activities. The faculty is assisted by the supporting staff.

The service matters of the teaching and non-teaching staff of the institution are taken care of by the 'Establishment-section' working under the administrative officer while the financial matters are looked after by the 'Accounts-section' supervised by the AAO. Presently the post of Librarian and PTI are vacant and to ensure the smooth functioning of the two, committees comprising of faculty members have been constituted.

Recruitment of personnel like Security guards, Gardners, Safai-karmchari, data-operators acceptor are recruited on contractual basis by the College Development Committee to ensure the maintenance and smooth functioning of the institute.

**Appointment:** Recruitment of capable, competent, highly skilled individuals is ensured by Constitutional-bodies: The Rajasthan Public Service Commission and Rajasthan Subordinate and Ministerial Service Selection Board. Of late the Government of Rajasthan has launched the 'Vidya Sambal Yojana Rajasthan' to recruit guest teachers for vacant posts. In addition the state government has formulated rules for Compassionate-appointment of Dependents of Deceased Government Servants.

**Service rules:** Being a government funded institution the rules regarding the conditions of service of persons appointed in the institute have been outlined in the Rajasthan-Service-Rules (RSR) that have been framed by the state government. Within the umbrella of the RSR, the institute has formulated traditions and unsaid rules and code of conduct to ensure sturdy movement for achieving its vision.

Career advancement and promotions are looked after by the Departmental-Promotion-Committee, based on the specific guidelines as per the norms decided upon for Institutions of Higher Education by the State Government, in accordance with the University-Grant-Commission.

**Procedures:** Various committees have been constituted in the college to ascertain involvement of faculty and students in the day to day functioning. There are separate committees for the reserved-categories and minorities and also the anti ragging and anti women harassment committee. Each cell and committee address matters of concern respective to its portfolio. Thus the decentralisation in the institute helps in maintaining its quality and sustainability. The beneficiaries and stakeholders can directly approach the principal for the redressal of their grievances. The matter is discussed with the concerned committee and due action is taken upon.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

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



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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

**Response:**

Welfare of teaching and non teaching staff includes various facilities, services and amenities for improvement of efficiency, health, future economic betterment, social status etc.

The welfare measures aspire to improve the physique, intelligence, morality and standard-of -living of the teaching and non-teaching staff, which in turn improve their efficiency and productivity.

The purpose of teaching and non-teaching staff welfare, is to create a more productive, motivated, participative workforce in the institution.

Government provides GPF-cum-gratuity-cum-pension scheme or National pension scheme, group insurance, medical reimbursement-cum-health schemes.

The government also provides all statutory social security and welfare schemes such as maternity leave, paternity leave and child care leave as per UGC and Government norms.

Being a government institution our college provides various benefits to the teaching and non-teaching staff such as :-

**1. General Provident Fund and State Insurance :** These schemes are social security schemes which besides encouraging savings, provide financial & economic strength to the employees.

**2. Gratuity:** It is a benefit, payable under Payment of Gratuity Act 1972. It is a benefit plan designed to aid an individual on superannuation.

**3. Fully Paid Maternity and Paternity Leave :** Six weeks maternity and 15 days of paternity leave is permissible to the employees on birth of a child.



**4. Leave Encashment :** Earned leave standing to the credit of an employee may be encashed at his option as per norms

**5. Group Insurance:** Under this policy the insured or his employees are granted pre-determined scales of benefits in the event of sustaining bodily injury or meeting with fatal accident or contracting certain specified diseases.

**6. Medical Reimbursement:** Government has provision of reimbursement of health expenses incurred by the employee along with income tax benefits.

**7. RGHS:** The main objective of the RGHS scheme is to provide medical facilities to the government employees.

#### **Career and Promotion Welfare**

Orientation programmes, for newly appointed assistant professors, up to six years of continuous service and the teachers who require orientation for obtaining a higher-grade are organised. This course is counted for promotion to a senior-scale.

The refresher course, not only updates the existing faculty but also is counted for Career Advancement Schemes

The government provides due encouragement for academic pursuits for teaching and non-teaching staff, by permitting them to pursue higher studies, undergo training programs, attend seminars, symposiums, conferences, National and International workshops with or without financial support and provide Duty leave / Academic leave.

The Career Advancement Scheme as underlined by Government Policy, is followed for promotion during the service tenure.

Welfare schemes create efficient, healthy energetic people for Institutions. Providing such facilities makes their work-life better and leads to good standards of Living.

Apart from the welfare measures as provided by the rules and schemes of the Government of Rajasthan, the institution has facilities for its teaching and non-teaching staff. The sports facilities, particularly the Tennis-court, Badminton-court, Gymnasium and Open-gym, Yoga and Meditation centre, are made use of by the College Staff. The institute also houses a creche with an attendant, for the staff.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **6.3.2 Average percentage of teachers provided with financial support to attend**

**conferences/workshops and towards membership fee of professional bodies during the last five years****Response: 2.39****6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	10	3	4	3

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response: 3.6****6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	2	4	3	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response: 16.58**

**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
98	18	08	06	14

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff****Response:**

The performance of each employee, teaching as well as non-teaching, pertaining to various aspects of working/ behavior and overall performance, is appraised by the Principal and reviewed by the competent authority on an annual basis, after completion of one year of service. This helps in a comprehensive assessment of the employee. These records are maintained at Commissionerate of College Education, Jaipur to be reviewed by DPC at the time of promotions.

**Teaching Staff**

The performa comprises of four Sections:

1. The 'Reportee' officer reports his/her personal performance on the basis of the targets defined and actual achievements along with any specific contribution, for each key result area.
2. The 'Reporting Officer' then evaluates the teaching faculty on the basis of the following 6 criteria

(i) output of work

(ii) leadership qualities

(iii) analytical ability

(iv) management skills

(v) decision making ability

**(vi)ability to take initiative.**

**The individuals' personality, the merits and demerits, intelligence, diligence and sincerity are also paid heed to, in the General Evaluation by the reporting-officer.**

**Here, the reporting-officer may also give specific suggestions/comments on the performance of the individual**

**The performa also provides avenues for adverse suggestions/comments, if any.**

**The overall rating is then done on a scale ranging from 'Excellent' to 'unsatisfactory'**

- 1.The 'Reviewing' authority, the Commissioner, then finally expresses his opinion in the Section-III and gives his overall-rating, after perusing the appraisal put forth by the Reportee and the report of the Reporting-Officer there-on.**
- 2.In this section the 'Accepting Official' i.e., the Reportee may agree or disagree with the rating and evaluation of his performance by the reporting and reviewing officials**

**Each faculty member of the institute also fills a Self Appraisal Performa that includes the basic qualification and total teaching experience in Government Service along with the teaching program during the session including details like specific pedagogy coursed, the examination results of the last annual exam, Publications, research work undertaken, research-supervision carried out, participation in various co curricular and extra curricular activities and any other contribution made.**

**The self-appraisal performa has provision for personal-feedback by the faculty member.**

#### **Non-Teaching-Staff**

**Although, the first section of the 'Annual-Confidential-Report of the work and conduct' Performa, for non-teaching-staff is similar to that for the teaching staff but the criteria for evaluation by the reporting official are:**

- (i) Work performance**
- (ii) intelligence**
- (iii) discipline including punctuality**
- (iv) devotion to duty**
- (v) promptness to work-disposal**
- (vi) ability to take initiative**

**Other sections of the performa and the procedure followed also remain the same.**

Thus it is evident that the institution has a performance-based-appraisal-system for the assessment of teaching and non-teaching staff. The appraisal-report, based on the annual performance of the employee, is adjudged by the criteria defining the nature of work.

This suffices the purpose of an objective evaluation of the performance as per established norms and also helps in identifying potential aspects for refinement that may eventually lead to progression and growth of the employee. For promotions DPC considers this performance-based-appraisal-system(PBAS) performa.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Internal and external financial audit is a regular feature of our institution to ensure financial compliance. It ensures that the funds and resources are used in accordance with the appropriate norms and accounting Principles of the Finance Department Government of Rajasthan.

Head of the institution constitutes a committee to verify all the bills, vouchers, bank statements etc. Income and expenditure details and the compliance reports of internal audit are submitted to the head of the institution as to whether the financial activities are operating efficiently in a systematic manner as suggested by the norms.

Following considerations are taken to monitor effective and efficient use of financial resources.

- Before commencement of every financial year, the college submits a proposal on budget allocation to Commissionerate, College Education, Rajasthan based on the recommendations received from various quarters of the Institute
- College budget includes recurring and non recurring heads. mainly salary, medical, TA and DA, electricity, stationary and other consumable items. Non recurring expenses include lab equipment purchase, furniture and other development expenses.
- The expenses are monitored by the accounts department of the College in accordance with the budget allocated.

#### Process of Internal Audit

- Copy of budget proposal, invoice, vouchers and other supportive documents of every purchase is retained by the respective department/committee and original bills are submitted

in the Account section of the institution.

- The Accounts Officer verifies according to GA and FR rules of the Finance Department, Government of Rajasthan. If there is any discrepancy, it is brought to the notice of the head of the institution for immediate rectification.
- The details of all expenditures of each financial year are consolidated and maintained in the account section and submitted to the Audit Committee appointed by the Finance Department, Government of Rajasthan. Team members visit the institution as per the guidelines of departments and verifies all the relevant documents. Discrepancy, if any, are informed in writing, with a copy to the parent body.

#### Process of External Audit

- The accounts of the college are audited by chartered accountants regularly as per the finance rule.
- External audit of the institution is conducted by a committee instituted by the Finance Department.
- They express their opinion on the financial statements of the institution based on the internal audit.
- They conduct the audit in accordance with the standards of auditing issued by the Institute of Chartered Accountants of India.
- The audit involves performing procedures to obtain audit evidence about the amount and disclosure of financial statements.
- The auditors also evaluate the appropriateness of accounting policies used and reasonableness of the accounting estimate made by the institution.

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

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

**Response:** 42.27

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.25	0.30	17.20	4.52	20.00

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The institution has a transparent and well planned financial management system for the mobilization of funds and resources. The process involves, State government, CDC of college, various committees of the institute, department heads and the account office.

The main sources of fund-generation includes:

1. Government funds (salary, office expenditure)
2. Grant received from UGC as our institution has NAAC A grade,
3. Fee collected from self finance scheme / courses, and
4. Development fund collected from the students at the time of examination form,

The resource mobilization policy focuses on achieving the goals and targets of the institution ensuring accountability and transparency.

Since our college is a government institution, it gets financial aid from the government budget as a salary component for the sanctioned teaching and non teaching staff members. The salary is duly credited in the bank account of the staff through the government treasury. The salary for part-time and temporary working staff is paid from the funds generated from self-finance scheme courses.

#### A. Mobilization of Funds

The institute mobilises funds as per government norms and procedure adapted as the directions of Commissionerate of College Education.

- Grant received from the State Government.
- Grants received from UGC.
- Fees collected from the students of Self Finance courses and Government seats (the part



allocated to the institute, as per rules)

- Funds received from agencies such as UGC, CSIR, DST, ICMR etc.
- Contribution made by the alumni, well wishers and philanthropists.
- Permitting use of college infrastructure for conducting other agency exams.

#### B. Optimum utilisation of resources

- The institute aims at promoting research and development and such other activities involving the faculty at various levels. The faculty who exhibit Initiative and receive substantial grants for research works for strengthening the infrastructure of the institute are encouraged.
- Maintenance and renovation of existing infra-structure including labs, tree-plantation, beautification of campus, laying of Paver blocks.
- Library resources
- ICT upgradation
- Software and equipment purchases
- Welfare measures to teaching and non teaching staff.

#### C. Financial Audit of Grant

- The college has a provision of statutory audit. The auditor is appointed by the Principal. At the end of the financial year, the audit is conducted by the statutory auditor. The auditor statement is submitted to the Government (Commissionerate of College Education).
- At the time of annual audits by the Commissionerate of College Education (CCE), the audit team verifies all the financial documents, utilised by the college. After hearing the clarification and corrections the final accounts are settled.

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

## 6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes



**Response:**

Constituted with the aim 'To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices' as outlined by NAAC, the IQAC of our institution operates to evolve and institutionalize practices for comprehensive quality enhancement.

The two practices Institutionalized as a result of IQAC initiatives, worth mentioning includes:

**1. Collaborative /Peer Learning.**

IQAC gave emphasis on continuous improvement in teaching learning methodology which focuses on imparting education through a student centric approach. Faculty members facilitate learning by allowing each individual student to comprehend at personal level by ensuring their involvement in the class activity. Even at institutional level the activities conducted under the aegis of various student-centric platforms viz. YDC, Planning-forum, Literary-forum, Women-cell, and various UG Associations and PG Seminars involved groups of students working together to solve a problem, complete a task, group discussions, theme oriented array of activities to promote a social / constitutional cause, field trips etc. which generated a conducive environment for peer learning.

Various house-activities organized on a weekly basis, with each house having representation from each programme, were also designed with an intent to promote collaborative learning, and enhance fraternity amongst the scholars, cutting across courses and programs.

Student representatives in various committees of the college are involved in the decision making process so as to maintain transparency apart from inculcating a sense of responsibility and belongingness to their institute, in them. This also provides an informal channel for dialog between the teacher and the taught.

**2. Stakeholder Feedback:**

Getting different perspectives on our behavior and performance can be a powerful method for self-reflection. It can be a driving force behind understanding ourselves, increasing our choices and making decisions about any changes we may wish to make. Stakeholder feedback is one such tool that is sought for by the IQAC of our Institute.

IQAC of the institute has institutionalized the mechanism of formal and informal feedback system from various stakeholders:

Looking at the fact that a vast section of our beneficiaries are from rural-background, the institute prefers interacting with the parents on a one to one basis by conducting online and offline parent teacher meetings. The enthusiasm and reactions of the parents reflects the success of the endeavor.

Students provide their feedback regarding the curriculum and teaching learning process along-with the facilities-available in the campus and their opinion about various avenues. The renovation of girls-common-room, upscaling the ICT and networking exemplify the feedback-received and action-

taken.

Feedback systems to connect with the alumni have also been given wings by the IQAC. This instills a feeling of oneness with the past and provides guidance as to the 'modus-operandi' of future quality-enhancement in the institute.

And lastly but most importantly the faculty feedback is invited regarding various facets of the institution: academics, research and community connect, to work upon and finalise the road map for Quality Assurance in the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

**IQAC toils to promote measures for institutional functioning towards quality enhancement. It plans and coordinates various strategies and operations to develop an environment for conscious, consistent & catalytic improvement in various walks of academics.**

**The two examples of IQAC supported institutional reviews and teaching learning reforms.**

**1. Academic reappraisals :-**

**Teaching-learning process of our institution mainly revolves around the need, interest and capability of our students.**

**With an aim of creating a learner-centric environment conducive to quality education, the IQAC cell of our institution is in continuous contact with the head of institution and the head of various departments and gives emphasis to reform teaching- learning process continuously. Head of the department collects information on academic activities such as completion of study program, unit test, assignments, seminar, group discussion, field trip from various relevant committees and individual faculty members, and reviews them in the departmental meetings. Head of departments meet regularly with IQAC in periodic meetings. Important issues are discussed in meetings which give new and better ideas to improve the teaching-learning process. This setup has evolved into a successful review of methodology for improvement.**

**Incorporation of student centric methods in various courses, to provide experiential and participatory learning experiences, is encouraged via the faculty members on Board of Studies and Academic Council of the affiliating University.**

**Subject allocation is done based on the proficiency of the teachers who work-out and communicate the course outcomes and future prospects of their field to the students on a regular basis in a formal and informal manner.**

**Continuous monitoring of attendance and performance of students through effective internal examination and evaluation systems is in vogue. The question papers for the internal class tests are prepared on the University examination pattern which provides a roadmap to the scholars regarding the annual examinations.**

**IQAC also collects feedback from students and their parents in group meetings or one to one contact and through the Mentors. The staff council meeting is held from time to time to discuss plans for better teaching-learning methods.**

## **2. Harnessing ICT :**

**Moving with the times, IQAC transfuse the dictum of being techno-savvy and encourages faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.**

**Optimization and integration of contemporary pedagogies, of which ICT is an integral part, is worked upon in conjunction with the relevant College committees and the authorities.**

**The feedback system is implemented to take the review of reliability and use of ICT facilities. Uploading the content in the form of video/ PDF by using social media to establish communication with the students was made use of on a wide scale during the pandemic times.**

**The success of the efforts is reflected by:**

- **Increased use of ICT tools in teaching learning process.**
- **Elevation of available net-connectivity in the campus and Provision of Wi-Fi facilities to staff and students.**
- **Online video uploads on YouTube and maintenance of their repository which is conveyed.**
- **Enhanced and efficient usage of available e-governance strategies by the staff and students.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

The all-encompassing concept of education involves 'cherishing similarities and respecting the differences' such that the pupils come to a parity. Our co-education institution, where girls outnumber boys, proclaims to formulate and conduct various gender equity and sensitization activities. The specific needs of the girl-students are catered in an empathetic manner, thereby allowing them a fair and full expression of their individual faculties.

In the teaching faculty too the ratio of female to male is high.

Profound impactful provisions have been made in the facilities and activities prevalent in the campus to ensure a safe and congenial environment, some of which may be enumerated as under:

- The two college-gates are guarded 24X7.
- Entry of opposite-sex is strictly prohibited in the Girls' hostels and common-rooms.
- CCTV cameras installed all over the campus are regularly monitored.
- Girls' Common Rooms are spacious, well-ventilated, clean and comfortable.
- Each block of the campus harbours separate washroom-facilities for the girls and their cleanliness is ensured on a regular basis.
- The campus harbours a creche for the infants of the faculty-members. This is an asset of human-value. This Day-care Centre has provisions for recreation, rest and education for the young children.
- Our college houses two Girls' hostels. The ever increasing demand of hostel facilities, speaks volumes for the environment being provided to the dwellers for their comprehensive development.
- Discipline and Secure environment is ensured by the proctorial-board of the college which is constituted with a fairly large number of female staff members and every likely discomfort is nipped in the bud. Mishaps, if any, are duly sorted and addressed to the comfort of the girl-scholar.
- Counselling individuals and groups regularly - formally during sessions and informally, through personal contact, and orienting the student representatives, is in practice.
- Faculty members and guests having distinguished records of activity in the fields of women's

rights, deliver talks and general discussions where queries of this tender age are specifically looked into.

- Various platforms of our college including the Undergraduate and Postgraduate Seminars and Associations, literary forum, planning forum, YDC etc. organise various activities based on gender sensitization themes with an aim to enlighten and educate our students, towards the present status and scenario regarding the fairer sex.
- Dedicated platform in the form of Women-cell and Girls' Association is provided, for the expression and encouragement of aesthetic taste of our woman-wealth in the college campus. The plethora of activities ranging from Co-curricular to Extra-curricular, including skill-enhancement endeavours, organised under their aegis are panoramic.
- Sport facilities are made available for girls, particularly during stipulated, dedicated hours, on the sports' ground as well as in the hostels, to identify and promote their sports calibre.
- The institute has two girl units for the NCC Army-wing Cadets along with Girl cadets even in the Naval-wing, many of whom have won laurels on state and national level.
- The Girls' NSS-unit has imbued and cherished the aesthetics and nation building faculty of our female-scholars. Several neighborhood localities have witnessed the spirit and care of our woman strength.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

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

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

**7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

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

**Response:**

In compliance with the Institutional Social Responsibility (ISR) towards Environment protection, Samrat Prithviraj Chauhan Government College Ajmer practices management of various categories of waste generated within the campus and has developed a unique mechanism along with the traditional regular practices for the management of the waste generated. It abides by the principle of 'Recycle, Reuse And Reduce' as a step towards reducing the institutional Carbon Foot-print.

Being the 'maven' for educating the young generation, the institute takes every necessary action to inculcate awareness regarding the contemporary environmental issues both theoretically as well as by taking practical measures.

**Solid waste management:**

- Different waste-bins have been placed through-out the campus, to ensure cleanliness in the college. Collected solid waste is handed over to the municipal council for further processing.
- Reuse of instruments and their parts in various laboratories is ensured.
- To reduce paper consumption digitalisation and use of mass media is promoted. Institutional-management is toiling towards paperless-management.
- One-side used papers, the blank pages of the records deposited in various departments are made use of for writing purposes.
- Paper and cloth bags are used instead of plastic bags in the campus, as far as possible.
- Use of earthen-ware (Kulhar) and paper disposables in the premises has prevented the nuisance of plastic-disposables.
- Waste and broken-glass is handed over separately, for recycling.
- Reuse of damaged wash-basins and sinks as planters in departments and botanic gardens has become the trend.
- Regular cleanliness drives by student volunteers, particularly by the four NSS Units operative in our institution ensures the regular maintenance of the vast sprawling college campus.

### **Liquid waste management**

- **Waste-water from air-conditioner, water-purifier, drain water etc. is reused for watering the plants and ground-water recharge**
- **In the Chemistry department chemical waste-water from laboratories is sedimented and the supernatant water is reused after neutralization.**
- **In addition to the roof-rain-water harvesting, the college has a check-dam construction system to collect the run-off water to recharge the groundwater table.**

### **Biomedical waste management:**

- **Incinerator in the girls' common room and hostel assists in the safe and hygienic disposal.**

### **E-waste management:**

- **The priority of the college is to re-use various parts/components of electronic systems**
- **Awareness generation on e-waste and establishing an e-waste corner are the other measures followed.**

### **Waste recycling system:**

- **As the college campus is rich in flora, plenty of biomass is generated on a regular basis. The institution developed a system for the production of ligno-cellulosic biomass by dumping the organic waste in pits for production of organic manure to be used in the campus.**
- **The broken wooden-furniture of the institute was made-use-of for getting-made, the bed and student-tables for the Girls' Hostel.**

### **Hazardous chemicals and radioactive waste management:**

- **In various laboratories, particularly of the Chemistry Department, green solvents are used to minimize the use of hazardous chemicals.**
- **Furthermore, there are provisions for disposal of laboratory-waste at safe and separate pits.**
- **Use of the Smart-Science-Lab minimizes the use of hazardous chemicals and contributes towards an eco-friendly academic environment without compromising the experiential learning atmosphere.**



File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

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

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

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

File Description	Document
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

**Response:** B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

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

File Description	Document
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

Situated at Ajmer, a Universally acknowledged center of confluence of various cultures, our Institution upholds the distinction of being one of the first institutes of Higher Education in Northern India.

Living up to its legacy, the institution caters to the needs of students belonging to various cultural, regional, linguistic, communal and socio-economic sectors of the society by providing an inclusive environment. Integration and involvement are the keynotes for increasing student retention and promoting a congenial environment for learning.

The admissions in the institution are on merit-basis and the faculty is recruited by the RPSC. Each student steps into the college campus with the sole aim to acquire knowledge and the teachers make all efforts to generate and maintain a synergistic environment for the learners hailing from diverse backgrounds.

The allotment of sections to the students is on the basis of alphabetic sequence of the names. Thus each class comprises both girls and boys belonging to diverse social segments. Collaboration and cooperation among the classmates is the stepping stone for generating an inclusive environment in an educational institution. The classroom environment is congenial to cater to the needs of all the students equally. This has a direct impact on the students' connotations of institutional reverence.

The institute caters to linguistic harmony. There are separate departments for 7 languages Hindi, English, Urdu, Persian, Sanskrit, Sindhi and Rajasthani and the learners of each language hail from varied socio-cultural and linguistic backgrounds.

The institution organises various activities with the core aim of developing the overall personality by harnessing the potentials of its learners. Participation in institutional activities is not-restricted to any specific sector of students from any particular cultural, regional linguistic or communal background. Such activities foster an environment for ethical, cultural and spiritual values.

Various occasions are celebrated and a wide-range of activities are organised by the institution, cutting across all types of diversity, reflecting the prevailing culture of oneness and tolerance in the campus.

The freshers are welcomed to the institute by various student groups and Fresher and Farewell parties are organised in each Postgraduate-department during each session.

Students convey their reverence towards the teachers on 5th September: the Teachers Day and also on Guru Poornima.

The cultural events in the institution are an amalgamation of the cultural-diversity wherein the participants showcase their regional or cultural folk songs, dances and other art-forms.

Observance of various National and commemorative days also mirrors the harmonious environment prevailing in Institute

Students participate with equal vigour in various extension activities and enthusiastically partake in the various activities of socio-economic concerns, rallies, field trips and educational tours. Such activities not only provide recreation but also inculcate the spirit of comradeship and social harmony. During such activities the participants exhibit solidarity to achieve the purpose on-hand.

Sports is another domain which provides an environment for inculcating kinship among the students.

Motivational lectures are organised for the holistic development of the students, to groom them into responsible citizens, living up to the values of humanity and our nation.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

**In adherence to the mission of creating a learning environment to help students bloom out to be competent, committed, creative and compassionate citizens of the nation, our Institution celebrates and reiterates various constitutional obligations.**

**The Constitution of India enlists fundamental rights and duties of each citizen of our democracy and being an educational institution we organise various programs and activities to instil the culture of adherence to various constitutional values, rights, duties and responsibilities.**

- **The Sports' Ground of our College has witnessed the Hoisting of the National Flag on Independence day and unfurling it on Republic Day, in a ceremonial manner and singing the National anthem with due respect and pride is a part of our Institutional culture.**
- **Celebration of the National Days and glorifying the noble ideals which inspired our national struggle for freedom by commemorating specific days of great men on various platforms in the institution acquaints the young generation with their ideals and contribution in 'creating' today's India.**
- **"Constitution Day" also known as 'Samvidhan Divas', is celebrated on 26th November every year to commemorate the adoption of the Constitution of India, with an aim to promote Constitutional values among students.**
- **Various activities of the four units of NSS in the Institution instil the value of 'Not me but you' and is a sound platform for rendering service, promoting various Government schemes amongst the beneficiaries and the society at large by means of rallies, awakening drives, skits, and other cultural events.**
- **Activities of other platforms, functional in the institution like: YDC, Planning Forum, Literary Forum, Women Cell, the associations in each department etc also intend to promote harmony and the spirit of common brotherhood amongst all the scholars, transcending religious, linguistic and sectional diversities.**
- **The atmosphere of collaborative learning, on various forums, the cultural activities which showcase the rich cultural diversity of our country, the comradeship exhibited on sports ground mirrors the results of the institutional efforts for inculcating values for being responsible citizens.**
- **To instil the culture of protecting and improvising the natural environment and to have compassion for living creatures the scholars are actively involved in plantation drives, cleanliness drive, field trips, floral and faunal surveys under the aegis of Eco-club, and the Life-science Departments.**
- **Various motivational Guest lectures are organised in the institution with an intent:**

**1. To develop the students' personality in all possible aspects.**

**2.To develop good moral values in the students**

**3. To develop critical thinking and a democratic way of living.**

**4. To develop dynamic, optimistic dedicated individuals.**

- **Being a Co-education, Government Institute, the institution provides an effective, supportive, safe, accessible and affordable learning environment to both genders in an inclusive environment..**
- **Institution takes many initiatives to conduct awareness programs, campaigns, organising orientation programs, training programs, seminars and workshops to sensitise the human values in coping with the constitution obligations.**

**SVEEP (Systematic Voters' Education and Electoral Participation) is an active platform for sensitising our youth and the society on the whole, towards the constitutional obligation of a successful democracy.**

<b>File Description</b>	<b>Document</b>
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The future of any Nation is defined by the values and ethics of the present-day youth. Keeping up to the mission of nurturing the learners intellectually and providing them opportunities to bloom out to be committed and compassionate citizens of the nation, the institution celebrates and organises various activities on national and international commemorative days.

As a government institution of Higher Education dedicated to mould the Scholars from various sections and strata of the society, celebrations, which intend to disseminate the relevant intelligence, the various days of national and cultural importance are observed as a regular feature.

The various categories of such events include the national festivals, the birth and death anniversary of national legends, the foundation days etc. Celebrations also include the significant days which inculcate the spirit of our constitution and the value system of our democracy.

The basic purpose of such celebrations in the institute of higher education is to inculcate and promote values and educate the beneficiaries on issues of concern.

The activities organised focus on exposure of students to the ethics and achievements of great personalities. Celebrations like the national youth day encourage the youth to explore their potentials and work hard to contribute to the holistic development of the nation.

Activities organised to commemorate these days refreshes the past Glory and provides a platform to the youth to express himself/herself on the theme to 'correlate our past and its achievements with the present scenario' and develop a vision therefrom.

The national festivals i.e. the Independence Day and the Republic Day are celebrated with all grandeur in the sprawling sports-ground. On the occasion various NSS and NCC cadets who have won laurels to the institution in National camps are acknowledged. It is a moment of pride for the individual and the institution and sets an example for others to follow.

Hindi Diwas or National Hindi Day is celebrated every year on September 14 to mark the adaptation of Hindi (written in Devanagari script) as the official-language by the Constituent Assembly.

Celebrations like Voters-day, Sadbhavna-Divas, Rashtriya-Ekta-Divas, Constitution-day etc., are the occasions when the students and staff of the institution take pledge to live-up to the values of our Nation and contribute for its betterment as envisaged in our constitution.

To enshrine the time-tested age-old life skills, the International Yoga Day has been celebrated in the institution since its inception in 2015.

Kargil Diwas and the Army Flag Day are observed to honour the Martyrs and the men in uniform who valiantly fought on the borders to safeguard our country's honour.

Other celebrations which are a regular part of the institutional activity include celebration of the birth and death anniversary of legends in various walks of life like the Youth-Day, Science-day, Sports-day, Teachers'-Day, NSS-Day etc.. Earth-Day, Environment-Day, Water-Day are other occasions for reinsuring our kinship with the 'Mother-Nature'

Celebrating various festivals with traditional zest is a culture handed over to the freshers by the senior inmates of the hostel.

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best Practice - I**

**1. Title: Sound and Sustainable Ecological Practices**

**2. Objectives of the Practice**

The commitment of our institution to the 'Environment' encompasses both the Physical and the Human aspect in its totality.

- Optimum utilization of resources, conservation and sustainability are the three major concerns for the physical environment.
- Human aspects involve providing the students, faculty and the staff, a wholesome environment for their educational, physical, mental, spiritual and cultural growth, thus enabling them to be true global citizens contributing to the development of our society and nation.

Our institution strives to achieve Sound and Sustainable Ecological Practices through promotion of environmental consciousness and providing a healthy, safe and friendly environment.

**3. The Context**

- **Environmental consciousness and sensitivity has always been a part of our institutional ethos. However, keeping in mind the flux of faculty and students, this pledge has to be renewed with vigor every year. Incorporation of the three Rs (Reduce, Recycle and Reuse) and inculcation of Green Habits (reducing water, electricity and paper consumption), requires that all activities of the college, within and outside the campus, are consciously directed to reaffirm this purpose on an annual basis. This poses a major challenge to incorporate novel ideas.**
- **Also, a large proportion of our students come from the rural belt of Ajmer and Nagaur district. The regional diversity, along with gender, caste, class and other disparities pose a hindrance for the inculcation of environmental-sensitivity and responses.**
- **Additionally, the Covid-19 pandemic posed an obstacle in overcoming technical hesitancy both in the students and faculty to combat the unprecedented teaching environment.**

#### **4. The Practice**

##### **Physical Environment**

- **Clean-Campus-Drive organized regularly.**
- **Annual Plantation-Drive followed by round-the-year tending of saplings.**
- **Annual Flower Show organized by Botany Department to display rich flora, open to schools/colleges and citizens.**
- **Compost-pits: Production of lingo-cellulosic biomass by dumping all organic waste in it**
- **Minimization of Carbon footprint by recycling old broken wooden furniture by making cots, doors and almirahs of newly revamped Girls' Hostel.**
- **Water Harvesting leading to zero wastage of water.**
- **Reuse of waste water from ACs, water purifiers, drain water etc, for watering plants and groundwater recharge**
- **Solid waste management: Using segregated dustbins for glass, chemicals and reusable/recyclable material.**
- **Reuse of damaged wash basins and sinks as planters**
- **Reuse of computer, electronic and laboratory instrument parts**
- **Conservation of biodiversity by adopting Virtual-reality.**
- **Reducing electricity consumption by using solar-energy, LED/light sensitive lamps, following the age-old dictum of well-ventilated work-space**



- **Paperless and less-Paper work-environment by following:**
  - **Online admission- e-verification of admission and scholarship documents**
  - **Online Prospectus, admission policy and Syllabus**
  - **Examination-Invigilation duties conveyed through Whatsapp.**
  - **College-notices/circulars to staff and students circulated in their Mentor and Departmental Whatsapp-groups**
  - **e-transactions- of Salary, Fees, Scholarship etc.**

## **Human Environment**

- **The institution provides free wi-fi in the campus**
- **To ensure a safe campus free from ragging and sexual harassment, the entire institution is covered by constantly monitored CCTV cameras at strategic locations.**
- **The institution has been declared a Tobacco-free and Plastic-free zone to raise awareness of these issues among students.**
- **The institution regularly organizes rallies (as part of extension activities) for Sensitization and Awareness Generation by observing Special Days on a regular basis.**
- **Academic and extra-curricular standards are elevated by providing a plethora of platforms.**
- **Catering to girls hailing from rural and economically backward-areas who may be ignorant or who cannot afford hygienic sanitary products, the institution has installed sanitary-pad dispenser and incinerator machines at Girls' Common Rooms and Hostels.**
- **The institution has two functional, well equipped, Girls' Hostels with congenial human and physical environment**
- **Sound Mentor-mentee system, well-connected via Whatsapp Groups through which students may communicate and are notified on a regular basis. Mentors act as guide, counsellor and advisor for all academic and mental health related issues.**

## **5. Evidence of Success**

**The physical and human aspects of the institutional environment visibly depicts sustainable refinement over the years. Conscious efforts have yielded the results of providing a physically and mentally healthy environment for the students, faculty and staff.**

**With regards to the human aspect, the students who have regularly participated in awareness**

generation and sensitization related activities have emerged as confident, self-aware and contributing citizens for their locality, state and the nation.

Ecological consciousness has become a part of their outlook. It is evident in the numerically large participation of students in various activities and inculcation of Green habits.

Reduction and minimization of Carbon Footprint of the institution has been achieved through better energy efficiency, waste management, water harvesting, plantation and conservation, solar power generation, organic farming, compost production, paperless and less-paper consumption, re-use and recycling of resources, and inculcation of scientific temper to achieve these goals.

These practices have resulted in providing the students, faculty and staff a safe, healthy, eco-friendly environment which has enabled an academically, spiritually and culturally enlightened atmosphere in the college.

## **6. Problems Encountered and Resources required**

### **Problems encountered:**

- **Dealing with the range of new entrants in the institution from varied backgrounds spread over vast geographical and social domains**
- **Orientation of the fresh batches and their families and enlightening them towards the legacy of the institution**
- **Instilling solidarity with the institute and its traditions on-the-whole.**
- **Working upon the youth to inculcate environmental ethics.**
- **Keeping up to the traditional-wisdom and moving along with the fast-changing world**

### **Resources required:**

- **Resources for regular maintenance and enhancement of institutional environment: physical as well as educational.**
- **A work-force (Faculty, Staff and Senior students) who exemplifies the ethos expected and suffices the role of a friend, philosopher and guide.**
- **Well-conversant techno-friendly personals with an altruistic perspective.**
- **Supportive staff for maintenance and smooth functioning of the various academic, on-campus and extension activities.**

### **Notes:**

**Living up to the legacy is indeed an uphill task but generating an environment and maintaining it (both physical and human) in educational institutions will be a stepping stone in nation building.**

### **7.2.1: Best Practice - II**

**1. Title: Expanding societal impact by acting as a quality Beacon and Resource pool for spoke nodes**

**2. Objectives of the Practice:**

- In the endeavour to educate our youth in a holistic manner the practice focuses on fostering social responsibility and community engagement proficiency, so that he emerges as an empathetic citizen**
- Play an important role to achieve the objectives of socio economic development of New India through active community engagement.**
- It helps in the development of our institution as a source/ means to perform social responsibility by optimum utilisation of the available resources.**
- Being a renowned, well-established Institution of Higher Education at the district-headquarter, our college serves as the hub for various other institutions of higher education in the District.**

**3 . Context:**

**As an institution of Higher Education of the Government of Rajasthan, the College serves as a hub and contributes towards transformative change by active participation in pursuance of various government initiatives to cater to the societal needs and also to improve the quality of higher education.**

**The practice results in a high value impact on Holistic education and develops better understanding of issues confronting the society and the government initiatives in the direction. It enhances societal linkages thus enabling students to become socially productive and relate their education to the field realities in which they live and where they would work in future.**

**Our organisation toils towards building a two-way partnership with the wider community, including local administration and making the most of the available resources.**

- A talent-pool with well qualified and educated work-force along with the human resource of organised, trained and motivated youth with ideals of selfless service.**

- **The magnificent infrastructure fostered at the heart of Ajmer-city**

#### **4. Practice:**

**Imbibition of the practice by the institution as a whole is quite evident and the endeavours can be outlined as those**

- **Through platforms at institutional level:**
- **On personal level.by the intelligentsia serving at the institution**

**Practises in the first category includes:**

- **Facilities in the institution for the society**
  - **Open Gym**
  - **Primary health centre**
  - **Lush green campus with sprawling grounds serves as a haven for the morning walkers and residents of the locality**
- **The grounds and auditorium are made available to the local administration for official purposes**
- **The infrastructure along with man-power made available for smooth conduction of various PSC and other agency examinations.**
- **The College is ‘Nodal’ for DRAC (RACE) and DLQAC; District coordinator for NSS activities to assess, assist and monitor the mobilisation of resources and know-how in sister institutions of the district.**
- **Aid to local authorities in times of need. (SVEEP/ ELC; Conduction / training of Elections; Covid - Quarantine Centre, Man-power for Covid-War Room etc.)**
- **NSS and NCC platforms (Four NSS and Four NCC Wings) are available for the students to take part in various community service activities & programmes and provide a hands-on experience to young students in delivering community service.**
- **Aanandam course, compulsory across all faculties, to inspire college students to contribute towards society and to instil values like “Joy of Giving”**

**The intelligentsia serving at our institution as faculty in various streams also serve as role models**

and encourage, nurture and harness the natural idealism of youth by contributing to the society in their own little ways, for example:

- **Social Missions to galvanise awareness towards various contemporary issues like gender sensitization, environment-related, physical and mental health-hygiene-nourishment, etc.**
- **Outreaching through Subject-specific as well as Motivational talks at various platforms like All India Radio,**
- **Disseminating knowledge and understanding to society at large through print-media as well as YouTube**

The modus operandi for plethora of activities conducted by the institution under the broad categories enumerated above can be encapsulated as under:

- **Focus on a particular issue in the community and various methods to address that**
- **Educate the community on that issue and enable them to tackle it on their own.**
- **Work for means and resources to achieve the target: government provisions, local administration and faculty to volunteer or donate**

## **5. Evidence of Success**

Empowering students to make a difference in the local environment and community, creating caring local and global citizens is reflected by the credibility and cheerful life of our college. The success of our best practice may be gauged by parameters like:

- **Involvement of a large number of students pursuing their academics in various streams and programmes.**
- **Number of Government schemes, programmes and projects for which the institute served as a connecting link with the society**
- **The range of activities made use of to accomplish the targeted mission**
- **The streaming flow of aspirants for joining the NSS and NCC wings.**
- **The number of projects undertaken and enthusiasm exhibited by the sophomores of Aanandam**
- **The outcomes of various endeavour to meet the needs of sister institutions in the district**
- **The ever increasing expectations of local Administration for key roles of the institution in**

### **implementing various government programs**

- **Preference of examining bodies as their examination centres**
- **Recognition awards and Honours to individuals involved in various deeds of benevolence and service.**

**In the process the college could even raise funds by lending the available infrastructure to various examining bodies and Government organisations, thus making use of the available assets to generate resources.**

### **6. Problems Encountered and Resources Required**

- **Dealing with the community at large and the fatigue is the basic challenge.**
- **Assessing whom to reach and how to engage with them is perhaps the dire need of the success of any community outreach effort. For this purpose, working collaboratively with the stakeholders to address issues was the stepping stone.**
- **Bringing about environmental and behavioural changes to improve the existing scenario of the community and its members was another issue encountered. This involved partnerships and coalitions that help mobilise resources and influence systems, change relationships among partners, and serve as catalysts for changing and refining the prevalent practices.**
- **Guarding and maintaining the campus and its resources in a sustainable manner while making it available to be utilised by the society is a herculean task.**
- **Time constraints and involvement of faculty and students in a consistent manner for various extra academic activities is another challenge where balance is to be maintained**

### **7. Notes**

**In confirmation with the declaration from the second UNESCO conference on higher education held in Paris in July 2009 which stated explicitly that higher education has the social responsibility to advance our understanding of multifaceted issues and the ability to respond to them.... And in order to contribute towards the making of 'Unnat Bharat' such best practice should become an inseparable component of the very skeleton of Higher Education.**

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for Best practices in the Institutional web site	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

**Response:**

- **AREA OF DISTINCTIVENESS**

The distinctiveness of our Institute is its comprehensive vision of educating the students and serving as a light-house for their futuristic academic pursuits.

Samrat Prithviraj Chauhan Government College, Ajmer, has been a source of generating high calibre manpower and is a repository of intellectual wealth in various fields of knowledge. The institute has the distinctiveness to channelise this potential properly and nurturing the excellence of its staff and students.

- **GENESIS OF THE DISTINCTIVENESS**

- Our credentials as being a cradle for Innovation and knowledge creation is the foundation stone of this distinctiveness. We owe the inheritance of great teachers who have not only dissipated knowledge among the students but have also worked upon to build up the knowledge-bank by working in the labs or in the field.
- Being one of the first Institute of Higher Education in Northern India, its alumni have excelled in various spheres. Such exemplars have always been a source of inspiration and motivation for the faculty and students of this esteemed institution.
- One of the major strengths of the institution is the availability of immense potential in the form of well qualified faculty. Being a Government College the faculty is recruited by the constitutional body Rajasthan Public Service Commission (RPSC) in accordance with the UGC norms.
- The college has the distinction of being a beneficiary of DBT, FIST, RUSA, UGC and other funding agencies that have contributed immensely in the past to construct a framework for research in the institute by improvement of basic infrastructure in the institution. The funding from FIST has led to the academic augmentation of the Departments of Physics, Chemistry and Mathematics. Even the Departments of Botany, Zoology and Geography have mustered high quality research infrastructure over the years. This has strengthened quality Research and teaching in the areas.

- **The Government College is an ideal destination of higher education due to its cost effectiveness and availability of infrastructure and knowledge-base.**
- **The entire constellation of academicians of the institution are dedicated teachers who groom various students streaming in from the plethora of sectors of the society majority of which are from the rural background, having the potential which is to be chiselled and worked upon.**

**Moving ahead with the need of the hour, our institution toils to provide congenial environment for the academics and futuristic development of both its student and faculty alike**

- **PERFORMANCE OF THE INSTITUTION**

**The distinction is achieved through multiple strategies that integrate personal growth of the human resource available (vertical distinctiveness) and its cascading effects across the scholars and stakeholders motivating them and giving them opportunity for their academic progression and futuristic approach(horizontal distinctiveness).**

**Excellence in academics is achieved through synergies between the curriculum studies and induction to face various competitive exams to ensure comprehensive and sustained growth of the students. Teachers of all the departments work upon the subject basics of the students in the graduation classes and polish them during the post graduation programs so that they may qualify various exams including the CSIR-UGC-NET and GATE. One of the major benefits of qualifying them, is that the students who herald from weaker sections of the society get financial assistance to pursue research in the respective fields.**

**Research finds a prime position in the minds of the students and faculty and it reflects in the quality of work done so far for the benefit of the society and mankind.**

**Following is the glimpse of the success in the area of distinctiveness:**

- **No of scholars who have qualified these exams in the past five years**
- **Student progression, including the instances when the students pursue research in various research institutions and those who prefer to pursue their research under the supervision of our faculty in the institution itself.**

**The faculty is involved not only in the upliftment of the academic pursuit of the students but also invest to work upon the enhancement of their faculties with the fast changing times:**

- **There are two Postdocs in the institution (One D.Sc. and one PDF)**
- **134 faculty with Ph.D. as the highest degree.**



{During the past five years 8 of the faculty members have been conferred upon D.Sc. and PhD degree and 7 are in the process}

- 65 registered Ph.D. guides who pursue their interest in the research field.
- Four patent holders in our faculty.
- faculty serving as reviewers of publications for various journals of national and international repute
- During various conferences our teachers chair sessions.
- More than 500 research publications
- Active participation in various National and international conferences
- 81 chapters in the edited books and 34 conference proceedings
- Authored 57 books and 11 e-books.
- Convenors/members of the editorial boards of bodies like NCERT as well as RBSE,
- During the five years the institution has organised 7 faculty development programs: Gyan Ganga; Orientation Programs: shikshak dakshata and MOS and a number of conferences and webinars in the institution
- As active participants of various faculty development programs and MOOC courses.
- THRUST

In the Academic parlance of recent years, universities are considered to be synonymous with research activities while colleges have been bracketed as institutions that impart education as per the curriculum designed by the affiliating University. Our college stands apart as a distinct exception to this notion, though categorised as an 'institute to impart education as per the University prescribed curriculum', the faculty toils to impart a holistic education to its pupils. It serves as a nursery to prepare plantlets that are ready to be planted and take their roots in the prevailing environment.

This demarcation has curtailed the flow of funds from the above mentioned agencies and is serving as a bottle-neck. There is a dire need for strengthening the availability of funds for research purposes in the institute.

However, the performance of the institute in the sphere of distinctiveness is mirrored by the youth that steps out as confident responsible citizens and the young mind that dreams of getting admission in this Institute of Higher Education.

<b>File Description</b>	<b>Document</b>
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate web in the Institutional website	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

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### **Additional Information :**

"Government College Ajmer" has been the flagship college of its Affiliating Institutions right from its inception. Even on date it is the largest Affiliated College of Maharshi Dayanand Saraswati University, Ajmer, having more Departments than in any other college or the University itself and each department being represented in the 'Board of Studies'.

Our faculty members have been deputed as Director Research and Sports Secretary of the Affiliating University.

Our Institution has been an established Centre of Research with well equipped Laboratories and qualified faculty. Presently, more than 278 research scholars allotted by the affiliating University to the 65 registered research supervisors are working for their Ph.D. in various Departments. Many of these Scholars are recipients of fellowships/ grants for research purposes. The NET, CSIR UGC GATE qualified, Postgraduate students from our institution, are pursuing research in esteemed Institutions like NBRI, Lucknow, Centre for DNA Fingerprinting and Diagnostics, Hyderabad, Telangana, School of Engineering and Applied Science, Ahmedabad University, IIT Bombay, BITS Pilani and various other Universities.

There are two postdocs in the Institution and five patents awarded to faculty members.

During each year our students represent the State in the RD parade and national/ international NIC and NCC camps, Sports meet and Youth activities and bring home laurels.

The institute is a forerunner in assisting the State and Local Administration for successful implementation and promulgation of various schemes and services.

It is serving as a quality beacon and resource pool for spoke-nodes in the arena of higher education and social commitments.

### **Concluding Remarks :**

Living up to the legendary motto of "Ultimacy of the Radiance of Knowledge", with a firm belief in its credo "There is no salvation without Wisdom" the Institute is moving ahead, hand in hand with various stakeholders, to disseminate knowledge at affordable cost, in a student centric manner, toiling for the holistic development of its beneficiaries, taking every possible step to accomplish the mission of "Learning, Research and Service" in the ever evolving world of Higher Education.