



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE, SATNALI

GOVERNMENT COLLEGE SATNALI, VPO. SATNALI

123024

<http://gcsatnali.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

We welcome you to the academic atmosphere of Government College Satnali (Mahendergarh). The college is a belief envisioned for creating better human beings with roots embedded in a strong academic environment. The college strives to make a far-reaching and positive impact on society through a socio-eco-friendly campus. We are committed to provide skillful graduates in the stream of the chosen discipline. Being aware of the issues concerning higher education in today's globally competitive world, the college is striving to develop an ICT based system equipped with high-class facilities for the students who can acquire the right type of knowledge and skills in the peaceful town Satnali to perform constructive roles in nation-building and success in career. Government College Satnali was established in May 2013 with the objective of promoting multi-faculty higher education in rural areas. The college has created congenial academic ethos by earning a reputation of "adding value to education". At present 1446 students are availing the facility of higher education in the institute.

Since its founding in 2013, the college is acclaiming for its remarkable contribution and to be a breeding ground for cultural pluralism openness of thoughts and positive ideas. We endeavor to touch the lives of almost every student by inculcating prudence, efficiency, creativity, and compassion to work for the betterment of the marginalized sections of society. We attempt to kindle a sense of responsibility, honesty, and above all commitment to human values to our students from the core of existence. We want to give them **"wings to their dreams"** to make their family and society proud of their achievement.

Vision

Upliftment of society through the propagation of qualitative, innovative, and object-oriented education among students of rural areas.

Mission

1. To create excellence in various perspectives, dimensions, and domain through quality education.
2. To foster a passion for learning & creative thinking among all stakeholders.
3. To prepare worthy, sensible, and responsible citizens capable of transforming the society and re-building the nation with the power of knowledge and fragrance of education.
4. To produce ideal citizens empowered for economic growth within a value system.
5. The college's mission is to adapt and grow with changing times and ideas of the new world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college has adequate infrastructure such as a conference hall, laboratories, smart-classroom, sports facilities, and a flourishing green campus. The college has highly qualified faculty and is dedicated to teaching, research, and other activities of the institution. Faculty members of the college are appointed as per the norms

of UGC & State Govt. of Haryana. The college has been running three streams, Arts, Science & Commerce successfully for last many years. The number of students in the college is on the increase. Cordial student-teacher relationship enabling motivation of moderate level students to achieve good results. Our students get scholarships and financial aids from various government resources which motivate them to pursue their studies.

NSS Unit of the college is active in their respective fields and provides community service. The admission process is also transparent and regulated by DHE, Haryana through “Online Process” and as per the rules and regulations framed by the State Government of Haryana and the Affiliating University from time to time. Faculty and staff support the campus mission. Healthy shared governance for the effective and proper administration of the college. Organization of faculty development program, seminars, and conferences by the college from time to time. Examination in college is conducted smoothly without any malpractices.

Institutional Weakness

- The infrastructure of the college looks inadequate in the context of ICT-enabled classrooms with projectors.
- The College relies on government funding for its improvement in infrastructure.
- The college does not collaborate with industries as the Satnali is situated in the rural area of Haryana.
- The college has limited resources for faculty and staff development.
- High and unequal workloads faculty & staff.
- Even though the college has highly qualified faculty holding Ph.D. degrees but the affiliating university has not been granted to be as research guides.

Institutional Opportunity

It is well-known that the Government College Satnali is situated in the rural area of Haryana state. Although, the college has 18 well-furnished classrooms with ICT-enabled facilities. By increasing the number of computers and ICT-based classrooms, the College has the opportunity to flourish the ICT culture on the campus. Also, it is a very essential task to make the teaching-learning process more effective. The college library is fully equipped with more than 1500 books and trying to collaborate with DELNET and other networking agencies. Further, more than 50% of faculty has a Ph.D. degree, therefore, a research environment may be developed by making the collaborating with other higher education institutions such as IITs, State Universities, NITs, and Central Universities. Moreover, for the bright future of students, some postgraduate courses may be introduced and the department-wise research center may be enhanced.

Institutional Challenge

Since the college is situated in a rural area, therefore, the institute is not away from the challenges. The college faces a big problem of uncertainty about the continued posting of staff due to the fall of the workload. Also, the student faces the transportation problem from villages to college. Limited financial assistance from the Government for Infrastructure is also lacking to cope up with the modern developments in teaching-learning

methodologies. In a sense, the courses run by our Institute are conventional in type but for employment opportunities, the students should have the professional skills. Further, to achieve the goal the Institute needs to enhance infrastructure, research, and ICT culture, and a world competent atmosphere. The college has limited resources for faculty and staff development such as research environment facility of separate rooms to enhance their research environment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Government College, Satnali is affiliated with Indira Gandhi University, Meerpur (Rewari). So, the syllabi/curriculum is outlined and authorized by the university. It is must for the college to execute the curriculum which is structured by the university in the system of affiliation. For proper and effective execution of curriculum, the various committees of college made some efforts for preparing the academic calendar, extensive time-table, and lesson plan which are punched on the notice board and uploaded on the college website. A few faculty members from the departments of Zoology, History, and Economics are the recommended members of the BOS of the university. They deliver the ideas and recommendations of our staff for reframing the syllabi/curriculum at the university level in the meeting of BOS. Besides these things, our teaching staff also contributes as 'paper-setter', 'examiner' to conduct practicals and perform supervision as well as evaluation duties allotted by the university.

Govt. college Satnali offers four UG programs (semester pattern) having the departments English, Hindi, History, Political Science, Geography, Psychology and Economics, Physics, Chemistry, Mathematics, Botany, Zoology, and Commerce. The College also integrates the crosscutting issues into the curriculum and also aims at empowering the stakeholders by giving opportunities to submit feedback on the syllabus and its transaction for curriculum enrichment. Consequently, with this aim, The College also establishes a formal system of feedback (feedback collected, analyzed, and action taken and feedback available on the website) from various stakeholders i.e. students, teachers, and alumni.

Teaching-learning and Evaluation

The college admits students based on their academic record through the DHE Haryana online process, including strict adherence to the GOI/Govt. of Haryana reservations policy. In the previous five batches, the success rate has been excellent. In addition to a suitable number of regular personnel to cater to the student diversity, full-time teachers have been appointed as "Extension Lecturers" based on workload as per Haryana government policy. Advanced students are given additional books from the library and are motivated to participate in seminars, group debates, contribute to the wallpaper, participate in co-curricular and extracurricular activities, etc. A sufficient number of classrooms and seminar halls have also been equipped with Information and communication technology (ICT) tools and facilities to facilitate effective teaching and learning. A systematic Mentor-Mentee System was implemented in phases beginning with the academic session 2017-18 to maintain proper supervision of students and to resolve issues/problems they encounter. There are a sufficient number of experienced and qualified teachers with Ph.D. degrees and NET-JRF qualified to enhance the quality of the teaching-learning process. The college fully appeals to the internal assessment process established by the university. The program and course outcomes are discussed in staff meetings, declared, and published on the college's website. Regular tests are used to evaluate students' knowledge and skills for a specific program.

Research, Innovations and Extension

The college promotes a research environment through seminars/faculty development programs/conferences for students and teachers. One Faculty Development Program and 2 National Conferences were organized by the college with the Collaboration of Advance Research Education Society (ARES) and Society of Scientific Research & Education (SSRE). Apart from this, 18 research papers in the journal have been published by the various teachers of the college in the journal notified on the UGC website in the last five years. The contribution as chapters in edited books, papers in national/international conference proceedings is about six. The extension activities of the college are conducted through a single NSS unit under the supervision of the teacher-in-charge. The broad areas of extension activities of the college are Community Development, Social Work, Health and Hygiene Awareness, Organized Blood Donation Camps, AIDS/HIV Awareness, Environmental Awareness, and Gender Sensitization, Road Safety Awareness Rally and Essay Writing and Quiz are also conducted with the Collaboration of DGHE, Panchkula to develop and inculcate scientific temperament among the students and the society. Staff and students who have made significant contributions to extension activities are recognized and honored.

Infrastructure and Learning Resources

The college is situated in the convenient location of Satnali and is spread over a campus of 10.3 acres with a 3608 sq. meter built-up area. In the College, there is a total of 18 well-equipped class-rooms and classrooms are spacious, well ventilated, and decorated with colors. The seating capacity of each classroom is 60-80 students, Well-equipped with mounted white screens, green boards, etc. In addition, all the physical facilities are also ensured to cater to the needs of learners. 24 hours safe drinking water facility with Aqua-Water Purifier is ensured. The Girl's Common Room includes sanitary vending machines, washrooms, and Dustbins, etc. The physical facilities include a library with reading rooms, sports facilities, girls' common-room, drinking water coolers, sufficient no. of staff & students' toilets, etc. The campus is enriched with internal roads, Lawns, playgrounds, and the celebration ground. The library can be accessed by the users at any time during college hours. The College has approximately 27 computers with some software needed for academic purposes. The IT infrastructure is augmented with three VPN broadband and some other connections and computing facilities are also available with LAN and Wi-Fi connectivity. The College Campus is under the surveillance of CCTV cameras and adequate backup facilities such as UPS are also available.

Student Support and Progression

The performance of students, their progress, and gainful employment is what defines the success of a college. The College has well-organized and well-maintained guidance and counseling system that benefits the students through scholarships and other means. During the last five years, about 1116 students were given advantages of various government schemes worth Rs. 2407200. A large number of students are enrolled in capability enhancement schemes such as Soft Skills & Language Lab, Placement & Career Cancelling Cell, etc. Students' progression to higher studies and their placement always remains a challenging matter. But, during the last five years, the percentage of merit positions in university examinations of Under-Graduate programs is commendable. Besides, students have qualified in State, National level examinations such as Police, Army, and Clerical Exams. Moreover, the Institution has adequate Sports infrastructure that promotes the active involvement of students in national and inter-college tournaments. The students from the college have participated and won prizes at the university as well as national level. The Institution also promotes students to take part in cultural activities at the university level 'Youth Festivals' & there has been a noteworthy

performance all through last five years.

Governance, Leadership and Management

The institution has a well-defined vision and mission and concrete and dedicated efforts are made for quality and value-based education. This is a Govt. College and as such follows rules and regulations laid down by the Government of Haryana and Indira Gandhi University, Meerpur, Rewari. The vision and mission of the Institution are followed in tune with the objectives of the higher education policy of the Country. The Institution has introduced B.A., B.COM., B.SC. (Med.) and B.SC. (N.M). The governing body works in collaboration with the Principal to regulate and maintain an amicable and scholastic environment. The college makes prospective plans. ICT-based infrastructure in teaching-learning and administration, constructed. The teachers are expected to update and improve their subject knowledge regularly. For this, teachers attend refresher courses, orientation courses, and short-term courses. Teachers of our Institution have been actively participating in national and international conferences, seminars, workshops, etc. The Higher Education Department, Govt. of Haryana, had introduced the performance Based System for the faculty members under Career Advancement Scheme. The college regular external and internal Audit is done by the Finance Department, Govt. of Haryana. The grants are utilized by the Institution for the purpose for which they are received and the same is audited by the auditor. The API score is verified by the IQAC and approved by the principal. IQAC has been functioning in the college as a quality sustenance measure and it holds regular meetings for effective planning and implementation.

Institutional Values and Best Practices

Higher Education aims at the all-around development of students. It comprises all three aspects of Personality development, cognitive, emotional, and psychomotor development. To achieve this purpose and to face the emerging challenges in the national and global context the Higher Education institution organizes a number of Curricular and Extra-Curricular activities. The Increasing Popularity of this premier institute of learning is established from the effect that each year there is a boost in the no. of students seeking admission to the College. College provides every opportunity to its teachers, non-teaching staff, and students for an ethical and moral "Value-based self-development to meet the challenges of the dynamic teaching-learning environment. This is vital for the growth and advancement of the institution. The college is providing a safe and comfortable environment for all the student's girls as well as boys.

The Institution organizes gender sensitivity programs that convey safety and social security etc. of women & Divyangjans. The student Grievances/Sexual Harassment /Anti Ragging Committee (SG/SH/ARC) is constituted under policy document of the college in order to prevent and prohibit all forms of sexual harassment in the College campus and connected places, addressing and timely redressed of students' grievances and to prevent ragging incidents. The rainwater harvesting system is also constructed by the College. Through drainage, rainwater is accumulated in the vacant land area which helps to recharge the bore wells. Moreover, some of the outstanding initiatives are also taken by the college in maintaining an eco-friendly environment such as a tree plantation, paperless office work, etc. The college also conducts periodic programs regarding constitutional obligations, adherence to the code of conduct and also celebrates national and international commemorative days and festivals. The Institution has successfully implemented its best practices in the area of Sports and cultural activities. The Institution's distinctiveness is clean and green campus.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | GOVERNMENT COLLEGE, SATNALI |
| Address | Government College Satnali, VPO. Satnali |
| City | Mahendergarh |
| State | Haryana |
| Pin | 123024 |
| Website | http://gcsatnali.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Sudhir Lamba | 01285-231122 | 7988539405 | - | gcsatnali@yahoo.com |
| IQAC / CIQA coordinator | Shri Bhagwan | 01285-231121 | 9812333520 | - | chemshri25@gmail.com |

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

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 25-05-2013 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|---------|--------------------------|-------------------------------|
| Haryana | Indira Gandhi University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 25-01-2019 | View Document |
| 12B of UGC | | |

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? | 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 |

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Government College Satnali, VPO. Satnali | Rural | 10.3 | 3608 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|---|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom, Commerce | 36 | Senior Secondary | English, Hindi | 80 | 40 |
| UG | BSc, Physics Chemistry Maths | 36 | Senior Secondary | English, Hindi | 120 | 120 |
| UG | BSc, Botany Zoology Chemistry | 36 | Senior Secondary | English, Hindi | 60 | 41 |
| UG | BA, Hindi English Math Geography Economics History Political Science Computer | 36 | Senior Secondary | English, Hindi | 380 | 380 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 21 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 8 | 0 | 19 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |
| 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 | | | |

| Non-Teaching Staff | | | | |
|---|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 19 |
| Recruited | 4 | 0 | 0 | 4 |
| Yet to Recruit | | | | 15 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |

| Temporary Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 | 7 |

| Part Time Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD | 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 |

| Details of Visting/Guest Faculties | | | | |
|--|------|--------|--------|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 0 | 0 | 0 | 0 |

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 | 802 | 12 | 0 | 0 | 814 |
| | Female | 628 | 4 | 0 | 0 | 632 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 117 | 147 | 164 | 170 |
| | Female | 108 | 126 | 122 | 124 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 162 | 177 | 166 | 172 |
| | Female | 136 | 177 | 175 | 176 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 381 | 366 | 411 | 472 |
| | Female | 286 | 296 | 316 | 332 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 3 | 2 | 3 | 0 |
| | Female | 0 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1193 | 1291 | 1358 | 1446 |

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 |
|---|---------|-------------------------------|---------|---------|
| 202 | 202 | 166 | 166 | 166 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1446 | 1358 | 1291 | 1193 | 1000 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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 |
|---------|---------|---------|---------|---------|
| 272 | 327 | 220 | 220 | 194 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|-------------------------------|---------|---------|---------|
| 382 | 346 | 367 | 294 | 189 |
| File Description | Document | | | |
| Institutional data in prescribed format | View Document | | | |

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 |
|---|-------------------------------|---------|---------|---------|
| 33 | 31 | 28 | 19 | 18 |
| File Description | Document | | | |
| Institutional data in prescribed format | View Document | | | |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|-------------------------------|---------|---------|---------|
| 21 | 21 | 20 | 20 | 20 |
| File Description | Document | | | |
| Institutional data in prescribed format | View Document | | | |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 4

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 |
|---------|---------|---------|---------|---------|
| 64.20 | 48.28 | 47.56 | 90.78 | 77.73 |

4.3

Number of Computers

Response: 34

4.4

Total number of computers in the campus for academic purpose

Response: 20

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:

The college inculcates unique and transparent practices for effective delivery of the curriculum as stated below:

Activities before the commencement of the semester:

- 1.College practices allocating workload for next semester at end of the current semester based on expertisation and specialization of concerned teacher.
- 2.The teacher prepares unit-wise subject notes according to the curriculum of Indira Gandhi University, Meerpur, Rewari.
- 3.The academic calendar of the upcoming semester is prepared in accordance with the schedule of the University and communicated to students and teachers well in advance. According to the academic calendar, the department prepares its activity plans for the upcoming Semester.
- 4.All teacher prepares course files according to a defined framework, which includes:
 - Academic calendar
 - Class & individual time-table
 - Teaching plan/Lesson Plan
 - University's previous examination question papers
 - Assignments
 - Monthly attendance
 - Internal assessment marks
 - Student's feedback
 - Internal Quality Assurance Cell (IQAC) assesses the course files of teachers and suggests necessary corrections if required.
 - Readiness of classrooms and laboratories is ensured for effective transaction of the curriculum.

Activities during the semester:

- 1.The college conducts an induction program for newly admitted students to understand the academic culture of the institute, curriculum norms for D.H.E & I.G.University examination patterns.
- 2.A review of student's attendance is taken at the end of every semester and the defaulter's list of students along with their attendance is displayed on the notice board and the same is communicated to the parents through telecommunication.
- 3.Student's feedback of teaching is taken and corrective actions are initiated accordingly.
- 4.Internal assessment marks are conducted throughout the semester.
5. The quiz contests are organized during the semester.
- 6.Students are taken to participate in District and University level science exhibitions with their best

models and projects.

7. Students of college give their performance on university zonal youth festivals at College, Distt. and University level.

Activities at end of the semester:

1. Final internal & practical marks are submitted to Indira Gandhi University, Meerpur, Rewari.
2. Outcomes of the semester activities are analyzed and corrective actions are suggested for the next semester.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

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

Response:

Odd Semester:

Govt. College Satnali affiliated to Indira Gandhi University, Meerpur, Rewari follows its curriculum and having satisfactory strength of teacher, who actively participates in process of curriculum revision at deference capacities. College practice allocating workload for next semester at end of the current semester based on expertise and choice of teacher. The academic calendar of the semester is prepared in line with the schedule of the University and DGHE (Haryana).

Teaching starts in the 3rd week of July after completing the admission process in the previous two weeks. It continues with fresh and old students. The Festival of Rakasha Bandhan is celebrated in the 8th week by organizing Rakhi making competition. In the 10th-week teacher's day is celebrated by the students. After attending continuous lectures, students enjoyed Poshan Maha is celebrated in the 14th week. Diwali vacation started from 17th week ended up with teaching process continues from 21st week to 24th week with university examination. Students felt refreshed during winter vacation starting from 24th to the 26th week.

Even semester:

In the second week of the even semester, National Youth Day is celebrated cheerfully started with many co-curricular and curricular activities, and walked up with a prize distribution ceremony. NSS one-day camp is also organized by the NSS cell in the third week. NSS SHARAM DANN activity is scheduled in the next week following the international women's day celebration. Holy vacation continues from the 11th week to next week.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

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: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |

1.2 Academic Flexibility

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

Response: 0

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |

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:

Government College Satnali is affiliated to Indira Gandhi University; Meerpur (Rewari) follows its curriculum and having adequate strength of teachers, who actively participate in the process of curriculum revision in different capacities. The college has also offered to the students to choose different subjects in various streams. The college has enough resources to guide students. According to the current curriculum of the college, there are many subjects such as environmental science, political science, geography, English literature, Commerce, etc. which address various cross-cutting issues such as gender equality, environment and sustainability, human values, and professional ethics. Following curriculum aspects are performed:

- Equal opportunities are given to both male and females in terms of their admission, participation in curricular and sports activities, so gender issue does not arise.
- Further, the college has established the National Service Scheme (NSS) which organizes activities like Poshan Mah, Swachha Bharat Abhiyan as per the direction of the state government from time to time.
- Blood donation camps are also organized under human value activities. Guest lectures and extension lectures are organized under placement cell on cross-cutting issues like human rights and health-related issues.
- Sports meet is organized during every year by the sports department of the college.

- Road safety rallies are organized from time to time under the leadership of NSS.
- Women's day is celebrated with vigor on the institution campus.
- Girls and boys participate in various co-curricular activities such as group discussions, quiz competitions, etc.
- Students have a compulsory course on environmental science. Topics related to these issues are taken up for quizzes and debates during national science day, earth day, etc.
- Various awareness programs are also organized by NSS, YRC, Women cell which intensively carry out activities for gender equality, environment and sustainability, environment protection, etc.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 0

1.3.3.1 Number of students undertaking project work/field work / internships

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

1.4 Feedback System

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

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: C. Feedback collected and analysed

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 99.71

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 581 | 583 | 516 | 508 | 455 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 640 | 640 | 520 | 520 | 380 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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: 87.79

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 256 | 256 | 207 | 207 | 152 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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:

A focus is geared to the needs of students, clear learning, goals/ targets/ objectives, interactive learning, and teaching processes, and the provision of useful feedback to students through assessment. The college is committed to impart quality education keeping in mind the age, gender, personality, motivation, self-concept, life experience, and cultural background of the students. Attending to the common needs and learning level of their students, teachers are aware of adjusting the expectation of the students. Similarly, students are made to opt for Sports and NSS keeping in mind their interests and potentialities. Before the beginning of the course, teachers try to know the level of the students. They try to know their knowledge of the course concerned and their comfort level either in Hindi or English as a medium of expression is concerned. As most of the students come from Hindi medium schools, the medium of expression is bilingual. Remedial classes, for English subjects, are also organized for the benefit of the students. Subject teachers interact with all the teachers and identify the learning levels either as advanced or slow learners.

Special programs for advanced learners and slow learners

Advanced learners:

- High-performing students are identified on the basis of internal assessment, university examination, involvement in the classroom.
- Special attention is given by all the teachers towards these students during practical and tutorial sessions.
- Extra books are provided for their reference.
- Additional assignments are given to these students.
- They are motivated to participate in group discussions, technical quizzes to develop analytical and problem-solving abilities and thereby improve their presentation skills.
- Bright and diligent students are motivated and inspired to get university ranks.
- Semester toppers and university rank holders are encouraged with certificates and cash prizes by the college.

Slow learners:

- The College practices a robust student academic counseling process. During the time of admission, the Principal interacts with the parents and the student to assess their needs and aspirations. Further during the course of a study group of students is assigned to a faculty for counseling.
- The College has a system to communicate the performance and attendance of students to parents regularly. A set of 40-50 students are assigned to a faculty as mentors and personal and academic care of the student is taken care of by the corresponding mentor.
- Mentors communicate regularly with the parents regarding the performance of students.
- Care is taken by faculty in monitoring the performance of slow learners. Faculty members do periodic interaction with parents about the performance of slow learners.
- Self-learning sessions are arranged after college hours, which are monitored by the subject teacher.

- Subject-wise counseling is done by respective teachers.

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

Response: 43.82

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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:

To effectively design and exercise student-centric activities, teachers are motivated to undergo Short Term Training Programs, Faculty Development Programs, Orientation courses, refresher courses, and other online courses. Teachers are empowered through workshops, effective teaching-learning methodologies and are promoted to incorporate these practices in regular teaching. Also, students are promoted to undergo UG fellowship for their internship at foreign universities, which improves self-learning capabilities. Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. To acquire first-hand knowledge on the subjects and current practices students are taught through Power-point presentations to make learning interesting besides oral presenting methods. Keeping in view the rural background of the students as most of them come from villages; the college, since 2013, has been imparting quality education to its students. Our mission is to build an environment of excellence and producing successful, dutiful, and civilized citizens. Our endeavor is to make this center of excellence, a prominent educational hub that works towards the overall progress of society by enabling the young minds of the nation to achieve what they desire to and what they deserve to.

Detailed learning activities are described below:

Experiential Learning

- This conventional method is commonly adopted by all teachers, especially language teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners.
- ICT-enabled teaching includes classrooms with LCD, Language Lab, Smart Classrooms, E-learning resources. The College has the essential equipment to support the faculty members and students.
- Language Software is effectively used to train students to acquire proficiency in listening, speaking, reading, and writing.
- Online lecture talks, motivational talks, educational videos, and web references support the

teaching-learning process.

- Useful websites are made available on the college website, which serves as a ready link to access the portals of information and gain knowledge.

Participative Learning

- The institute organizes different activities for students as well as promotes them to participate in various competitions held at local, national & international levels.
- The activities organized by the institute include Workshops, Conferences, and various competitions.
- The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion, and questions and answers on current affairs.
- Further, the institute facilitates students by offering round-the-clock facilities of workshops, laboratories, library & Wi-fi.

Problem Solving Method:

- In order to develop and enrich student's creativity, decision-making ability, critical thinking, reasoning power, the college has adopted this method.
- By remedial classes etc.
- Revision of syllabus.
- Weekly examinations.
- Mentor discussion with the students.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response:

- Three smart classrooms are available in the college, all of which are completely equipped and prepared for power-point presentations. Approximately 75% of teaching faculty uses ICT technology such as PowerPoint, Google Meet, Google Classroom, YouTube, WhatsApp, Zoom, and others to enhance the teaching-learning experience. The use of ICT enables tools to increase the standard throughout the curriculum and make the subject matter more effective and engaging. The educator provides a variety of online resources, such as pictures and videos through the Internet. We are certain that, with the assistance of ICT's, the teaching profession is evolving from teacher-centered learning to student-centered learning environments.
- The college has a well-paced language lab cum computer lab which serves as the center of teaching for the use of computers to the students of UG classes. This fully-equipped lab is also used to enhance the language skills of the students where they have access to audio or audio-video materials easily with the help of teachers. It has really become possible for the teachers to involve students as also to actively participate in language learning with the help of well -equipped

language lab.

- The present era of information and technology has made the transmission and dissemination of knowledge more reliable and easier. Earlier students were confined primarily to the libraries scanning and browsing through various books and journals in the pursuit of knowledge. Also, they had to spend extra time involved in the process of getting references and cross-references for the preparation of notes, term papers, assignments, etc. But the changing of the 21st century has witnessed tremendous revolution due to the advent and expansion of information and communication technology. It is against this changing scenario that the college is trying its level best to keep pace with information technology. Obviously, the internet is a revolution in information technology, its positive use provides useful information and knowledge regarding programs and courses offered.
- Apart from the traditional classroom teaching and interactions, the students are constantly encouraged to make proper use of the internet in the pursuit of knowledge and the response of the students is quite encouraging. The teachers also provide E-Content through the internet which has a direct or indirect bearing on their respective subjects. Also standard video lectures, on you-tube, are recommended to the students by concerned teachers.
- The day starts with notifications and emails. Every faculty member has standing instructions, by the college administration, to stay in constant touch with the taught. Students frequently connect with their concerned teachers through WhatsApp groups on academic issues and problems they face. The use of the internet, in education, is providing new opportunities for students and teachers alike. The students are also allowed to send their assignments even on email which are checked and returned to the students with suggestions. This makes the whole process paperless, easier and less time-consuming.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 68.86

2.3.3.1 Number of mentors

Response: 21

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| Mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

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

Response: 125.95

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |

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: 33.82

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 |
|---------|---------|---------|---------|---------|
| 11 | 12 | 9 | 6 | 6 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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: 3.21

2.4.3.1 Total experience of full-time teachers

Response: 106

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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 college strictly follows the university rules & procedures for internal assessment. Although the schedule of class tests and submission of assignments, for internal assessment, is fixed before one month of completion of each semester, the students are given their topics of these class tests as well as assignments well in advance.
- Further, the following internal assessment criteria are given by the affiliated university is followed.
- The college has always followed a transparent system with respect to internal evaluation.
- The whole process of internal assessment is now completely client-server-based.
- Faculty members share the criteria for Internal Assessment with the students and the weightage allotted to each component – Class Test, Assignment, and Attendance.
- Presentations, group discussions, and case studies are given to students as assignments which help in the evaluation of the communication skills and independent learning of the students.
- Attendance is displayed on the college Notice Board at the end of every month.
- The test and assignment marks are accessed objectively and also shown to the students.
- The Grievance Committee of the college takes care of the grievances of the students (if any) regarding their Internal Assessment.

As per University, there shall be an internal assessment of 20% in all UG classes. Criteria of 20% internal assessment is as under.

- (i) Two Handwritten Assignment 10%
- (ii) One Class test (one period duration) 5%
- (iii) Attendance

Marks for attendance will be given as under:

90% onwards 5 Marks

81%-90% 4 Marks

75%-80% 3Marks

65%-70% 1 Mark

The faculty member of the college uses both summative and formative approaches for the holistic assessment of the students. Summative Assessments are given periodically to determine at a particular point of time –what students know and do not know. Examples of summative assessment include:

- End-of-unit or chapter test
- Internal Assessment, i.e. mandatory class tests and assignments work
- End-of-term or semester exams which include both theory and practical
- Mock-teaching and power-point presentations on a particular topic

Position achievers at the college, district, and university level in the fields of academics, sports, and cultural activities are adequately prized in the annual prize distribution function of the college. Informative approach, the faculty member of the college at each class level tries to involve the students in the teaching-learning process. This is done by fostering a congenial environment where the student actively participates without any psychic fear and also attractive teaching with updated technology makes it possible. Various forms for formative approach include. Group discussions on relevant topics where various groups are formed at the class level. Debate, declamation, and quiz contests organized by various faculties of the college.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

At the college level, an examination committee, comprising of a senior teacher as convener and other teaching and non-teaching staff as members, is constituted to handle the issues regarding the evaluation process.

- The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations.
- Internal assessment tests are taken during each semester,
- The Schedule of class tests and internal assignments is fixed at the starting of the academic session. Students are given their topics of these class tests and assignments well in advance
- After evaluation of internal assessment answer scripts, the scripts are given to students to have an idea of their performance in the test.
- Students and faculty members are made aware of the transparency to be maintained in the system of assessment.
- This further enhances the transparency and rapport between faculty members and students.
- After preparing the assessment report it is shown to the students, if any grievances are there it can be resolved immediately and submitted by the concerned faculty to the department.
- A Centralized exam cell system is followed. The head of the exam cell is the registrar of the college where the university exam-related queries can be solved.
- College assures that students get admit cards at least one week before the commencement of the exams (through proper notification) so that there is no scope of admitting card-related grievance at the last moment.

To Provide sufficient transparency and accountability, reformative measures in the internal examination are initiated by the college such as giving answer books back to the students after evaluation for their information. Internal assessment marks are shown to the students along with their answer scripts by the

concerned teacher enabling them to have an access to the evaluated answer sheets before the marks are finally uploaded on the university panel. The teachers of all the departments address all grievances related to internal examination, seminar practical, and self-study papers. All the queries and objections of the students are properly handled by the teaching faculty and the college administration.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The college has clearly stated the learning outcomes of all the programs and courses. So far as the mechanism to be followed by the institution to communicate the learning outcomes to teachers and students is concerned, hard copies of the syllabus and learning outcomes are available in all the departments for ready references of teachers and students. Moreover, the learning outcomes of the programs and courses are displayed on the college notice board. Soft copies of the curriculum and learning outcomes are also uploaded to the college website for reference. The importance of the learning outcomes of the stated programs offered by the institution and course outcomes are also communicated to the teachers in every IQAC and college council meeting. The students are made aware of the same through the mentor-mentee system.

A unique set of learning outcomes have been defined for each course. These are linked to the broad program outcomes. Taking into consideration the effective pedagogic strategies, faculty members articulate the learning objectives and the expected outcomes for each course at the beginning of both the odd and even semesters. This helps the students appreciate various topics being covered in the class as they realize their importance and relevance.

The thrust of the programs and the courses, the students have opted, are explained, in detail, at the time of orientation and induction. Doubts, if any, are explained and cleared and the students are also encouraged to opt for the programs and courses in which they are genuinely interested so that they can really do justice and enjoy the profession they may go in for. The college website, information brochure, and the annual report clearly state the mission and objectives of all the departments of the college. These sources of information make it a point to highlight the significant achievements of the students and list the kind of jobs that students get after completion of different programs/courses. At the beginning of each academic session, an orientation program is conducted by the college to make the students well-versed with the various programs and courses offered by the college as also their outcomes. They are also told about various job opportunities available after the successful competition of these programs and courses. In view of the shrinking jobs in the public sector, the students are constantly encouraged to be self-reliant. Although the offered courses provide many job opportunities, the attempt is to make these courses not merely job oriented but also to provide holistic education to the students to enable them to face all the challenges of life in this age witnessing rapid changes including employment, and thus make them try to be

their entrepreneurs.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | View Document |

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

Response:

The college is committed to holistic growth, inclusive education, and the overall development of the students. Our students, particularly at the U.G. level get a place in the university merit list and they have also been university toppers. Merit holders in academics, cultural activities position holders, and students having sports achievements are honored in the annual prize distribution function. All the students of N.S.S. undertake summer campus involving themselves in development-related activities, social services, nation-building. They are evaluated on this by the committee of teachers for their application of learning across courses. Outstanding N.S.S. Volunteers are identified on the basis of their performance. The programs like talent search and legal literacy Cells also provide a platform to identify students for cultural, literary, and social activities. Moreover, the Annual report of the college also reflects the attainment and evaluation of program outcomes and course outcomes.

As part of the course outcomes of various papers being taught to students, there is substantial scope of evaluation of opportunities for skill-building, enhancement of conceptual understanding as also experiential and fieldwork learning. The departments track how many of the students successfully complete their course, seek employment and go in for further higher studies. The college has also prepared the method of program outcomes and course outcomes that eventually upgrade the education quality of the college.

Attainment of Course at UG Level

Attainment of course = 80% (attainment level in university examination + 20% (attainment level in internal evaluation).

On the basis of these outcomes, the stakeholders learn goal-setting, problems solving techniques, and decision-making. The institution evaluates the stakeholders as class toppers, university rank holders, and best outgoing students. They are recognized and honored during the Prize distribution function by giving certificates, mementos, and cash prizes. The best outgoing students are evaluated on the basis of academic performance, attendance, behavior inside the class, and also on the basis of their participation in extracurricular activities.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years**Response:** 55.77**2.6.3.1 Total 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 |
|---------|---------|---------|---------|---------|
| 327 | 285 | 160 | 106 | 59 |

2.6.3.2 Total 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 |
|---------|---------|---------|---------|---------|
| 382 | 346 | 367 | 294 | 189 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.61

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

3.1.2.1 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 | 0 | 0 | 0 |

3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 13 | 11 | 11 |

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response: 2****3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

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

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response: 0.43****3.2.1.1 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 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 2 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response: 0.23****3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.3 Extension Activities**3.3.1 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:**

The NSS units, Women Cell, YRC, Legal Literacy Cell, Cultural Program of the college play a vital role in sensitizing students to social issues and their holistic development and organize various programs based on social and community welfare. These units organize programs such as Tree Plantation and Water Harvesting, Umang Mahotsav, Shikshak divas, Poshan Mah, Hindi Divas, National Youth Day, Blood Donation Camp, Water Day, World Yoga Day, International Women Day, AIDS Awareness Programs, Independence Day, Pariksha pe Charcha and National Unity Day among Colleges and College students. Such programs help students to come in closer contact with their society and community. Also, get about various social problems and customs prevailed in the society, and in the way, students try to find solutions of many problems and adjust with the society, which enhances their personality. Under these programs; especially various awareness rallies help keep students informed and aware regarding personal and societal roles and responsibilities. Few programs especially yoga develop students spiritually also. With this, they developed qualities like oneness, brotherhood, and sportive facing competition healthily, in the nearby villages, organizing such events creates awareness about the society and their social responsibility. Institute promotes faculties to organize and conduct different extension activities and workshops in other institutes.

The various activities and their impact on patriotism and national services among students are briefed below:

1. Tree Plantation -The students are made aware of environmental protection and environmental global issues.
2. Water Harvesting and Water Conservation Day-Students are motivated for the community service and they are made aware of their responsibility towards social issues.
3. Umang Mahotsav- It developed the personality of the students
4. Shikshak divas-The students have developed a sense of respect for the teachers. Discussed the various work of Dr. Sarvepalli Radhakrishnan. His work motivated students.
5. Hindi Divas- A sense of respect was developed among the students towards the Hindi language.
6. National Youth Day- It is creating awareness and knowledge in the students about the rights. In the

various session on the philosophy of Swami Vivekananda are discussed. His Philosophy Motivate to students for striving to a better life.

7. Blood Donation Camp- Ethical values developed during various donation camps help students become emotionally involved in very important social issues.
8. World Yoga Day-Students are made aware of the benefit of YOGA and the exercise session is conducted by the expert.
9. International Women Day: Discussed the status and rights of women. It created Self-confidence in the students. Students became aware of the rights of women.
10. AIDS Awareness Programs: By this program Developed healthy qualities in the students. Students got information about the ways to prevent AIDS. A sense of respect was created for the people affected by AIDS.
11. Independence Day: The development of moral qualities like patriotism and righteousness are imbibed in students.
12. Pariksha pe Charcha: Developed the creation quality in the students.

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

Response: 0

3.3.2.1 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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 11

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 2 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 10.31

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 170 | 440 | 69 | 10 | 12 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4.2 Number of functional MoUs with national and international institutions, universities,

industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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:

The college is situated in the convenient location of Satnali and is spread over a campus of 10.3 acres with a 3608 sq. meter built-up area. In the College, there is a total of 18 well-equipped classrooms and classrooms are spacious, well ventilated, and decorated with colors. The seating capacity of each classroom is 60-80 students, Well-equipped with mounted white screens, green boards, etc. In addition, all the physical facilities are also ensured to cater to the needs of learners. 24 hours safe drinking water facility with Aqua-Water Purifier is ensured. The Girl's Common Room and Staff Room include sanitary vending machines, washrooms, and Dustbins, etc. The institution has adequate instructional, amenities, and circulation areas as per UGC norms. For the ease of functioning, different blocks are identified as specified and the details with the actual area and the particulars are mentioned as follows:

| S. NO. | Specialized facility & equipment for Teaching, Learning & Research | Total Number | |
|--------|--|--------------|--|
| 1 | Principal's Office | 1 | |
| 2 | Class Room | 18 | |
| 3 | Language lab (with LCD/ WI-FI/LAN) | 1 | |
| 4 | Computer lab (with LCD/ WI-FI/LAN) | 1 | |
| 5 | Physics lab | 1 | |
| 6 | Chemistry lab | 1 | |
| 7 | Geography lab | 1 | |
| 8 | Zoology/Botany | 1 | |
| 9 | Library | 1 | |
| 10 | Auditorium | 1 | |
| 11 | Video conference Hall | 1 | |
| 12 | Girls common room | 1 | |
| 13 | IQAC Office | 1 | |
| 14 | Well-furnished offices | 2 | |
| 15 | Well-furnished Faculty Rooms | 1 | |
| 16 | R.O. water coolers | 3 | |
| 17 | Placement Cell Office | 1 | |
| 18 | NSS Office | 1 | |
| 19 | Sports Office | 1 | |
| 20 | Urinals/Toilet | 10 | |
| 21 | Garden | 4 | |

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response:

Sports and Games: Sports have been an integral part of the institution since its inception. The Sports Department formally came into being in the year 2013 which has a set of rooms for administrative and storage purposes. Facilities for the following sports are available in the college:

Outdoor: Volleyball, Cricket, badminton, running track, a multipurpose open ground with the space $660 \times 375 = 247500$ sq. feet surrounding boundary wall. The college has two cemented floor courts with the space of one has $94 \times 50 = 4720$ sq. feet and the other has $69 \times 36 = 2484$ sq. feet.

Indoor: Chess

Yoga and Meditation: The yoga and meditation committee is a staff council committee that regularly organizes programs on yoga and meditation. Central Lawn of the main building, as well as the front lawn facing the main building, is generally used for the purpose of Yoga activities which are conducted in morning hours.

Cultural activities: Extracurricular / Co-curricular activities (dance, drama, debate, quiz, painting, music, etc) have been closely interwoven with the curriculum. The college has a multi-purpose auditorium with the space of $110 \times 70 = 7700$ & $80 \times 20 = 1600$ sq. feet with a seating capacity of approximately 1000 students. In addition, the front lawns of the college are utilized for events involving large gatherings. The college also has an IT-enabled seminar room with a seating capacity of 70 for small events like debates, poster-making competitions, staff council, and committee meetings, etc.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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: 75

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Paste link for additional information | View Document |

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

Response: 3.74

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 |
|---------|---------|---------|---------|---------|
| 3.58 | 2.05 | 3.59 | 1.19 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2 Library as a Learning Resource

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

Response:

The library supports reading and literacy among students and the community. The idea of a library signals nothing else but reading and pursuit of knowledge. It forms a habit and tradition of reading among students and members of society. Open spaces for reading are becoming increasingly difficult to find. This leaves students with only the library to run to. Further, the library gives you a feeling of formal learning. This perception is important if a student is to achieve academic goals and a community produces literate persons. Library attracts students to read and develops the habit of reading and learning. It increases their thrust for reading and expands knowledge. The library is enriched with a wide range of books, dictionaries, encyclopedias, competitive books, etc. plays a vital role in encouraging and promoting the process of learning and gaining knowledge.

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: E. None of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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: 0.67

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 | 0 | 1.12 | 1.23 | 0.99 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Any additional information | View Document |

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: 1.49

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

Response: 22

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College has an adequate policy to create and enhance the infrastructure to facilitate effective teaching-learning which consists of ensuring maximum and optimum utilization of the space and infrastructure to cater to the different needs of students. Our institution frequently upgrades IT facilities to keep pace with the academic growth and technological advancements as per the following details. The college has two broadband connections with 5 MBPS each and a lease line with a bandwidth of 5 MBPS. The college has some ICT Facilities & learning resources for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues.

- The college has the following facilities.
- Three classrooms with LCD.
- One language lab with LCD, one projector, and 20 computers.
- Conference room for teacher and students with LCD, podium, speaker.
- Four printers cum scanner and five computers set for administrative work.
- A photocopier and scanner are also available in the administrative block.
- One computer set with the printer in the registrar's room.
- One computer set with the printer in NAAC & IQAC room.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 72.3

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 05 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |

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:

The college has deputed qualified officials who work in consultation with the Building and infrastructure committee to look after the maintenance and upkeep of equipment and infrastructure. The college has an electrician who looks after routine maintenance work of all electrical installations. Similarly, plumbing and gardening work is taken care of by specialized personnel under the supervision of the Gardening Committee and Eco-Club. The infrastructure committee looks after the purchase and maintenance of all IT-related equipment and infrastructure. The college has a full-time Caretaker delegated to look after the basic infrastructure and furniture of the college. The classrooms and laboratories are maintained by the multi-tasking staff and the laboratory staff. There is specified personnel for maintenance of sports ground and library. Any minor repairs that need to be carried out are reported and the expenses for these are sanctioned by the principal as per norms. In case of major repairs, the committee puts forward a request for sanction to the principal. Quotations are called for after the sanction is granted by the principal. For other major

renovation or additional construction works, Building and Infrastructure Committee forwards the proposal to the Building Committee of the Governing Body for necessary action.

In addition, different departments of the college put forth their requirements after discussion in a departmental meeting through a teacher in charge to the Infrastructure Committee for infrastructure-related work as well as other requirements. The college has three RO for drinking water. TDS of the drinking water is regularly tested and monitored by the support staff to ensure the permissible limit. Regular maintenance of the RO is done through AMC. College in due course of time will appoint a permanent staff to monitor RO plants in the college.

1. Classrooms:- As classrooms are meant for the teaching-learning process daily, they are cleaned daily and the furniture is properly maintained. Classrooms have been divided among cleaning sahayak and before the arrival of students, classrooms are properly cleaned and furniture is dusted. The representatives of the student council keep watch on the process.

2. Library:- The college library is spacious and has books, magazines, journals, and newspapers for the students and the staff. The students and the staff fully utilize this available material in the library. At the beginning of the session, the members of staff of all departments are asked to submit their requirements of books.

3. Sports complex:- Sports has been an integral part of the institution since its inception. The sports department of Physical education formally came into being in the year 2013. There is a dedicated department of Physical Education that has a set of rooms for administrative and storage purposes. Facilities for the following sports are available in the college: Outdoor: Football, Volleyball, Cricket, badminton, Running track. a multipurpose open ground with the space $660 \times 375 = 247500$ sq. feet surrounding boundary wall. The college has two cemented floor courts with the space of one has $94 \times 50 = 4720$ sq. feet and the other has $69 \times 36 = 2484$.

4. Indoor:- Chess

5. Laboratories:- All laboratories (Physics, Chemistry, Botany, Zoology, Media Labs, Language lab, Physical Education Labs.) are well equipped and well maintained not only for carrying out curriculum-oriented lab practicals but also to carry out research activities. All the laboratories are established as per UGC, University & Haryana Govt. norms and include all safety measurements.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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: 19.53

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 |
|---------|---------|---------|---------|---------|
| 87 | 249 | 411 | 251 | 204 |

| File Description | Document |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarship | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format | 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

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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: 3.67

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 |
|---------|---------|---------|---------|---------|
| 0 | 60 | 180 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |

5.2 Student Progression

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 16.49

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 63

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 2.55

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 2 | 5 | 2 | 4 |

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 |
| 0 | 178 | 135 | 90 | 70 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Institutional data in prescribed format | View Document |

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: 6

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 |
| 0 | 0 | 3 | 3 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

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

Response:

The State Govt. of Haryana ordered the colleges and universities regarding the formation of a student council. The council will comprise President, Vice president, Secretary, Joint Secretary, and class representatives. The President, Vice-President, Secretary, and Joint-Secretary will be elected by the Class Representatives (CRs) who were elected directly by the students first. This student's council will work with the college administration for the benefit of the students. It can raise students' difficulties which may not otherwise come to light. It can provide the views and concerns of students forward to the Principal and teachers in an effective & systematic manner so that solutions to their problems can be taken well in time. The main activities by the Students' representatives are:

Sports Activities: The council members worked with full dedication during Annual Athletic Meet that was organized in the college in 2018-19 in which more than 200 students participated in various athletic events. They also assisted sports in-charges in conducting selection trials to select teams for various games/sports and intramural sports competitions. It was a great moment to honor our student Mr. Khadag Singh, BA 6th semester, who won "Gold Medal" in MDU Rohtak in the inter-college tournaments in Javelin through the event. The council members completely arranged this function to honors players.

Cultural Activities: The Council members also provided full support in organizing the Talent Search Programme and Cultural Programme with a large participation of students. The Programme was well-managed & successful with the cooperation & coordination of the student council.

Literary Competition: These student councils also play a dominant role in organizing & encouraging participation in College level literary completions held during the academic session such as Essay-writing, slogan-writing, quiz contests & speech contests, etc.

Other Major Activities: The council members also assisted in providing a list of financially backward students to the college administration to make them get fees concession etc. Being a part of the organizing team of the Blood Donation Camp held on 03/04/2019 under NSS with the help of the Civil Hospital Narnaul team. They also encouraged the students to donate blood and 54 units of blood were donated in the camp. In addition to the above activities, there is a considerable contribution in coordinating various awareness programs such as Anti-AIDS Programme, Voter's Awareness, Legal Literacy and "Beti-Bachao, Beti-Bachao", Anti-Dowry campaign, etc. This Team also Participates in the 'Safe Drive, Save Life' campaign along with District Police & Traffic Department Haryana, Swatch Bharat Campaign, etc. Observance of various important days for the promotion of universal Values and Ethics, to make the campus eco-friendly, to keep the campus neat & clean, etc.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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: 25.6

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 |
|---------|---------|---------|---------|---------|
| 5 | 60 | 20 | 24 | 19 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

The Govt. College Satnali have constituted Alumni Association and office bearers of the Alumni Association comprised of Sh. Jarnail Singh, Assistant Professor of English who is working as Convener, Smt. Kamla Devi, Assistant Professor of Economics as Financial Secretary, Mrs. Rekha Shekhawat, Assistant Professor of Hindi is contributing as Secretary and Student Representatives are also selected from all the departments both from the existing batch of students and from the alumni. The main objective of the Association is to bridge the gap between the college and alumni. They have been responsible for keeping complete track of alumni with their required detail; inform them about the current changes and achievements of the institute. Alumni association meetings take place yearly and future plans are discussed in the meetings. Along with the association meeting annual alumni meet is also organized at the institute level every year. Alumni contribution happens in various non-financial firms such as alumni interaction week, alumni challenge competition. Alumni on our campus for the benefit of the juniors, namely for conducting viva, STP activity, conducting mock personal interviews, discuss business and entrepreneurship opportunities. Alumni visit campus at regular intervals to support the existing batch of students in planning and organizing events, extend support and guidance for the functioning of various students clubs. Alumni who are entrepreneurs have been providing inputs on how to start a new venture and turning them into job providers. This has resulted in two out of four students who have in progress of their revenue streams. Some of the alumni are actively participating in social service combining with creative activities for the welfare of society and they also motivate students to follow their path for the betterment of society. Alumni extend their support for campus placements and summer and winter internships for HR, Finance, and Marketing students from time to time.

Report of Alumni Meet: A formal function which consists of the inauguration, alumni interaction with

students, cultural programs by a present batch of students followed by Lunch. The office-bearers of the Alumni Association are very active and working effectively for the betterment of students. The Alumni Association has successfully conducted the annual alumni meet on 04.08.2021.

The salient features of the alumni meet were as follows:

- Collecting and updating information of all alumni and students.
- Encouraging alumni students to donate their books for the book bank of the college.
- Strategic Plan for the launch of an alumni blog/Google group for updating information.
- Inviting participation of alumni members in placement assistance.
- During the program, alumni give insights into various specializations and industries to the existing batch of students.
- Alumni share their corporate experiences, guide the current batch of management students, and assures the students to be in continuous communication with them.
- Alumni association provides continuous support to students for summer internship, winter internship, and placement assistance.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: E. <1 Lakhs

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:

Vision:

Upliftment of society through the propagation of qualitative, innovative, and object-oriented education among students of rural areas.

Mission:

- To create excellence in various perspectives, dimensions, and domain through quality education.
- To foster a passion for learning and creative thinking among all stakeholders.
- To prepare worthy, sensible, and responsible citizens capable of transforming the society and re-building the nation with the power of knowledge and fragrance of education.
- To produce ideal citizens empowered for economic growth within a value system.
- The college's mission is to adapt and grow with changing times and ideas of the new world.

Nature of Governance:

All policies and plans for university-maintained colleges are drafted by a team of experts at a centralized level. The faculty members have delegated responsibilities through Staff Council committees. The Staff Council is a statutory body of the college and oversees all academic and other activities. Conveners and members of societies return to both the Council and the Principal with their experiences, learning, and challenges, hence informing the college of implementation details and improvement possibilities. All levels of leadership make their respective action plans with regular meetings, which involve students at one end and the principal at another. This participative platform allows students to champion their own inhibitions, and step towards achieving excellence in their pursuits. Within this structure, the scope of designing local quality policy and plans falls on the Staff Council committees that work with the vision of the college. The committees are all centered on making the college conducive to student activities. Whether it is infrastructural development to meet the new pedagogical needs or offering recurrent opportunities for learning and exposure to the new batches, the college committees are committed to the students.

Plans:

All policies and plans for university-maintained colleges are drafted by a team of experts at a centralized level. While the Governing Body of the college is mandated to ensure implementation, to direct and manage every aspect of these policies and plans, the principal is the chief executive head at the college level. In turn, the faculty members have delegated responsibilities through Staff Council committees.

Participation of teachers in decision-making bodies:

The Staff Council is a statutory body of the college and oversees all academic and other activities. Conveners and members of societies return to both the Council and the Principal with their experiences, learning, and challenges, hence informing the college of implementation details and improvement possibilities. All levels of leadership make their respective action plans with regular meetings, which involve students at one end and the principal at another. This participative platform allows students to champion their own inhibitions, and step towards achieving excellence in their pursuits.

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

Response:

The college believes in grooming leadership at all levels. The leadership matrix and architecture from top to down comprises of, Principal, Staff Council Committees, and Student Representatives. Teachers and Librarians, as per Statutes and Ordinances of the university, constitute the Staff Council. The principal is the ex-officio Chairman of the Staff Council. All the important committees of the college like Admission, Infrastructure, Student Union Advisory, Workload and Time-table committee, Art and Culture, and many others come under the ambit of the Staff Council. The duly elected Secretary of the Staff Council and its Chairman (Principal) supervise the functioning of these Committees. Departmental societies and student representatives form the core of the succession. This gives each element involved in the governance, opportunities to utilize their expertise and research in their assigned domain. The efforts and measures of our institution have been channelized and systematized towards academic excellence after the inception of IQAC in the college. All the Committees are required to give a detailed report of the events organized by them including feedback of students to the Secretary Staff Council and Coordinator IQAC.

The faculty members take lead in organizing various academic and co-curricular activities in the college wherein students get a chance to explore their capabilities vis-a-vis organizational skills besides getting an insight into new developments in the area of their interest. Before the start of every session, the Convener, Workload, and Time-table committee writes to the Teachers In-charge to submit the workload of their respective Departments for the upcoming semester. Teachers In-charge of each Department convenes a meeting of all faculty members to discuss the workload of forthcoming semesters and calculates the workload. The calculated workload along with the minutes of the meeting is submitted to the principal's office who forwards it to the convener of the Workload and Time-table committee.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college aspires to grow in every possible direction. An introduction of new courses like B.Sc. Medical has created an urgent need to expand the sitting capacity of the Library, a number of reading rooms for faculty members and students, books, and Journals. Also, it was quite essential to increase the number of racks for more books and journals. To keep pace with the modern digitized world, it was indispensable to make library equipped with state of art technologies so that students and faculty can have excess to all e-resources. The college has a four-storied building with classrooms operatives on all the floors. The well-furnished departments of the college are situated on the first floor. The expansion and extension of the library are working in their full drive.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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:

Governing Body: Since Govt. College Satnali is a Meerpur University, Rewari Maintained Institution, its Governing Body (GB) is constituted by D H E Haryana, Panchkula. The GB takes all executive decisions related to the institution through its Sub-committees.

Administrative Setup: The College administrative setup is headed by the principal. The principal is assisted by the Bursar and the Section Officer (Accounts) besides a host of support staff.

Staff Council: The Staff Council is a statutory body that implements decisions of the GB related to academic, extra-curricular, and infrastructural activities through its various committees. The secretary, Staff Council is elected from among the teaching faculty. The principal of the college functions as the Chairman of the Council.

Internal Quality Assurance Cell (IQAC): IQAC is a UGC mandated body to ensure quality improvement in the field of academics, planning, and administration of the institution. It lays down quality benchmark in the above matters. The Staff Council committees, in addition to the council, also report to IQAC with regard to their respective activities.

Service Rules: The service rules of the principal, teaching, and non-teaching staff are determined by those as laid down by UGC and adopted by the University of Meerpur from time to time. For proper implementation of service rules particularly with regard to Leave, the GB has appointed its own Leave Committee consisting of its members.

Procedures: All procedures related to admissions, recruitment, Leave, promotion, purchase of equipment and other objects, and construction for augmenting infrastructure of the college are followed as per UGC, University of Meerpur, and the GB guidelines.

Recruitment: Recruitment in teaching positions is done by H. P. S. C.

Promotional Policies: Promotion of the teaching and non-teaching staff is affected based on DHE rules in this regard.

Grievance Redressal Mechanism: The College has a Grievance redressal committee to address the grievances of all. In addition, the college has an Internal Complaints Committee to deal with all cases of sexual harassment.

Organizational Structure: Principal, Heads of the Departments, sectional heads, and co-coordinators of various committees have adequate participation in making decisions in academic and administrative processes under their preview.

1. Governing body
2. Principal
3. Administration
4. Librarian
5. Heads of Departments
6. Registrar
7. NAAC
8. IQAC
9. Alumni

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

Being UGC Maintained Institution, the college has provision for the following welfare measures for teaching and non-teaching staff:

1. **Medical Reimbursement:** The bills are reimbursed as per DHE rates.
2. **Child Care Leave** to Women Employees: It is granted for a period of a maximum of 2 years/730 days.
3. **Casual leave:** Ten days to male and twenty days to female casual leave is permissible per year for all employees.
4. **Earned leave:** Ten days of earned leave per year for teaching staff and 30 days for non-teaching staff is permissible.
5. **Children Tuition Fee:** Employees are granted an amount of Rs 1125/- per month per school-going child as reimbursement of tuition fees.
6. **Group Insurance Scheme:** employees are covered under this insurance scheme by paying a premium of Rs 800/-month.
7. **Loan** for purchase of Scooter/Car/Computer is granted as per Government fixed interest rate.
8. **Festival Advance (for Non-Teaching Staff):** A maximum of Rs 10,000/- is allowed as festival advance.
9. **Leave encashment** for LTC purposes.
10. **Registration Fees** is reimbursed to Teaching staff and non-teaching staff attending Conference/Seminar/Symposia/Training Programs.
11. **Study Leave** for pursuing higher education is granted to Teachers with salary excluding conveyance allowance.
12. **Academic/Duty leave** is granted to teachers for conducting examinations, attend Conferences/Seminar/Symposia, and official meetings.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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: 7.76

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 |
|---------|---------|---------|---------|---------|
| 3 | 7 | 2 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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: 0.4

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 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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: 19.39

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 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 6 | 7 | 3 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The College as a DHE Maintained Institution follows the guidelines of DHE with regard to the Performance Appraisal System for teaching and non-teaching staff. A Self-Performance Appraisal form (ACR) is to be filled in by the teaching staff and submitted in the college office for initiating the process of promotion. There are the following 4 prescribed stages for promotion from Assistant Professor to Associate Professor:

Stage 1 (AGP Rs 6000) to Stage 2 (AGP Rs 7000)

Four years of service with Ph.D./

Five years of service with M.Phil./PG Degree in Professional Course/

Six years of service who are without Ph. D /M. Phil/PG Degree in Professional Course.

Stage 2 to Stage 3 (AGP Rs 8000)

Completion of five years of service in Stage 2

Stage 3 to Stage 4(AGP Rs 9000)

Completion of three years of service in Stage 3.

A performance appraisal report is prepared at each stage which includes performance and participation in Academics, Administration, Skill development, and other aspects of professional life. A selection/screening committee is constituted by the DHE for the same and API score is calculated. Non-Teaching Staff members have also assessed ACR forms which contain a brief description of duties undertaken by the employee, timely accomplishment of planned work, etc. ACR is written by the Principal.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College being DHE Maintained Institution, there are provisions for internal audits to be done by the Audit Committee of the college every year. However, an internal audit of the college is done by the office of the Director-General of DHE. Whenever any audit objection arises, it is noted for compliance and the head of the institution is informed. The Head of the institution then undertakes the required corrective measures. The seclude of audit is intimated to the college provides all the records to the audit team for their ready reference, if there is any objection that is timely complied with by the college. In addition to this, Stock Verification Committees are appointed by the principal at the end of each financial year to check and verify the available stock. The external audits of the college are conducted regularly as per the state Govt. instructions. The audit team of Accountant General Haryana conducts periodical audits of the record of funds provided by the State Government. After the conduct of the audit, the Chief Accounts Officer, Govt. of Haryana, releases the audit report. Financial Audit includes:

- Funds received from government agencies Social Welfare Departments towards SC, ST, OBC, and Minority scholarships are audited.
- Funding towards Placement Cell, Women Cell, Lab, Material and supply, and office Expenses.
- The college collects fees from the students under various Heads like University Fund, Red Cross Fund, Radha Krishan Fund, Sports Fund, Development Fund, Library Fee, NSS, fee Cash Books, and Stock Registers are maintained for different funds separately.
- The expenditure bills of all the Govt. Grants are submitted to treasury and the amount is transferred through RTGC/NEFT to the vendor's Bank accounts.

The details of external and Internal audits are as follows: -

| Year | Internal audit | External audit | |
|---------|--|----------------|--|
| 2016-17 | NIL | 27-07-16 | |
| 2017-18 | NIL | NIL | |
| 2018-19 | IT-17-08-19, PLACEMENT CELL-2-08-19, WOMEN CELL-17-08-19, GEO.DEPT.-02-07-19, PHYS.-20-07-19, CHEM-02-07-19 | NIL | |
| 2019-20 | IT-04-08-20, GEO.DEPT.-02-07-19, | NIL | |

| | | | |
|---------|--|-----|--|
| | CHEM-04-08-20 | | |
| 2020-21 | WOMEN CELL-04-08-2020, GEO.DEPT.-10-07-2021, WOMEN CELL-19-08-2021, PHYS.-28-07-2021, CHEM-09-07-2021, PLACEMENT CELL-24-08-2021, IT- 24-08-2021 | NIL | |

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 0

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 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

The college receives funds from DHE, Maintenance Grant Fund (MGF) from Meerpur University, and Student Fees. The college ensures proper utilization of resources through combined efforts of Building Committee of Governing Body, Treasurer, Principal, Bursar, and several Staff Council Committees like Infrastructure Committee, Library Committee, Fee Concession, and Student Aid Fund, Departmental Committees, etc. The departments submit their requirements to the Infrastructure Committee which

assesses and submits the major infrastructure requirements to the office of the Principal. The Major Heads Include, Placement Cell, Earn While You Learn Scheme, Women Cell, Lab Up-gradation, Material and supply Library, Sports, and Supply, Sports, Library, Office Expenses, etc. The decisions related to purchase under various Heads are taken by the Principal in consultation with the committee members to ensure the best utilization of allocated funds. The college follows guidelines and norms prescribed by the state government for purchasing material. Quotations are invited from different suppliers and after comparing the rates of all desired items, a firm is selected and given an order to supply the items as per the specification mentioned in the quotation with terms and conditions. Payment is released by treasury through NEFT to the suppliers after delivery of respective goods/articles. All the transactions have transparency in terms of calling the quotations at least from three vendors and billing to the suppliers. The college administration ensures the quality and quantity of the supplied items. The college principal designates different conveners to keep and maintain the records of available resources (infrastructure). The conveners keep a vigilant eye on the proper utilization of these resources in an effective manner. The maintenance of these resources is confirmed by the conveners and after the full utilization of the resources, these are disposed of by following the norms and regulations framed by the Condemnation and Disposal Department of Govt. of Haryana.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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:

The Internal Quality Assurance Cell (IQAC) was established in this college on July 04, 2017, and since then it has become a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. All the quality assurance mechanisms across academic, planning, and administration, which was earlier independently governed and implemented at different levels, is now supervised by the IQAC. The IQAC has initiated the process of the development of quality benchmarks for the academic and administrative activities of the college. Several initiatives such as the introduction of an institutional academic calendar, feedback system (covering several aspects of the institution), promotion to research, etc have been taken by the IQAC.

From the very beginning of the institute, it emphasizes more on its Teaching-Learning process. All the teachers prepare their course structure and teaching plan according to the guidelines of DGHE Panchkula and it is well communicated to all the students. Still to ensure the quality of teaching and the learning level difficulties institute has developed two-tier feedback systems. It is a kind of satisfaction survey from the students for teachers regarding every individual subject they are teaching in the particular semester.

All the students studying in the particular class give their feedback. It is ensured that at least 60% of

students of the class are present at the time of online feedback. Depending upon this feedback individual subject teachers are advised to improve in their teaching methodologies. This type of feedback is taken twice in a semester to assure the satisfaction of the students and to ensure the quality delivery by the teacher in the stipulated time frame. Now, according to the suggestions given by IQAC some of the parameters in the above feedback are modified and a new system is developed.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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:

Institute continuously upgrades in its teaching-learning methodologies to make our graduates be self-employed. Some of the initiatives taken by the institute to take the review of learning outcomes through the teaching-learning process and defined methodologies are as follows:

1. Remedial classes have been introduced from the last 2 semesters

As the students admitted to the college belong to varying socio-economic and cultural backgrounds they differ in linguistic and academic capabilities. Although an attempt is made to bridge the gap between high performers and slow learners in the institution, it is a gradual process. Concerned teachers during a semester find a set of students who require extra attention. Towards the end of the semester, remedial classes (extra classes fixed by the teacher beyond the regular timetable) are arranged, wherein the student is tutored again to improve their performance in the ensuing semester examinations. For students of the science stream, similar objectives are achieved through additional theory and practical classes.

2. Activity-Based Learning was initiated by IQAC in the academic year 2017-2018

Activity-based learning is becoming an urge for modern-day's learner-centric, outcome-based education system. These techniques have been adopted within the faculties. The design, development, and implementation of the subject ensure that students become more aware of design and team processes. The activity method is a technique adopted by a faculty to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a student-centered approach. It is a method in which the student is actively involved in participating mentally and physically. Learning by doing is the main focus of this method. Learning by doing is imperative in successful learning since it is well proved that the more the senses are stimulated, the more a person learns and the longer he/she retains. In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Faculties are actively involved in directing and

guiding the students' analysis of the information. It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills.

The advantages of activity-based learning are:

- It enhances the creative aspect of the experience.
- It gives reality for learning.
- Uses all available resources.
- Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills, and values.
- Builds the student's self-confidence and develops understanding through work in his/her group.
- Gets experiences, develops interest, enriches vocabulary, and provides stimulus for reading.

Every department has its own notice board where information is displayed and communicated to the – students, non-teaching staff, and teachers. In addition, there are many notice boards dedicated to displaying information on academic, administrative, and other co-curricular activities common to all. The students are regularly kept informed through circulars, notices, regular updates on the website. The college acts according to the guidelines laid down by the UGC as well as Meerpur University. Moreover, the college departments are affiliated with their respective parent departments of the University to ensure internal quality assurance mechanisms that are well aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities. Following quality enhancement initiatives have been taken by the college in the academic and administrative domain during the last five years:

- Establishment of IQAC cells in the college.
- Feedback was collected from students and teachers.
- Grievance Redressal form for all stakeholders of the College.
- Activation of Student Mentors.
- The setting of an Academic Calendar and its display on the website.
- Impact analysis of events including seminars and workshops through feedback from participants.
- Remedial classes.
- Analysis of Results of I, II, and III year students of all Departments and comparison with University results.
- Organization of Faculty Development Programme.
- Providing Advance/ latest equipment in the Laboratories

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

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

NAAC

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:

Our institution aims to maintain gender equity and social equity in imparting education. There are quite a good number of female students and staff members. We create awareness among students about the gender imbalance in society and professional arenas for reasons of safety and security. Being a co-educational institute safety and security of everyone on the campus are ensured. Gender equity is a way of life. The college encourages girls and boys to participate together in academic, cultural, sports, and social activities. Various activities are organized to sensitize and promote gender equity among students and staff by the women empowerment cell.

Women cell and Anti-Ragging cell, Grievance Appeals and Redressal committee are established as per government norms. The college is ensured that there are absolutely no instances of ragging or Sexual Harassment on the campus. Teachers perform proctorial duties throughout the campus area-rooms, corridors, labs, playground, library and outside the girl's common room, etc. They take necessary action whenever needed. **CCTV cameras** are installed at many places to ensure the safety and security of all students and staff members. The college is committed to providing a safe environment for this purpose students are aware of the "Durga Shakti -App as per UGC guidelines. Anti-Ragging Committee is formed. The students at the entry-level sign affidavit and submit to the University about non-involvement in ragging activities. The anti-Ragging committee makes sure that there are no instances of ragging anywhere in the students. The college is committed to providing a safe environment for this purpose students are aware of the APP. There is a common room for girls students in the college for various activities as poster making, speech, bhajan, etc which is monitored by the staff members and students. There are separate washrooms for female teaching staff and students. There is a big library for sitting and studying. The college is willing to nature a healthy environment for this purpose counseling cell is set up for the benefit of students. From time to time counseling is provided to both boys and girls if they face any problem regarding their studies or any other personal problems. The safety and security of all the students, teachers, non-teaching staff, and the visitors to the college are always the first priority. To ensure a safe campus and a secured environment the college had embarked upon many facilities initiatives the regular presence of a gatekeeper. There is an anti-ragging cell and sexual harassment cell in the college to deal with the problems. Separate bathrooms are for the male-female, teaching, and non-teaching staff. Identity cards are issued to all the students.

| File Description | Document |
|---|-------------------------------|
| 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 | View Document |
| Annual gender sensitization action plan | View Document |

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: B. 3 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

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:

Solid waste management:

- Dustbins are provided in the campus to keep the campus clean neat and tidy. There are various dustbins Placed in the college campus i.e., corridors, lawns, washrooms, etc.
- Awareness on segregation of waste in created blue-green and red dustbins are used.
- Arrangements are made for solid waste management.
- Compost arrangements are also made to cover solid waste into fertilizer.
- The Sanitary Napkin Machine is installed in girl's washrooms.
- Students and staff members are advised to put the waste material in the dustbins.

Liquid Waste Management:

- Our college manages the proper system of liquid waste.
- The liquid waste of the laboratories is segregated in organic and inorganic waste.
- Practical labs like chemistry have taken measures to ensure that all the chemicals are diluted before being discarded into the washbasin.
- Glassware used in the laboratory is wasted and rinsed with the least quality of water and placed in the liquid waste container.

- Sewerage tank is made in our college back the laboratories
- Liquid waste of toilets is drained through the municipal main drain
- Liquid waste from the points of generation like the toilet, kitchen, etc. is let out as efficiently into a proper drainage facility. The entire used water of sewage, washing cleaning drinking is properly managed.

E-Waste Management:

- All e-waste is disposed to a separate room.
- Non-functional computers equipment and its peripherals are safely disposed of.
- The cartridge of the laser printer is refilled outside the college campus.
- UPS batteries are recharged/repared by the supporting instrument or photo linked.
- Minor repairs are set by the laboratory assistants and teaching staff.
- E-waste is generated in terms of obsolete computer systems including monitors and CPUs.

| File Description | Document |
|---|-------------------------------|
| Geotagged photographs of the facilities | View Document |

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: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |

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: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

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: E. None of the above

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: D.1 of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |

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:

This is the only Govt. College in Satnali town. Most of the students taking admission in this college are of different language and having various regional and communal differences such as linguistic, socio-economic live in harmony. The college's administrative or academic staff provides an inclusive environment where intolerance and harmony towards cultural and regional. The college strictly follows the reservation policies laid by the Govt. for transparent admission of the students. The college is playing an effective role of a catalyst in the town to maintain peace and national integration. The college regularly

organizes different activities for inculcating the value of tolerance harmony towards cultural diversities. Our college belongs to rural background. Its activities have a very positive impact on society, cultural and communal thought directly. The socio-economic conditions are somehow different than the other developed region of Mahendergarh. The female students are granted tuition fee-concessions in every session. College also promotes several financial assistance /scholarships provided by the Govt. of India and state govt. in every academic session. Mentor-mentee meetings are held regularly and students are encouraged to share their problems i.e. academic or personal with their mentors.

Our college has formed an anti-ragging committee that tries to maintain harmony and brotherhood among students by preventing them not to indulge in any kind of disharmonious activities like teasing, scolding, and threatening on the basis of caste, color, and rank. Besides, the code of conduct is followed in every sphere of college activities. Various festivals are celebrated such as International Youth Day, Ekta Divas, Gandhi Jayanti, Independence Day, Environment day, etc. to inculcate tolerance and harmony among various faith. College celebrates the Gandhi Jayanti to follow Gandhi's thoughts. All caste and religion students learn in this college. The college has a disabled washroom and restrooms. There is a ramp for disabled students. All the staff and the students work together to improve the development of one and all around ignoring all the social prejudices. Students are taught that they can bring their 'whole selves to college, and their differences enrich society. They are enriched about their values, equality, and ability to participate and contribute fully to the social, cultural, and academic life of both the college and their disciplines. Students are trained about academic and non-academic assistance and resources. Staff and students developed a rich harmony to sustain a multi-cultural inclusive environment both at campus and in diverse communities around. A dedicated teacher-mentor is assigned for outstation students. Teachers adopt a bi-lingual mode of teaching, wherever required to assist students with linguistic challenges. This helps students enhance their academic performance. To maintain linguistic importance, the Department of English maintains the linguistic lab. Birth anniversaries of all national heroes are celebrated with the local community. Thus the college has created a very positive image for all the communities and they donate and help the college in the developmental activities.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any other relevant information. | View Document |

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:

Our institution takes all possible initiatives in organizing various events and Programmers for molding the students and staff to become responsible citizens of the Country by sensitizing them to the Constitution of the country. Our Constitution provides for human dignity, equality, social justice, Human right and freedom, Rule of law. respect and superiority of the constitution in the national life. The College encourages the students to take part in various activities of the College as blood donation Camp, Voter's day, Republic day, Independence Day, and study tours for them that make them understand the importance of protecting the cultural heritage of the Country. The students have taken up many clean lines drives both inside the campus and nearby villages considering it as a responsibility of every citizen. The students have also taken up plantation drives to provide a clean and green environment for all. Swachh Bharat Abhiyan

has also been an important initiative taken up by the college where We have organized an awareness rally for the students and took a tour of the entire town to create awareness among all. The college has also Conducted a voter awareness program for all the students and was sensitized about their constitutional Powers of voting.

Every year Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of the Indian Constitution. Independence Day is also celebrated each year to highlight the Struggle for freedom and the importance of the Indian Constitution. The motto of the college promotion of learning, itself shows equality, liberty, fraternity among stockholders. The Preamble of the Constitution is displayed on the College Campus. Thus, awaring about the fundamental political -Principals procedures, rights, filling of brotherhood and a sense of belonging among selves. Every year 26th November is celebrated as Constitution Day, various types of activities had been arranged to make this day meaningful by the Department of Political Science. Every effort is made to value and preserve the rich heritage of our Composite Culture. The atmosphere of the College inspires the students to protect and improve the natural environment including trees, plantations, water, and living creatures. The Institution Provides every possible opportunity where is the students and the employees are exposed to life experience personally and learn what it meant to be a responsible citizen. Our institution enhances the overall development of students. The college staff encourages the Students about their rights and duties being the responsible citizens of the Country. Singing of national anthem on the campus every day so as to bring a feeling of patriotism among all is practiced. The students are also being responsible Citizens take many community services and provide services to mankind and society

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

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: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| 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. | View Document |
| Code of ethics policy document | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**Response:**

The Institution organizes National festivals and birth/death anniversaries of the great Indian personalities. The college organizes national and international commemorative days, events, and festivals with great zeal. Through these events, celebration students, teaching, and non-teaching staff of this college know the value of national integrity in the country in general and their role in it particular. Besides these events, a number of other national and international days are also celebrated in the college so that students get knowledge about the life of the great personalities of our political social and cultural history. on 23 march Sheed Diwas is celebrated to devote to Bhagat Singh Rajguru and Sukhdev the great personality. Health and wealth are the mottoes of Indian culture. For this purpose, international yoga day is celebrating every year on 21st June. It is initiated in 2015 worldwide. Our national language is Hindi which is contributing an important role in every spectrum. So, Hindi Diwas is celebrating on 14th September every year. The birthday of Mahatma Gandhi and Lal Bahadur Shastri is celebrating every year on 2nd October. The National flag is hosted by the Principal of GC Satnali during National festivals like Independence Day, Republic Day, Non-Violence Day, etc. The Felicitations are offered by the Principal of GC Satnali. Patriotic Speeches are delivered by the students and the cultural programs on patriotic themes are performed. The Death Anniversary of Gandhi Ji is observed as Martyr's Day on 30th January every year. The staff and students of the Institution observe silence for two minutes at 11 a.m. on the same day.

Every year Teacher's Day is celebrated on campus on 5th September, which is the Birth anniversary of Dr. R. Radha Krishnan, the great Indian Philosopher, teacher, and the second President of Independent India. The Principal of the College addresses the teachers on the greatness of Dr. R. Radha Krishnan and motivates them to become role models to students and society. Dr. A.P.J. Abdul Kalam's birth anniversary is celebrated on 15th October every year in a grand manner. His Death anniversary is observed on 27th July and the students light candles before his photo every year.

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

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**

Title of the Practice- We have the following one as our best practice in the field of sports that can fulfill the requirements and needs of the students and society.

Objectives of the Practice: Sports include all types of physical activities which are done in a specific

manner to perform any game. It makes the human body fit, active and skillful. It also supports the team spirit and unity in the nature of humans. It also plays a supportive role in multicultural interaction that is very useful for social harmony. The main objectives of sports are as under:

- To make students physically and mentally fit.
- To enable students to participate in specific games so that they may choose the games according to their aptitude make it their carrier.
- To provide a platform to the low participating students.
- To create unity among the students from different cultural backgrounds.

The Contest: For the development of student's personalities different types of activities are an integral part of the curriculum of our college. Annual Athlete meet is one of these activities. Every year Athletic meet is organized in the Month of February or March. All the students and staff members take part in this event. For Athletic meet, every staff member -perform his duty with honesty. The college has made very effective efforts in this area but this college is a newly started college. It was started in May 2013 but its own building came into existence in December 2017. We run a Co-education college but we have neither a separate physical education department in this college nor any physical teacher. As a result, we have not achieved as many achievements as our students deserve.

The Practice: The college has organized a number of athletic meets and Yoga classes from time to time. The athletic meet is inaugurated by the Chief Guest. Time table is prepared for different games. The main games are these, Race 1000 meters to 100 meters for boys and girls High jump and long jump for male and female Javelin throw for both boys and girls, ripple jump, Hammer throw, Chatty race, Lemon race, etc. These events are organized for two days. Third-day prizes are distributed to participants. one student can take part in six events only. Prizes and Certificates are given to winners of the first second and third positions in different activities. At the End of the closing ceremony, the National Anthem is Song by all the students and staff members. The students of the college have witnessed uncounted participation in National/State and Inter-University Level competitions and begged numerous medals in their credits. In addition, College also participates in various Intra/ Inter-College, University, organized by other institutes/universities during the year, and inter-collegiate competitions/tournaments sponsored by the Department of Higher Education Haryana. Participation In Cultural Activities Participation of students is ensured through the constitution of the Cultural Committee and the committee arranges youth welfare programs at the institutional level like talent search programs and mandatory cultural programs etc. for empowerment and capacity building of youth for the realization of their potentials. The committee seeks to create a platform that provides the students with an opportunity to display creative talents in a variety of ways. During the talent search program singing, dancing, art & theatre items are presented and quiz, debate, declamation, and other competitions are also organized as major youth activity programs & talent is identified. The Committee also ensures the larger participation in university-level cultural functions organized by affiliating universities/universities. The major cultural participation every year is in Zonal Level Youth Festival followed by Inter-Zonal Youth Festival, Youth Festival Inter-University (North Zone) and National Level Youth Festival and University Level Folk Festival (Falgun Mela), etc. The college is always committed to maintain its worthiness and high esteem through a system of conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and Institutionalization of Best Practices. Besides its good achievements in every area, our college has a special distinctiveness in sports. Young people spend a large portion of their time at schools and colleges. A significant amount of learning takes place during this time. Along with quality education, it is vital that sports and physical education are made an accessible and regular part of learning

during these formative years. Activities that encourage physical movement and exercise in students create an enjoyable experience for students. This college leaves no chance to provide its students a platform to train and polish their sports skills. To accomplish this purpose and following one of its Best Practice, the college every year organizes an Annual Athletic Meet, and various District and State Level Championships on the college campus in addition to larger and significant participation in sports events organized by other institutes.

Best Practice -II

Title of the Practice – Value-Based Education

Objectives of the Practice:

- To emerge as an institute of excellence in higher education.
- To impart value-based education in line with global standards.
- To inculcate the Indian heritage and culture and to instill moral values of life in the minds of youth.
- To promote leadership qualities and to develop entrepreneurial skills amongst students.
- To groom students to become socially responsible citizens
- To create a strong learning environment.
- To provide holistic education.

The Contest: Our college's aim is to give value-added education. Value-based education aims at inculcating the highly commemorate values such as service, devotion, contentment, love peace, truth, and wisdom in the minds of students. The Institute has been shouldering the responsibility of providing it at the right time to students. The system enhances academic achievement and develops students' social and relationship skills. The skills they imbibe during their study of multiple disciplines not only help them get a place in reputed universities but also help them to get jobs in different fields. The Institute consistently works to impart social, moral, integrity, character, spirituality, etc along with regular classes and a learning system. It builds the qualities of humility, strength, and honesty in students who are shaped to become better citizens of our country. As part of extension activities, students are taken out to get along with society thereby apprehending the actual social stratum and its issues.

The Practice: The College regularly celebrates national festivals like Independence Day, Republic Day, and Gandhi Jayanti during which eminent advocates/social activists/freedom fighters are invited as guests. They deliver inspiring speeches to the students highlighting the important human values. The program has been successful in enlightening the students on their voting rights. We celebrate Meditation and yoga day on 21st June every year. This creates awareness about the advantages of Yoga and meditation among the staff and the students. Plantation day has been celebrated in college to turn the staff and students to be environment friendly. Our college aims are grinder equity and social equity in imparting education. There are quite a good number of female faculties. The college ensures that there are absolutely no instances of ragging or sexual harassment. Agriculture is significant for multiple reasons. Due to the advent of science and technology, people pay the least attention to farming and farmers. Realizing the hourly need to make the students understand it, all faculties motivate and aware the students about agriculture, industries, and services according to area wise.

Evidence of Success: The students through the NSS and YRC conduct awareness programs about the ill effects of Malaria, the importance of agriculture, water and energy conservation, blood donation campaigns, etc. When they interact with their own community, they are able to identify the problems faced

by common people. They gain practical knowledge out of the act. They spread love and trust and sometimes render materialistic help to the poor and the needy. The rural areas in and around Satnali to conduct health awareness, rainwater harvesting, and cleanliness campaigns. Through these programs, the teaching and learning community is constantly in touch with society. The Institution is brimmed with pride and happiness to witness the successful implementation of a value-based education system wherein the students are taught to engage with all aspects of human existence like emotional, moral and spiritual on par with their materialistic reach. They have developed a sense of compassion for their community. Our institution focuses on supporting activities that involve physical exercise and skill development. It improves the concentration of students. It helps to improve the overall personality.

Problems Encountered and Resources Required: In this era of technology, most people are violent and intolerant. The present generation of youth hailing from India, a developing democratic country is brought up in a society that is characterized by rampant change, cultural and religious diversity, dislocated families, and unemployment. Here, education can be used as a powerful device for inculcating values in students. The values can be incorporated into everyday classroom praxis. One of the major challenges faced in this regard is to change the mindsets of students from curriculum to community service. As the world speedily paces after materialistic sophistication, the students of the present generation have been well trained at home itself to compete with challenges pertaining to economic growth. The morning assembly plays a vital role in this to bring all together physically and mentally. Verses being from The Gita, the Bible and the Koran unite all irrespective of creed, caste, and religion.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Best practices in the Institutional web site | View Document |

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:

GREEN AND CLEAN CAMPUS

The College provides ample opportunities to the students from different streams to mingle together in academic as well as sports, cultural, and other extracurricular activities organized through different societies and clubs. The spirit of mutual work, discipline, social responsibility towards Community development and nation-building is inculcated through NSS and other committees. The College Contributes towards Women's empowerment by organizing various activities under the aegis of its gender, sensitization, and women development Committee. The college encourages its faculty and students to participate in seminars and Conferences and promote a holistic teaching-learning environment. They are further facilitated by our infrastructural facilities including one fully functional language lab and an auditorium. Higher education is a great contributor for society to achieve sustainability and therefore higher education in the country has been expanding at a great pace. Therefore, researchers have been

alarmed regarding environmental challenges due to the rapid growth of HEIs. As per the view, campus expansion has resulted in an increase in the use of motor vehicles and resource consumption. Consequently, many HEIs around the world have attempted to transform their campuses to make them Clean and Green. The college with its rich history of achievements in areas of academics, sports, and cultural activities is held in high esteem not only by the student's fraternity but also by citizens in general. In addition to the fact that the institute has completed 8 years of its glorious accomplishments, the college also intends to introduce a clean, green, and pollution-free atmosphere which shows its distinctive feature to provide a healthy environment for the entire campus and an effective learning experience for students. We firmly advocate the policy of environment conservation and also aim at enabling our students to reach their full potential as well as helping them find creative healthy ways to enrich both the quality of education and the quality of life at campus. Our college has a distinctive campus with a range of flora in it. The college is well known for its continuous efforts to maintain the campus environment distinctive and lush green. There are uncounted trees and plants on the campus of 10.3 acres. The inclusion of plants like Ashoka, Parizaat and Jatropa, etc. makes the atmosphere lively at the campus. The college authorities ensure that the practices followed on the campus are healthy and environment friendly. To formulate the idea of a green campus, a college-level "Campus Beautification and Eco Club Committee" has also been formed. The committee looks after the cleanliness, plants, trees, water supply, etc. The college organizes regular drives of tree plantations with a wide variety of trees to make the campus green. NSS Camps have also focused on cleaning the campus, utilizing the wastewater, and proving a healthy natural atmosphere in the campus. There are ornamentally diverse plants like China rose, Petunia, and Chrysanthemum, etc. in the lawns. The college keeps on organizing poster making and slogan writing competitions and other events to raise awareness among students and they are sensitized for saving water and electricity and are discouraged to use plastics. The college promotes maximum use of ICT and demotes the use of paper. There is a ban on plastic file covers, plastic bottles, polyethylene bags to promote and bring a healthy environment to the campus. To aware the local residents and passers-by of nearby areas about environmental protection our college also took initiative in the blogging activity in which staff and students picked up trash and plastic bags while jogging or walking as a way of cleaning up litter while also taking care of fitness.

Thus, the college leads in redefining its values of environmental culture and developing innovative sincere paradigms by formulating sustainable solutions to the environmental, social, and economic needs of mankind in a real sense. We, therefore, left no stone unturned in the development of a green ecosystem to provide enrichment to the mind, heart, and soul of the students. The College makes all the necessary efforts to involve the students, faculty, and staff in "Green Campus Initiatives" by designating the volunteer's green campus initiative slogan specially designed for the purpose. We are supplying some of the pictures below showing the Green and Clean Campus.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The college has a lack of research environment for the faculties who are doing tremendous work in the field of research. Although, some faculty members are doing great work in the field of research and trying to publish their work in SCI, SCIE, and SCOPUS indexed journals. Moreover, the faculty of the college is doing great efforts in the teaching-learning process. Therefore, the students of the college get the top ranks on the university level.

Concluding Remarks :

The Government College Satnali was established in May 2013 with the objective of promoting multi-faculty higher education in rural areas. The college has created congenial academic ethos by earning a reputation of “adding value to education”. At present 1446 students are availing the facility of higher education in the institute. In the last five years, the college has shifted to its own campus which is situated on 10.3 acres with a big playground and green parks. But due to the lack of fundings, we are unable to develop some other necessary requirements for the students and staff. Therefore, after the NAAC accreditation, we will try to get fundings from other reputed agencies such as UGC, CSIR, etc, and will establish other requirements.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.1.3 | <p>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</p> <p>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</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p> | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i> <i>2)Teachers</i> <i>3)Employers</i> <i>4)Alumni</i></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p> | | | | | | | | | | |
| 1.4.2 | <p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <p>1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed</p> | | | | | | | | | | |
| 2.1.1 | <p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | |
| | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 582 | 583 | 515 | 502 | 463 |
|-----|-----|-----|-----|-----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 581 | 583 | 516 | 508 | 455 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 640 | 640 | 520 | 520 | 380 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 640 | 640 | 520 | 520 | 380 |

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)

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 238 | 229 | 209 | 210 | 155 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 256 | 256 | 207 | 207 | 152 |

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 33

Answer after DVV Verification: 21

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)

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13 | 14 | 10 | 7 | 8 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 12 | 9 | 6 | 6 |

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)**

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 168

Answer after DVV Verification: 106

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

2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 285 | 161 | 108 | 59 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 327 | 285 | 160 | 106 | 59 |

2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 382 | 346 | 367 | 294 | 189 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 382 | 346 | 367 | 294 | 189 |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 11 | 11 | 11 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 13 | 11 | 11 |

Remark : AS PER HEI

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | 0 |

Answer After DVV Verification :

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

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years**3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

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

| | | | | |
|---|---|---|---|---|
| 7 | 3 | 5 | 1 | 2 |
|---|---|---|---|---|

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 2 | 1 | 0 |

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 0 | 0 |

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 34 | 21 | 32 | 5 | 8 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 2 | 1 | 1 |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

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

| | | | | |
|-----|------|------|----|-----|
| 766 | 1265 | 5469 | 24 | 631 |
|-----|------|------|----|-----|

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 170 | 440 | 69 | 10 | 12 |

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)**

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

Answer before DVV Verification : 3

Answer after DVV Verification: 3

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3.58 | 2.05 | 3.86 | 2.42 | 2.19 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3.58 | 2.05 | 3.59 | 1.19 | 0 |

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)**

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)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.98 | 0 | 1.12 | 1.23 | 0.99 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1.12 | 1.23 | 0.99 |

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**

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

Answer before DVV Verification : 29

Answer after DVV Verification: 22

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3.58 | 2.05 | 3.86 | 2.42 | 2.19 |

Answer After DVV Verification :

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 77 | 239 | 386 | 231 | 204 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 87 | 249 | 411 | 251 | 204 |

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

Answer before DVV Verification : A. All of the above

| | | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|---|----|----|----|---|---------|---------|---------|---------|---------|---|----|-----|---|---|
| | Answer After DVV Verification: B. 3 of the above | | | | | | | | | | | | | | | | | | | | |
| 5.1.4 | <p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>7</td><td>14</td><td>16</td><td>15</td><td>8</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>60</td><td>180</td><td>0</td><td>0</td></tr></table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 7 | 14 | 16 | 15 | 8 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 60 | 180 | 0 | 0 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 7 | 14 | 16 | 15 | 8 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 0 | 60 | 180 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 5.1.5 | <p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <p>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</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 5.2.2 | <p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progressing to higher education.</p> <p>Answer before DVV Verification : 64 Answer after DVV Verification: 63</p> | | | | | | | | | | | | | | | | | | | | |
| 5.2.3 | <p>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>3</td><td>10</td><td>3</td><td>5</td></tr></table> <p>Answer After DVV Verification :</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 3 | 10 | 3 | 5 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 0 | 3 | 10 | 3 | 5 | | | | | | | | | | | | | | | | | |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 5 | 2 | 4 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 178 | 135 | 90 | 70 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 178 | 135 | 90 | 70 |

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.

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.

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 7 | 8 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 3 | 3 | 0 |

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)

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 210 | 1042 | 3873 | 305 | 506 |

Answer After DVV Verification :

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

| | | | | |
|---|----|----|----|----|
| 5 | 60 | 20 | 24 | 19 |
|---|----|----|----|----|

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

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.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 7 | 4 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 7 | 2 | 0 | 0 |

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | 0 |

Answer After DVV Verification :

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

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).

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 39 | 22 | 6 | 7 | 4 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 6 | 7 | 3 |

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)

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: C. 2 of the above

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

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: B. 3 of the above

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

7.1.5

Green campus initiatives include:

| | |
|--------|--|
| | <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: C. 2 of the above</p> |
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : E. None of the above Answer After DVV Verification: E. None of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|--|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 238 | 238 | 172 | 172 | 172 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 202 | 202 | 166 | 166 | 166 |

1.2 Number of programs offered year-wise for last five years

Answer before DVV Verification:

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

Answer After DVV Verification:

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

2.1 Number of students year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1446 | 1358 | 1291 | 1193 | 1000 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1446 | 1358 | 1291 | 1193 | 1000 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 272 | 272 | 220 | 220 | 162 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 272 | 327 | 220 | 220 | 194 |

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

Answer before DVV Verification:

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 382 | 346 | 367 | 294 | 189 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 382 | 346 | 367 | 294 | 189 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33 | 31 | 28 | 19 | 18 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33 | 31 | 28 | 19 | 18 |

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

4.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 19

Answer after DVV Verification : 4

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 64.20 | 48.28 | 47.56 | 90.78 | 77.73 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 64.20 | 48.28 | 47.56 | 90.78 | 77.73 |

4.3 Number of Computers

| | |
|-----|--|
| | Answer before DVV Verification : 34 Answer after DVV Verification : 34 |
| 4.4 | Total number of computers in the campus for academic purpose Answer before DVV Verification : 27 Answer after DVV Verification : 20 |

NAAC