



Shree Guru Gobind Singh Ji Government College Paonta Sahib, District Sirmaur, Himachal Pradesh

2nd Cycle of NAAC Accreditation

Criterion 7 Institutional Values and Best Practices

Key Indicator 7.2 Best Practices

Metric 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust

***Institutional Distinctiveness: Gram Mahila
Aparajita: Empowering Rural Populace
with Focus on Women Empowerment and
Skill Enhancement***

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1. Theme: Gram Mahila Aparajita: Empowering Rural Populace with Focus on Women Empowerment and Skill Enhancement

2. Vision

Intellectually, morally, and spiritually enlightened young rural women confident to face the challenges of the modern world equipped with local, national, global competencies.

There is a need to create the much-needed egalitarian rural society, where women are treated with utmost dignity and decorum. The college has envisioned a life-oriented education that empowers women through humanising and liberating process. Thereby, these empowered women would be the agents of change and development. It would enable them to overcome the conformist barriers of the society and transform themselves into courageous, self-confident, self-reliant, competent individuals, effective managers, assertive personalities, and decisive leaders.

3. Rationale

“The future of India lies in its villages.” – Mahatma Gandhi

The importance of rural population in Himachal Pradesh is reflected in the fact that with 89.97% of its population living in rural area, Himachal Pradesh is the least urbanized state in India i.e., Himachal Pradesh is the state with the highest percentage of rural population in India.

Table 1: Percentage of Rural Population in States & UTs

Sr. No.	Sates/UTs	1991	2001	2011
1	Andaman & Nicobar Islands	73.29	67.38	62.3
2	Andhra Pradesh	73.11	72.7	66.64
3	Arunachal Pradesh	87.2	79.25	77.06
4	Assam	88.92	87.1	85.9
5	Bihar	86.86	89.54	88.71
6	Chandigarh	10.31	10.23	2.75
7	Chhattisgarh	NA	79.91	76.76
8	Dadra & Nagar Haveli	91.53	77.11	53.28
9	Daman & Diu	53.2	63.75	24.83
10	Goa	58.99	50.24	37.83
11	Gujarat	65.51	62.64	57.4
12	Haryana	75.37	71.08	65.12
13	Himachal Pradesh	91.31	90.2	89.97
14	Jammu & Kashmir	100	77.19	72.62

15	Jharkhand	NA	75.19	75.95
16	Karnataka	69.08	66.01	61.33
17	Kerala	73.61	74.04	52.3
18	Lakshadweep	43.69	55.54	21.93
19	Madhya Pradesh	76.82	73.54	72.37
20	Maharashtra	61.31	57.57	54.78
21	Manipur	72.48	73.42	70.79
22	Meghalaya	81.4	80.42	79.93
23	Mizoram	53.9	50.37	47.89
24	Nagaland	82.79	82.77	71.14
25	NCT of Delhi	10.07	6.82	2.5
26	Odisha	86.62	85.01	83.31
27	Puducherry	36	33.43	31.67
28	Punjab	70.45	66.08	62.52
29	Rajasthan	77.12	76.61	75.13
30	Sikkim	90.9	88.93	74.85
31	Tamil Nadu	65.85	55.96	51.6
32	Tripura	84.7	82.94	73.83
33	Uttar Pradesh	80.16	79.22	77.73
34	Uttarakhand	NA	74.33	69.77
35	West Bengal	72.52	72.03	68.13
	India	74.27	72.18	68.86

Source: Census of India Data

The Census of India data reveals that the rural population as percentage of total population in Sirmaur district was also quite high at 89.21% in Census 2011.

Table 2: Rural- Urban Population as Percentage to Total Population of the Districts

District	1981		1991		2001		2011	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Bilaspur	95.32	4.68	94.33	5.67	93.56	6.44	93.42	6.58
2. Chamba	93.16	6.84	92.40	7.60	92.51	7.49	93.04	6.96
3. Hamirpur	95.02	4.98	93.85	6.15	92.68	7.32	93.09	6.91
4. Kangra	95.06	4.94	94.95	5.05	94.60	5.40	94.29	5.71
5. Kinnaur	100.00	-	100.00	-	100.00	-	100.00	-
6. Kullu	92.91	7.09	93.05	6.95	92.11	7.89	90.55	9.45
7. Lahaul Spiti	100.00	-	100.00	-	100.00	-	100.00	-
8. Mandi	92.67	7.33	92.82	7.18	93.23	6.77	93.73	6.27
9. Shimla	84.31	15.69	79.57	20.43	76.85	23.15	75.26	24.74
10. Sirmaur	91.26	8.74	89.97	10.03	89.61	10.39	89.21	10.79
11. Solan	89.24	10.70	87.63	12.37	81.78	18.22	82.40	17.60
12. Una	92.28	7.72	91.47	8.53	91.21	8.79	91.38	8.62
H.P.	92.39	7.61	91.31	8.69	90.20	9.80	89.97	10.03

Source: Census of India Data

The primary objective of the establishment of Shree Guru Gobind Singh Ji Government College Paonta Sahib in a rural environment in Shubh Khera village in Sirmaur District of Himachal Pradesh in the year 1994 was to enhance the educationally and fiscally backward population of the predominantly rural areas of Sirmaur district of Himachal Pradesh. Majority of the students are from the rural areas of Paonta Sahib, Nahan, Shillai and Renuka development blocks of Sirmaur District in Himachal Pradesh and are socio-economically disadvantaged in terms of education, skill levels and women empowerment.

The institution has now started educating the second generation of students since its inception and a sea change is visible as far as the life of people and socio-economic profiles of the area in general are concerned. The beneficiaries of the institution mainly comprise the rural populace even today, with most of the students coming from poor economic backgrounds and their parents mostly with agrarian backgrounds and their predominant source of income being agricultural and allied activities.

Empowerment encompasses the process of increasing a woman's sense of dignity, her decision-making capability, her access to opportunities and resources and her ability to effect change. The institution rightly assesses the advantages and disadvantages of the locality and comprehends the role it can play to enlighten the community about gender equality and to enrich the opportunities for the women in and around the institution.

The institution is committed to providing quality higher education encompassing capacity building for knowledge economy towards progress of rural populace particularly socio-economically disadvantaged groups with special focus on rural women and their skill levels. Rural women are provided with educational and skill enhancement opportunities to become economically and socially equal.

4. Priority: Education for Rural Women – An Agent of Change

Education is one of the most powerful means of bringing about socio-economic progress among rural communities and it cannot be over-emphasized. Educated youth is capable of collectively bringing in significant changes and improving the whole community. Moreover, proper education will not just advantage the rural areas but benefit the entire economy of India.

The institution believes that rural upliftment and women empowerment can be achieved through education.

“If you educate a man you educate an individual, but if you educate a woman you educate a family (nation)”

As an old African proverb, this maxim was initially popularised by Dr. James Emman Kwegyir Aggrey, a renowned Ghanaian educator and sociologist. It bears the fundamental belief that education is beneficial to all but incorporates the notion that when women are educated, the benefits will be aggregated and magnified and enjoyed by a wider context – the family and

the nation. This maxim recognized the benefits of education for women and has repeatedly become the motivation for global development efforts to offer education opportunities for women. Women's education is considered to yield enormous inter-generational gains. The institution emphatically puts into practice this maxim.

A gnawing issue, discernible in the rural locality, is the hindrances encountered by the girls to pursue their higher education dreams. Economic, social, and cultural factors play a regressive role, thus impeding their academic journey. The institution has played a pivotal role in redesigning and redefining the contours of progress in the rural areas and focuses on empowering women to bring positive outcomes in their lives.

5. Thrust: Women Empowerment through Skill Enhancement

The World Bank has noted that to succeed in the 21st century labour market, one needs a comprehensive skill set composed of:

Cognitive skills, which encompass the ability to understand complex ideas, adapt effectively to the environment, learn from experience, and reason. Foundational literacy and numeracy as well as creativity, critical thinking, and problem-solving are cognitive skills.

Socio-emotional skills, which describe the ability to navigate interpersonal and social situations effectively, and include leadership, teamwork, self-control, and grit.

Technical skills, which refer to the acquired knowledge, expertise, and interactions needed to perform a specific task, including the mastery of required materials, tools, or technologies.

Digital skills, which are cross-cutting and draw on all of the above skills, and describe the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately.

The development of skills can contribute to structural transformation and economic growth by enhancing employability and labour productivity and helping countries to become more competitive.

The college endeavours to chisel and hone the fledglings that enrol in here and by the time they are ready to make their first flight their wings should be strong; they should soar fearlessly into the air where sky is the limit.

In order to achieve the vision, one of the thrust areas of the college is to promote skill-based education among women thereby ensuring women empowerment. The college believes that empowering women, could mitigate the inequities of denial, deprivation, and discrimination, thereby bring transformation in the society.

6. The Holistic Process

The overall governance of the institution emphatically reveals the theme “Gram Mahila Aparajita: Empowering Rural Populace with Focus on Women Empowerment and Skill Enhancement” establishing it as an institutional distinctiveness. This holistic process involves the following components:

i. Academic empowerment

Quality education empowers women to acquire knowledge and promote experiential learning. The college provides the best of the facilities for academic empowerment in the form of smart classrooms, library resources including e-resources, access to computer lab, educational tours, projects etc. The college creates an ambience for women to enhance their academic intellect and develop a holistic personality by encouraging them to follow their aspirations to achieve in the areas of interest.

ii. Skill Enhancement

The persistent demand for employable skills has mandated the need to offer skill-based add-on courses in thrust areas with the objective to develop work ready graduate and post-graduate students. Low skills perpetuate poverty and inequality. When done right, skills development can reduce un- and underemployment, increase productivity, and improve standards of living.

Most of the students from rural areas and poor background, but they are not poor in talent, knowledge, and humility. So, the focus is more on enhancing the skills of the students. The academic enrichment is offered through skill-based courses under UGC Community College Scheme which adopts NSQF (National Skill Qualification Framework) and add-on certificate courses under Utkrisht Mahavidyalaya Yojna. The institution utilised the Graduate Add-on Programme of Himachal Pradesh Kaushal Vikas Nigam which aims to provide an opportunity for students to enhance their qualifications by pursuing specialised NSQF aligned course in addition to their regular academic education.

iii. Intellectual and Inspirational Empowerment

The college provides a platform for women to showcase and enhance their skills, creativeness, and innovation through various curricular and co-curricular activities. The innovative approaches provide opportunities for women to develop leadership qualities and organizational skills. They form an integral part of the decision-making bodies of the college.

As a tribute to the notable women of rural Himachal the college has named several infrastructural facilities after them.

- “Kinkri Devi Girls Common Room” – after famous environmentalist of Himachal Pradesh belonging to our Sirmour district.
- “Gambhari Devi Music Department” – after famous folk singer of Himachal Pradesh.
- “Suman Rawat Pavillion” – after famous international woman athlete from Himachal Pradesh

iv. Cultural empowerment

The multi-cultural environment of the college encourages women to appreciate and respect the various cultures and traditions. It gives them a diverse understanding of an inter-cultural society. The college promotes inter-cultural harmony by organising and celebrating ethnicity of different regions and cultures through various competitive cultural events. It inculcates the values of tolerance and promotes secularistic principles. With the belief of academic and technical excellence, the institution also stimulates and supports the girl students to participate in various rural developmental activities.

v. Physical empowerment

The college reinforces the need of physical strengthening of women through sports, yoga, and meditation, NCC, NSS, and Rovers & Rangers. The women are provided with the best facility and training to excel in the arena of sports and cultural competitions. The college also promotes the well-being of women through emphasis on health, hygiene, nutritionally balanced diet, stress management and psycho-social strengthening.

vi. Financial assistance

The college ensures that women are not deprived of quality education due to their financial constraints. Hence, the college under various government schemes and programmes provides financial support to girl students belonging to the economically weaker sections of the society.

- The college as per notification of the Government of Himachal Pradesh provides full waiver of Tuition Fees for the female Bonafide Himachali students.
- Indira Gandhi Single Girl Child Scholarship provided by UGC promotions girl education.

7. Outcomes

The institutions efforts of empowering rural populace with focus on women empowerment and skill enhancement has resulted in the following outcomes:

i. Enrolment of Girl Students

Table 3 Enrolment of Girl Students

Academic Year	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
Total Student Enrolment	2791	2443	2633	2287	2265	1934
Enrolment of Girl Students	1492	1329	1397	1241	1278	1060
Percentage of Girl Students	53.46%	54.40%	53.06%	54.26%	56.42%	54.81%

The percentage of female students in the college is 53.46% which is an exceptional percentage in any co-educational college.

ii. Skill Enhancement through Participation in Add-on Certificate Courses

Table 4 Participation of Girl students in Add-on Certificate Courses

Academic Year	Number of Students completed Add-on Skill Enhancement Certificate Course	Number of girl Students completed Add-on Skill Enhancement Certificate Course	Percentage of Girl Students
2020-21	690	460	66.67%
2019-20	109	62	56.88%
2018-19	6	4	66.67%
2017-18	9	7	77.78%
2016-17	10	7	70.00%

iii. Free Coaching provided by the College under Utkrisht Mahavidyalaya Yojana

Table 5 Participation of Girl Students in Free Coaching

Free Coaching Programme under Utkrisht Mahavidyalaya Yojana	Number of Students provided Free Coaching	Number of girl Students provided Free Coaching	Percentage of Girl Students
Coaching for HPAS and IAS Examinations	120	69	58
Coaching for Police, Army, and Forest	268	164	61
Physical Training for Police, Army, and Forest	85	45	53

iv. Scholarships

Table 6 Girls Students benefited by scholarships

Academic Year	2021-22	2020-21	2019-2020	2018-19	2017-18	2016-17
Total Students Benefited by Scholarships	91	142	82	53	77	90
Girl Students Benefited by Scholarships	58	117	67	39	52	74
Percentage of Girl Students	63.74	82.39	81.71	73.58	67.53	82.2

v. Discounted Bus Services

The discounted bus pass scheme for students by Himachal Roadways Transport Corporation helps the students especially girl students commute to college daily from rural areas and helps them to continue with their education along with managing their rural livelihoods.

vi. Participation in NSS

Table 7 Enrolment of Girls in National Service Scheme (NSS)

Academic Year	2021-22	2020-21	2019-2020	2018-19	2017-18	2016-17
Total Student Enrolment in NSS	245	160	214	212	239	206
Enrolment of Girl Students in NSS	143	108	139	140	146	122
Percentage of Girl Students	58.4	67.5	65.42	66.04	51.05	59.22

Note: Student data as per NSS records

vii. Participation in NCC

Table 8 Enrolment of Girls in National Cadet Corps (NCC)

Academic Year	2021-22	2020-21
Total Student Enrolment in NCC	53	26
Enrolment of Girl Students in NCC Senior Wing	53	26
Percentage of Girl Students	100	100

Note: Student data as per NCC records

viii. Participation in Rovers & Rangers

Table 9 Enrolment of Girls in Rovers and Rangers

Academic Year	2021-22	2020-21	2019-2020	2018-19	2017-18	2016-17
Total Student Enrolment in Rovers & Rangers	48	42	48	48	48	48
Enrolment of Girl Students in Rovers	24	18	24	24	24	24
Percentage of Girl Students in Rovers & Rangers	50	43	50	50	50	50

Note: Student data as per Rovers & Rangers records

ix. Participation in Sports and Cultural Activities

Table 10 Participation in Sports and Cultural Activities

Academic Year	2020-21	2019-2020	2018-19	2017-18	2016-17
Total Student Participation in Sports & Cultural Activities	2256	1274	878	433	617
Participation of Girl Students	1271	708	426	186	325
Percentage of Girl Students	56.34	55.57	48.52	42.96	52.67

Note: Student data as per Metrics 5.3.3

x. Representation in CSCA

Table 11 Number of Girl Students in College Students Central Association (CSCA)

Academic Year	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
Total CSCA Office Bearers	COVID-19 Lockdown	COVID-19 Lockdown	4	4	4	4
Girl Students as CSCA Office Bearers			2	4	4	4
Percentage of Girl Students			50	100	100	100

xi. Academic Outcome

Table 12 Number of girls students holding position in HPU merit list

Total Position Holders in HPU Merit	12
Number of Girl Students in HPU Merit	9
Percentage of Girl Students in HPU Merit	75

xii. Awards and Recognitions

Table 13 Dominance in Academic Results and Merit

Academic Year	2016-17	2017-18	2018-19	2019-2020	2020-21
Total Award winners	29	31	123	71	69
Number of Girl Students among award winners	23	24	90	50	48
Percentage of Girl Students	79.3	77.4	73.2	70.4	69.6

xiii. College Magazine Editors

Table 14 Number of girls as student editor in College Magazine "Bhanuja"

Academic Year	2018-19	2017-18	2016-17
Total Magazine Student Editors	8	8	7
Girl Student Editors	7	7	6
Percentage of Girl Students	87.5	87.5	86

xiv. Student Projects under Utkrisht Mahavidyalaya Yojana

Table 15 Number of Student Research Projects under Utkrisht Mahavidyalaya Yojana

Academic Year	2021-22
Total Student Projects	93
Projects undertaken by Girl Students	56
Percentage of Girl Students	60

xv. Participation in Student Feedback

Table 16 Number of girl students participated in Student satisfaction survey

Academic Year	2021-22
Total Student Feedback received	685
Girl Student Respondents in Feedback received	406
Percentage of Girl Student Respondents	59

8. The Way Ahead

The institutional distinctiveness of Gram Mahila Aparajita: Empowering Rural Populace with Focus on Women Empowerment and Skill Enhancement is hampered by the monetary and times constraints. Changes in social norms like decline of patriarchy and increasing age at marriage improve the likelihood of the completion of girls' education and their academic progression leading to better learning and employability prospects. The National Education Policy 2020 is expected to provide impetus to the broadening of outlook through removal of the limitations of rigid academic schedule and greater emphasis on sports and cultural activities providing holistic development of the student.