SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE FOR WOMEN

IN FRONT OF JUDICIAL COMPLEX, MINI SECRETARIAT
123029
gcwmahendergarh.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College for Women, Mahendergarh, is situated in sylvan surroundings with the singular motive of women empowerment through the education of girl students of surrounding rural and semi-rural areas. The college was established in December 1997 to provide higher education to the female students of this educationally backward region. Earlier, the girl students used to study at the Government College Mahendergarh, a co-educational college. Government College for Women, Mahendergarh **which began** its first session **26 years ago with less than 100 students and two undergraduate programs B.A and B.Com** has grown today into a magnificent citadel of learning with nearby 2000 students on roll with 5 undergratuate programs B.A, B.Com,B.Sc, Medical , B.Sc non Medical, B.A. Eng Honours and 3 PG- M.A in English, M.Com and M.Sc in Geography The college is affiliated to Indra Gandi University, Meerpur, Rewari and is recognized under. 2 (f) and 12 (B) of U.G.C statutes. The college remained operational in a building constructed by philanthropists of this district from 1997 to June 2014 and was shifted to its present location in July, 2014. In the current session, there are around 1864 students on the college rolls.The College is spread over 10.75 acres of land in a beautiful newly constructed building and is furnished with all modern facilities. The college has a well-equipped Resourse Center, 02 Computer Labs, Internet Facility,LectureTheaters. a multi purpose hall and 11 Smart Classrooms. It has a well-equipped library with enough books on academic subjects and competitive examinations.

The college, affiliated with the Indra Gandhi University is in its third cycle of reaccreditation by the National Assessment and Accreditation Council (NAAC).The college provides quality education to female students in an atmosphere of security, commitment and freedom. The College is distinctive in fostering a milieu of knowledge building, critical thinking, skill sets enhancement and a flair for self-learning. The extensive range of student-centric activities and approaches adopted at the college ensure holistic development.

Vision

The College envisions serving society's social & cultural requirements by inculcating the best available knowledge in students. The Vision of the College is to serve the socio-cultural needs of the community and to transform the living standards of girl students by providing easily accessible, equitable, quality education and also fostering an enduring sense of discipline and dedication to work to harness their full potential to make them professionally competent, responsible citizens, compassionate leaders, agents of social change and participants in the national developmant.

Mission

The Vision of women empowerment inspires us

to provide a quality education with development of self-confidence, inculcation of ethics, fostering independent thinking and pursuit of excellence, sensitization to social and environmental needs and a holistic

and global outlook on life.

To create a student-centric learning environment that is driven by passion for excellence, research culture, and an eco-system for innovation and creativity.

To encourage a participatory approach among staff students, alumni and other stakeholders

To provide adequate opportunities to engage in a multitude of interests of our diverse student's community in academic, co-curricular and extra-curricular activities.

To provide them easy access to quality higher education and job opportunities

.To have a Management that would uphold the highest levels of transparency, accountability and governance

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Women Empowerment is at the core of all activities of the college

2. Zero Tolerance for discrimination. Inclusivity, Community harmony, and multicultural integration are fostered

3. Numerous programmes for academic enrichment are held each year to create socially responsible citizens

4. Students of the college get position in examination merit list of the University every year

5. Transparency and efficiency in academic and administrative processes are enabled through e- governance. The College administration maintains high transparency in the process of admission, examination, and in all matters following government rules. Furthermore, every decision and process is under the ambit of RTI Act.

6. The college caters to the special needs of the differently abled students and staff. Ramps, railings and rough tile paving are made..

7. Various welfare schemes available to the students like Scolarship and 'Earn While You Learn etc.

8. Participatory management and decentralization of power

9. The College library is automated with Soul 2.0 version. Facility to access e-books and journals is available through INFLIBNT and Oxford Liberary.

10. The College has adequate ICT facilities for students and staff members like availability of internet (Lease line and Wifi, , 11 Smart Classrooms and all teachers have been provided tablets for online classes.

11. Timely conduction of examinations and result declarations.

12. Healthy interactive atmosphere among staff members and students

13. Effective leadership and coordination of staff and students

14. Competent Faculty: Our college is a government institution where faculty is recruited through the Haryana Public Service Commission through written examination followed by interview. Apart from this, our staff has also attended various teachers training courses like Orientation, Refresher, FDP, seminars and workshops in order to update and augment their knowledge

Institutional Weakness

Institutional Weakness:

1. Difficulty to track all the alumnae of the college.
2. Dropout rates of female students owing to marital reasons.
3. Lack of freedom and resources at the college level to appoint temporary staff which sometimes affects the students adversely

Institutional Opportunity

Institutional Opportunity:

1. The Central and State Government's and the Affiliated University's sustained encouragement and support can have a substantial impact on the Institution's long-term growth.
2. The strong alumni base of the college can be involved to contribute to the institution towards excellence and to help in the journey of being listed in one of the best colleges of the state.
3. Taking the socio – economic background of the student community there is a scope to focus on pedagogy for seamless transfer of knowledge from the faculty to the students
4. There is an ample scope for starting job oriented and skill courses which generate employability
5. Potentiality to prepare sports student for state, national and international level by enriching sports facilities in the college

Institutional Challenge

Institutional Challenges:

1. Student-exchange programmes with other institutions
2. To keep pace with advancements in education on the global front
3. Being Govt. college ,it faces frequent transfer of teaching and non teaching staff from one college to another college
4. Proper transport facility for students coming from rural areas
5. The institution is not being able to pursue research activities due to limited resources.
6. There is a need for a change in approach strategies and process for improving the results of the students.
7. Poor schooling of the students and lack of basic knowledge on some subjects create a problem in the progress of the curriculum.
8. To enhance the communication and employability skills of the students in the present day requirements.
9. The process of collaboration with other institutions is also full of hurdles, which is a major challenge for the College.
10. Being a Government Institution, the road map for establishing MoU with other intuitions is a bit difficult.
11. The challenge of absenteeism which has been rising due to the lack of employment opportunities after graduation.
12. The challange to limit the dropout rate to the bare minimum by imparting quality education despite its being a rural base institution

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College for Women, Mahendergarh educates girls in Arts, Commerce and Science streams at the undergraduate level and English, Geography and Commerce at the Post Graduate level. The curriculum of these classes in various subjects is designed and decided by Indira Gandhi University, Meerpur, Rewari comprising a panel of subject experts and the Members of the Board of Studies following the guidelines of the University Grants Commission.

The syllabi framed by the University are divided into two parts, viz. theory and Practical, so that the students may use their learning in practical situations. It helps the students to develop a scientific attitude. Along with curricular instructions, throughout the session, students are involved in extra-curricular activities like Declamation, Debates, Quiz contests, Paper reading contests, Seminars, Essay Writing competitions, Group songs, Group dances, Act Play etc.

The college enriches the curriculum through experiential and participative learning by initiating various activities through different cells and clubs, which help students to
connect with society outside the institute. It helps them inculcate social and moral values. Further, the institute uses online resources made available to students through WhatsApp groups, ERP portal, smart classrooms, Youtube video lectures etc., which further enrich the curriculum

Teaching-learning and Evaluation

This institute has a qualified staff comprising 04 Associate professors, 07 Permanent Assistant Professors, and 18 on a contractual basis. At the beginning of the session, students have admitted to the first level of the degree on a merit basis as per the number of seats allotted by the Department of Higher Education, Haryana, keeping in view the reservation policy of the State Govt. This College provides teaching facilities to more than two thousand students in all the above faculties. As per the eligibility requirements to appear in the final examination, the students must attend 75% of the total lectures in theory and Practical. The evaluation of students is done based on Class tests, monthly tests, presentations and assignments, and finally, by the University Semester examinations. For non practical subject 80 marks are based on University Semester Examinations and 20 marks are based on internal assessment given by teachers on the basis of attendance, class test and assignmments

The teachers guide the students in classrooms, observe, and make suggestions to improve teaching and learning programs. The number of teaching days is 90 in each semester , as prescribed by the UGC. The evaluation of the syllabi covered by the respective teacher is monitored periodically. A teacher has to teach 24 periods per week per university norms based on Lesson Plan prepared by the individual teacher.

This college cannot recruit staff at its level. The Haryana Public Service Commission recruits the teaching staff, and the Subordinate Staff Selection Commission recruits the non-teaching team. The College provides opportunities for Orientation and Refresher Courses for teachers to upgrade their knowledge with the permission of the Head of the institution in various Indian Universities and Staff Colleges. Orientation and Refresher Courses are essential for placement of teachers in the Senior Scale, Selection Grade and Associate Professor scale based on their API Score. There is a provision for a self-appraisal method while writing the Annual Confidential Report of the Teachers. Maintenance of discipline, punctuality, regularity, cooperation, methods of teaching, participation in research activities, attitude towards other castes and communities and participation in College activities are considered essential for writing Annual Confidential Reports of the teachers by the Principal.

Research, Innovations and Extension

 Extension activities at the College level are being carried out through various committees/cells such as NSS, Women Cell, Cultural Committee etc., which undertake multiple activities such as camps, awareness rallies etc.

Women Cell: Women Cell works for Women Empowerment and self-dependence of Women in society.

Placement Cell: The College has established a counselling Guidance Cell for students to guide them in their future Career Opportunities/job prospects.

Club/Society: Gender Studies Society, Environment Club, Academic Writng Society, Red Ribbon Club, Literary Club, Yoga Club, Sports Club, Media Club, Legal Literacy Club, NSS, Eco Club, Music Club, Human Rights Society, Drama Club etc. are constituted to conduct extension and extra curricular activities.

Research:The college teachers participate in Seminars/Conferences and publish research papers.

Innovations: To create a green campus, the College has introduced various eco-friendly practices, such as a

complete ban on the use of single used plastic in the college campus. Students are also proactively engaged in sustainable waste management initiatives.

Infrastructure and Learning Resources

The college is housed in a two-storey building with a submersible pump and well-lit and ergonomically furnished classrooms and tutorial rooms, and provisioning selects with the latest audio-visual aids and smart-technology-based systems. The building of this college is presently insufficient for the current strength of students and faculty. With 14 classrooms, the college plans to augment its infrastructure through more classrooms.The government has approved a new science block and a new teaching block of 8 rooms. This institution has 03 Computer labs and 02 Geography labs and two science labs.and a well-stocked library containing books on various subjects along with Text Books and Reference Books for the students of Undergraduate and Postgraduate courses. About a dozen of daily leading newspapers are available in the reading room of the Library for the benefit of the students.There is fully a.c Reading Room. The college has a large hall in which various functions are held. The college is using science labs of the adjourning college with the permission of the Director Higher Education , Panchkula, Haryana. The college thus meets the challenge of augmenting the infrastructure to keep pace with academic growth with the assistance of the Govt. and UGC. The college atmosphere is kept beautiful and pollution free by the plantation of trees and the promotion of civic sense in students. The college also has a Dispensary to meet the urgent requirement of medicines by the students. An SC/BC Cell is functioning in the college under the supervision of an in-charge for the welfare of SC/BC students studying there.

In addition, the college has numerous facilities for PWD students consisting of ramps, disabled-friendly toilets (etc.); fitness-equipments, spacious and well-manicured sports ground and comfortable and clean Girls' Common Room with sanitary-pad vending machines and incinerators.

Student Support and Progression

Government College for Women, Mahendergarh, prioritizes students as the top priority and has a well-defined mechanism for student support and Progression. Several Cells/Committees, comprising teachers and student representatives monitored by the principal, are effectively functioning to ensure students' academic, psychological, physical,economic, social and spiritual welfare and development. Students play a significant role in academic and administrative bodies

The college provides different kinds of stipends and scholarships (Merit, S.C., B.C., .) under various schemes of the Government of Haryana. Financial assistance is given to the students under the "Earn While You Learn" scheme for working in the college for fixed hours.

Many activities are organized by different departments, subject societies and cells on the college campus which motivate and encourage students for maximum participation in co-curricular and extra-curricular activities. Students who excel in NSS, quizzes, debates and discussions, sports, and cultural activities are provided cash prizes and awards along with appreciation and merit certificates.

There is a Career Counseling and Guidance Cell/ Placement Cell, which guides and instructs students about career opportunities and competitive exams. It provides information related to admissions and jobs through its display on the notice board. It also acquaints them with various career options through participation in job fairs.

Academic support for slow learners and advanced learners exist along with guidance to face several competitive examinations. Several extra – curricular and sports activities are being conducted to facilitate holistic development of the student to emerge as a socially matured individual. Some of the students have qualified competitive examinations like NET, JRF, SSC,HPSC etc and also have progressed to higher levels of learning or employment.

Governance, Leadership and Management

Since we are a government institution, we don't have much decentralisation power, but the Department of Higher Education gives sufficient participative management freedom to the Principal, the academic head of the College, to fulfil the vision and mission of the institution. Academic responsibilities are fairly divided among all the staff members. Committees are appointed for the academic year's various academic and co-curricular activities. The list of committees is displayed at the beginning of the year on the staff notice board. This ensures transparency in policy execution. The responsibilities are communicated to the faculty members through regular staff meetings. The Principal of the College holds regular meetings with the teaching and non-teaching staff. Various issues are discussed in these meetings before arriving at a final decision. The Heads of Departments monitor the functioning of the multiple departments.

Participative decision-making ensures the total participation of all the people concerned. The office administration of the College is headed by the Principal, under whom there are Superintendent/ Deputy Superintendent, Assistants, Clerks and other Class IV Staff members. Thus, decentralising the institution's departments and personnel helps improve the quality of its educational provisions. The Administration is always open to discussion with the teaching and non-teaching staff, which encourages the staff's involvement to enhance the effectiveness and efficiency of the institutional process.

- Management of finance as per the rules and regulations set by the Directorate , Higher Education Department, Panchkula, Haryana.
- Decentralisation and transparency in all processes of the system
- Internal and external auditing of accounts.
- College council Meeting to discuss the issues/plans and their implementation
- IQAC meeting to make development plans
- Frequent meetings of the principal and the staff to generate short term and long term plans
- Existence of formal and informal grievance redressal mechanism for both the students and the staff.

Institutional Values and Best Practices

Democratic Pattern of Management: The college takes pride in its decentralization of powers in which all the staff members enthusiastically participate in the functions of the college and work for the betterment of the students and the institution. At the beginning of each session, the staff members are assigned different duties according to their ability, aptitude,interests and experience etc., through forming of administrative committees. These committees follow the guidelines/instructions of the directorate of higher education in matters of finance and organisation of events.

Several best practices are in existence in the college which has been benefitting both teachers and students.

- Energy and Water Conservation Facilities
- Tobacco Free Campus
- Anti Drugs Club
- Ban on Single-Use Plastic
- Free from Ragging Activities
- Green and Clean Campus
- Botanical Garden
- Dedicated Help Desk during Admissions
- Disabled-friendly Washrooms and Ramps
- Transperancy in Admission
- Student-centric Welfare Schemes
- Open Gym Facility
- Sanitary Pads and Vending Machine and Incinerator
- Energy and Water Conservation Facilities through installation of Solar Power Plant and Rainwater Harvesting.
- Taking Sincere Initiatives in Making the girl students Self-reliant and Financially Independent by conducting skill trainings like tailoring, painting and soft toy making for the students.
- Institutional distinctiveness lies in the empowerment of women from all strata of society

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE FOR WOMEN
Address	In Front Of Judicial Complex, Mini Secretariat
City	Mahendergarh
State	Haryana
Pin	123029
Website	gcwmahendergarh.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sanjay Joshi	01285-220547	9315311200	01285-220547	sanjay66joshi@gmail.com
IQAC / CIQA coordinator	Mahesh Singh	01285-220246	8708257773	01285-220547	msyadav2004@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

09-11-2023 11:13:27

State	University name	Document
Haryana	Indira Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	12-04-2010	View Document
12B of UGC	12-04-2010	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	In Front Of Judicial Complex, Mini Secretariat	Urban	10	4351.11

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	160	45
UG	BA,English	36	Senior Secondary	English,Hindi	720	369
UG	BA,English	36	Senior Secondary	English	40	7
UG	BSc,Physics	36	Senior Secondary	English	160	105
PG	MA,Commerce	36	Graduation B.COM	English	40	37
PG	MA,English	24	Graduation	English	40	39
PG	MA,Geography	24	Graduation	English,Hindi	40	40

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				68			
Recruited	0	0	0	0	0	0	0	0	9	2	0	11
Yet to Recruit	0				0				57			
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				28
Recruited	20	2	0	22
Yet to Recruit				6
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				3
Recruited	3	0	0	3
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/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	0	1	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	1	1	0	5	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	5	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	0	0	0	0	0
	Female	1600	18	0	0	1618
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	234	2	0	0	236
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	477	4	0	0	481
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	206	184	170	215
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	396	330	337	364
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	186	177	164	192
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		788	691	671	771

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college follows the instructions of the Higher Education Department, Haryana, Panchkula and Indira Gandhi University, Meerpur, regarding NEP. The State government has decided to implement NEP in IGU, Meerpur and its affiliated colleges with effect from Session 2024-2025. A workshop in this regard was conducted at Indira Gandhi University, Meerpur, from 7.6.2022 to 11.6.2022 in which the Principal, Sh. Sanjay Joshi and two Assistant/Associate Professors, Sh. T.R. Sharma and Sh. Bijender Singh participated. The College conducted a workshop in the college as per instructions of the Higher Education Department to create awareness among staff members regarding various provisions of NEP

	from 30.6.2022 to 02.7.2022.The college also organized a two days Faculty Development Program on NEP under Project Samarth in collaboration with the Medha Learning Foundation, Panchkula on 27 & 28 Feb, Most of Asst/Asso. Professors of the college attended one week UGC Approved Short Term Professional Development Programme on "Implementation of NEP 2020 for University and College Teachers". The college runs three streams of Arts, Science and Commerce and one Honours Degree in English and three P.G. (M.A. in English, M.Com and M.Sc. in Geography). The college will introduce skill-based courses as per the courses recommended by the affiliating university. The institution will integrate the humanities and science stream by offering programs with combinations across disciplines. The marks system will be replaced by the credit-based system under the NEP policy adopted by the affiliated university. A due weightage has been given to courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of holistic and multidisciplinary education. The college will offer a multidisciplinary flexible curriculum that enables multiple entries and exits at the end of 1st, 2nd and 3rd years of undergraduate education as per the template adopted by Indira Gandhi University, Meerpur. Those students who wish to suspend their U.G. Studies after one year will be allowed to do so with a certificate course, after two years with a diploma course, after three years with a degree and after four years with an Honours Degree. The students will be given credits for online courses and projects with social relevance and engagements with society. As the NEP is to be rolled out next year, at present, the college is preparing for its implementation.
2. Academic bank of credits (ABC):	The college has made it mandatory for every student to get their ABC IDs issued and the same have been enclosed along with their admission Forms. Moreever, the ABC IDs of 1st year students of both UG and PG Classes are to be filled in RR details of the University as a mandatory field.
3. Skill development:	The state government is still in the process of implementing NEP, as and when NEP is implemented, the college will offer skill development programmes in the syllabus. Women Cell of the

	College conducts skills developing trainings like tailoring, Paintng and Soft-Toys making among girls to make to make them self reliant financcially independent.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College uses both English and Hindi as mediums of instructions in all the courses. The teachers are well versed in both languages and effortlessly switch over from one to another as per the needs of the lesson and students. Despite Indian knowledge system not being a subject as such for U.G. Courses as per the curriculam devised by the Affiliating University, The faculty goes extra miles to familiarize the students with the Indian knowledge system. While teaching History there is an ample scope for delving deeper in the Indian knowledge system and the faculty of History throws light on the Vedic Civilization and Indo-Gangetic civilization. Thus the students are made well versed in our rich cultural heritage. Similarly the syllabus of Political Science helps the students the distinct concepts and systems of polity and governance that evolved in India over the time. The teaching of Sanskrit and Hindi through their syllabus helps in understanding the subtelities of Indian knowledge system. The stories of Panchtantra help the students understand some concepts to become better human beings. The knowledge of the Vedas, Ayurved, yoga, Jyotish etc. imparted through the teaching of Sanskrit at U. G. level fosters a sense of pride among students on our ancient knowledge and help them promote the much needed concept of "Vasudhav Kutambkam". The paper of Value Education at P. G. level is also instrumental in acquisition and understanding of Indian Value system and the concepts enunciated by great Indian thinkers and philosophers make them face the challenges of the modem world charactenized by war, hatred, military coups and disenchantment.
5. Focus on Outcome based education (OBE):	The college is not autonomous in creating its own curriculum and follows the curriculum of the affiliating university. The teachers of the college have prepared Programme Outcomes and Course Outcomes which are conveyed to students through the college website and personal interaction.
6. Distance education/online education:	The College does not offer Distance/Online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The coordinators are appointed by the college, and ELCs are functional. As students participate in them, they are representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	As per instructions of the Office of Deputy Commissioner, ELCs participate in voter registrations and awareness campaigns. All the male teachers of the college are put on election duties as ROs and Sector Supervisors during elections. The institute also participates in awareness programmes. Moreover, the Principal of GCW Mahendergarh has been appointed as a Dedicated Assistant Registration officer.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute participates in awareness programmes such as 'Mera Vote, Meri Dharohar' , essay writing competitions etc., every year.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college organises camps for registration in electoral rolls and awareness of good electoral practices.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1994	2008	1896	1952	2013

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 41

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	35	37	33

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
39.76	55.86	57.17	66.65	54.30

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

This college is affiliated to IG University, Meerpur, Rewari and follows a pre-determined syllabus and Academic Calendar set by the University. However, the college innovates within these established academic structures and is committed to providing a holistic development for its all-women students

Academic processes in our college are streamlined with Time-tables, Workload, Lesson Plans, and other administrative tasks prepared well before teaching sessions.

Relevant ICT tools support the teachers in making their teaching effective. The college enjoys technologically enabled and inclusive infrastructure, including a well-equipped library, which makes it possible for the students to participate in a modern teaching-learning process.

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

Activities before the commencement of the Semester:

1. College practices allocating workload for the next Semester at the end of the current Semester based on the expectation and specialization of the concerned teacher.
2. According to the academic calendar, the department prepares its activity plans for the upcoming Semester.
3. Besides providing education aiming at the all-round development of students, the mission of the institution is facilitated as follows:

- The college promotes habits of excellence in students to serve the female students by providing them with easy access to quality higher education and job opportunities.
- The college strives towards integrated personality growth of girls in which special attention is given to their intellectual, moral and cultural development.
- To inculcate discipline in higher levels of social, cultural, ethical and spiritual values of life among girls.
- To facilitate female students in determining their goals in life and acquaint them with various career options and avenues of self-employment.
- To help female students develop holistic personality.
- To inspire female students to continue learning throughout life.
- All teachers prepare course files according to a defined framework, which includes:
- Academic Calendar.

- Classwise and Teacherwise Time-table.
- Tutorial Group/Mentor Group.
- Lesson Plan.
- Examination Question Papers.
- Assignments/Tests.
- Attendance.
- Internal assessment marks.
- Students' feedback.
- Readiness of classrooms and laboratories.

Activities during the Semester:

- The college conducts an Induction programme for newly admitted students to make them understand the academic culture of the institute and curriculum norms of D.H.E & I.G. University, Meerpur examination patterns.
- A review of students' attendance is taken at the end of every Semester, and the absentee list of students along with their attendance is displayed on the notice board, and the same is communicated to the parents through telecommunication.
- Student feedback on teaching is taken, and corrective actions are initiated accordingly.
- Monthly tests are conducted to assess students.
- Students are motivated to participate in District and University level Science exhibitions with their models and projects.
- Students of college participate at University Zonal Youth Festivals at different levels.

Activities at the End of the Semester:

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

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during

the last five years)

Response: 1

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 29.34

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
607	589	550	626	522

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The college educates girls in Arts, Commerce and Science streams at the undergraduate level and English, Geography and Commerce at the Post Graduate level. The curriculum of these classes in various subjects is designed and decided by Indira Gandhi University, Meerpur, Rewari, comprising a panel of subject experts and the Members of the Board of Studies following the guidelines of the University Grants Commission. The syllabi framed by the University are divided into two parts, viz. theory and Practical, so that the students may use their learning in practical situations. It helps the students to develop a scientific attitude. Along with curricular instructions, throughout the session, students are involved in extra-curricular activities like Declamations, Debates, Quiz contests, Paper reading contests, Seminars, Celebration of Important Days, Essay Writing competitions, Group Songs, Group Dances, Act Play, etc.

The institution took care to focus on these issues. Environmental Studies is a compulsory subject for all undergraduate students related to Environment and Sustainability. Value Education is a compulsory paper for P.G. students. Similarly, Cross-cutting issues relevant to Gender, Human Values and Professional Ethics are covered in the prescribed syllabi of IGU University in various subjects in the form of topics, chapters, poems and co-curricular activities to help students critically examine issues related to gender, environment and ethics.

Regarding environment and Sustainability-related issues, the students got knowledge of Environmental studies in the second year of their degree program. The institution took care to inculcate values related to the environment and sustainability through various practices and programs under NSS and NCC. The departments conducted the following activities.

1. The Botany Department organized a Poster Competition and Essay Competition on Ozone Day, International Forest Day, etc.

2. The zoology Department organized the Water Bird Campaign.

3. The Chemistry Department conducted No Vehicle Day, Plastic Eradication, Water Analysis, Paper Bag Making and Soil Testing.

4. NSS and NCC Units conducted Tree Plantation, Lectures of Experts in this field, Swaccha Bharat Abhiyan and Street Plays on the issues of the Environment.

The prose, poetry and other chapters in certain courses addressed issues related to gender sensitivity and equity. Additionally, our institute organized special programs on gender equality and sensitization and a series of invited talks.

1 Janani Suraksha

2 Women Safety Programme

3 Guidance lecture for female students

4 Programme on Women Empowerment

5 Self-defence training for girls students

6. Health Check-up Camp

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 6.32

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

Response: 126

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64.64

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
779	769	714	788	699

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

2022-23	2021-22	2020-21	2019-20	2018-19
1200	1200	1200	1200	1000

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 78.81

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
441	449	449	464	388

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

2022-23	2021-22	2020-21	2019-20	2018-19
575	575	575	575	480

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 66.47

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

To enhance learning experiences, the faculty members adopt many ways, such as lectures, interactive projects and fieldwork, computer-assisted experiments, etc. Teaching and learning activities are made effective by these practices. Many teachers use the conventional blackboard presentation methods, especially in Mathematics, Commerce and Economics, where they teach mathematics and statistics as numerical solving. Also, some teachers use PowerPoint presentations and computer-based materials. They use the lectures on YouTube to make learning interesting, besides the conventional oral presenting methods. Curriculum of some courses allow skill enhancement through Practical Sessions and continuous evaluation is done through testing of skills developed. Disciplines such as Commerce, Computer Applications, Economics and Mathematics have Practical Components as part of their Curriculum which focus on problem solving skills using ICT techniques and Software**.**

Some Student centric methods are given below:

Government College for Women, Mahendergarh, uses the following methods/facilities to blend ICT-enabled teaching with conventional learning:

1. The College has 11 Smart Classrooms, an ICT-enabled fully equipped functional Computer Lab cum partially functional Language Lab and 01 Resource Center and 36 tabs for teachers.
2. The college library has an online catalogue in which all the library books have been entered.
3. The college has two fully equipped Computer Labs where students benefit from online resources and learning tools.
4. All the students of the college are members of subject-centric Whatsapp groups in which teachers supply notes, teaching materials and resources to students.

Participative/Experiential Learning

1. The college provides opportunities for experiential/participative learning through the participation of students in various extra-curricular activities undertaken by cells/clubs such as NSS, Women Studies and Development Cell, and Placement Cell. Legal cell, Red Cross, etc. and different Societies and Clubs such as the Literary Society, Academic Writing Society, Drama Club, Gender Study Society, Fine Arts Club, Environment Club, Yoga Club, Eco Club, Red Ribbon Club, Sports Club, Subject Society etc.
2. Under the Earn While You Learn Scheme, students are trained in various skills and learn through their exposure to various jobs/activities in the college.
3. Students are encouraged to participate in interactive sessions, group discussions, powerpoint presentations, projects and assignments

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85.57

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
64	31	31	36	32

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 96.99

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	32	35	33

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is

time- bound and efficient

Response:

The Mechanism of Internal/External Assessment is Transparent, and the Grievance Redressal System is Time-Bound and Efficient:

The institution has an efficient internal and external assessment mechanism, which is transparent in the conduct and the rectification of grievances. The grievances are solved with utmost priority in a time-bound manner. The institution strictly follows the guidelines of the IGU University, Meerpur while conducting the internal assessment and end-semester examinations.The final exam for each paper has 80% weightage of overall assessment and the remaining 20% constitute internal assessment marks.

There are Two Types of Assessments:

 1 External Examination

 2 Internal Assessment

Description:

External Assessment:

The University level examinations are conducted in the college. A senior faculty member is the superintendent, and all other teachers are appointed Assistant Superintendents. The University's flying squads check the examination centres periodically to maintain the sanctity of examinations. The students' Answer sheets are sent to the University, which assigns them fictitious Roll Nos and sends them to different colleges for assessment. The assessors are not aware of the identity of the students whose answer books are being evaluated by them. Once the University publishes the result, 15 students are given the days to apply for Re-evaluation. A different examiner does the re-evaluation of the answer script. If there is a difference of more than 20% marks awarded by the two evaluators, the answer script is sent to the third examiner. In this way, the transparency of the assessment is ensured in the Semester-level examinations.

Internal Assessment:
The college strictly follows the university rules & procedures for internal assessment. Although the schedule of class tests and submission of assignments for the internal evaluation is fixed one month before the completion of each semester, the students are given their topics for these class tests and assignments well in advance.
Further, the following internal assessment criteria the affiliated University gives are followed in the college. As per the University criterion, an internal assessment of 20 Marks in all UG and PG classes has the
Following components:
1 Assignments   =   05 Marks
2. Class Tests   =   10 Marks
3 Attendance   =   05 Marks
The internal Assessment marks are displayed on the college's notice board, and objections are invited by displaying a notice. If students have any objection, they are asked to go to the concerned Head of the

Department .

The marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint, if any.

The final Internal Assessment marks are reviewed by the Departments. There is a Grievance Committee at the college level that looks into any discrepancies in Internal Assessment marks and takes requisite steps to ensure transparency and objectivity.

If any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College.

Hence the College employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The college provides learning to students in eight courses for five undergraduate and three postgraduate programmes. Education is imparted systematically to develop a natural aptitude for learning in students. The learning outcomes for different programmes and courses are decided at the beginning of the session in light of the curriculum requirements and the broader guidelines given by the UGC, the affiliating university, IGU University, Meerpur and the Higher Education Department of Government of Haryana. The expected needs of students and the society's requirements are also considered. The experiences of old students and teachers help make these goalposts practically viable and student-friendly.

These outcomes are broadly based on three aspects:

- To provide the best possible knowledge to students in the course/subject they choose.
- To develop the skills of students for their future career prospects.
- To develop among students a keen sensitivity towards the issues of society and country. A clear-cut goal is to develop students as able, informed and responsible citizens.

There is a well-established mechanism to create a general awareness among teachers and students of

these outcomes so that the teaching-learning activities will be more focused and result-oriented. Both teachers and students are active participants in deciding these outcomes as they are finalized after undergoing an involved consultation process. The college website has a link for each course; in these links, the learning outcomes are uploaded for the information of teachers, students and other stakeholders. They are also displayed in the respective departmental space to remind the teachers constantly.

The teachers plan their teaching lessons following these learning outcomes. Their specifics are discussed with students, and their relevance and rationale are detailed during regular classes. The teachers relate these outcomes with the sub-topics of the syllabus and accordingly provide the background information, the current development and the present job scenario concerned with them. The students are also informed about the opportunities available in the specialized fields related to the course, which they can pursue for their post-graduation or later on for research. Not only this, these outcomes are the guiding percepts for the counselling of students by the teachers during the free periods.

Thus, the learning outcomes are displayed on the college website, communicated, and followed by the teachers and students.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc.

Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.

Average attainment in Evaluation Process: Students under university examination are evaluated

for 80% of total marks and institution for 20% marks as internal assessment.

The Methods of measuring attainment:

1. **Annual and End Semester University Examination: The affiliating University conducts examinations as per semester and annual pattern through which the institution measures programme outcomes based on the course attainment level fixed by the programme. It is a direct evaluation process.**
2. **Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.**
3. **Institutional Examination and Tests: Students are assessed and evaluated throughout the year at institutional level through unit test, surprise test, terminal examination and the performance of the student is analyzed for assessing the attainment level of programme outcomes and programme specific outcomes**
4. **Placements: One of the most important Programme Outcomes of Undergraduate Degree is the employability of students upon successful completion of their degree programme.**
5. **Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in educational institutions**

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 60.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	473	388	347	496

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

2022-23	2021-22	2020-21	2019-20	2018-19
583	701	576	652	689

File Description	Document
Institutional data in the prescribed format	[View Document]
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document]
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document]

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.81

File Description	Document
Upload database of all students on roll as per 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: 9.5

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	9.5	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

1. The college conducted online webinars in collaboration with other institutions.

2. The institution conducted A two-day Workshop in collaboration with the Medha Foundation.

3. The college encourages its staff members to write research papers and apply for Research Projects awarded by National/International bodies. College teachers regularly publish research papers in Peer-Reviewed journals and books.

4. The college conducted a workshop on IPR.

5. The college conducted a Workshop on NEP as per the directions of the Indra Gandhi University, Rewari.

5. NSS units of the college organise a Seven-Day Camp in the nearby village or slum areas every year to conduct awareness activities like rallies on Female Foeticide, Water Conservation, Waste Management, Drugs Campaign, Women Empowerment, etc

Students get Indian knowledge from the UG and PG syllabi despite the Indian knowledge system not being a subject as such for U.G. Courses as per the curriculum devised by the Affiliating University, The faculty goes extra mile to familiarize the students with the Indian knowledge system. While teaching History, there is ample scope for delving deeper into the Indian knowledge system, and the faculty of History throws light on the Vedic Civilization and Indo-Gangetic civilization. Thus the students are made well versed in our rich cultural heritage. Similarly, the syllabus of Political Science helps the students the distinct concepts and systems of polity and governance that evolved in India over time. The teaching of Sanskrit and Hindi through their syllabus helps in understanding the subtilities of the Indian knowledge system. The stories of Panchtantra help the students understand some concepts to become better human beings. The knowledge of the Vedas, Ayurved, yoga, Jyotish, etc., imparted through the teaching of Sanskrit at U. G. level fosters a sense of pride among students on our ancient knowledge and helps them promote the much-needed concept of "Vasudhav Kutambkam". The paper on Value Education at P. G. level is also instrumental in acquiring and understanding the Indian Value system and the concepts enunciated by great Indian thinkers and philosophers that make them face the challenges of the modern world characterised by war, hatred, military coups and disenchantment.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 4

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.27

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	5	3	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

At GCW Mahendergarh, we try to teach our students a sense of discipline and value education based on the best traditions. It is our endeavour that our students get an education laced with not only life skills but also a sense of the latest developments in the wide world. In this search for widening horizons, we seek to value a movement away from all kinds of rigidities that have hampered the free flow of human minds. Hence, our efforts here are for the growth of human intellect and aspirations to find a proper place for everyone in the global village. The college promotes an institution-neighbourhood-community network by engaging students in various activities like blood donation, tree plantation, awareness about road safety rules and first aid in critical illness awareness through NSS, Women Studies & Development Cell, Legal Literacy Cell, by organising camps, rallies, display of banners and under the other various extension activities which sensitise the public towards their social responsibilities and also prove helpful in the holistic development of the students.

The institution has framed various committees for activities like NSS, Women Studies & Development Cell and Legal Literacy Cell to involve students in various social movements and activities promoting citizenship roles among them. The Teacher in charge regularly motivates the students and organises activities like camps, raising banners and slogan displays, an awareness campaign about their legal rights, health awareness campaigns, especially for girls, gender issues, water conservation, ecosystem maintenance, and awareness about HIV/AIDS. These activities inculcate the values of becoming good citizens, understanding their duties towards society, and working in that direction.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Extension activities are integral to co-curricular activities and are balanced with regular studies. These activities are the forte of college functioning and form a potent medium to regularly connect the institution with other governmental agencies and social organisations. Numerous activities of different natures have been conducted throughout the year to develop students as responsible, socially conscious, rational and humane citizens. NSS units, Women Cell, Placement Cell, Legal Literacy Cell and different

Societies are actively organising extension activities to instil profound sensitivity among students towards their surroundings.

Different rallies and campaigns to create awareness about the importance of gender equality, the role of youth in shaping Indian destiny, the utility of yoga and other physical exercises, the usefulness of blood donation and the strict adherence to traffic rules, the significance of cleanliness for ensuring disease free society etc. are part of extension activities done in neighbourhood community by the college volunteers. Besides, the college students also participate in the blood donation camps organised by other academic, governmental and philanthropic agencies. A permanent functioning legal aid clinic has been established in the college to provide legal counselling to those in need. Extension lectures on key socio-cultural issues, activities and competitions on crucial topics and skill enhancement workshops are organised very frequently by different college cells to sensitise students and to provide them with active participation. Annually, one seven-day camp and two or three one-day camps are organised by NSS units, providing the volunteers exposure to social work, community feeling, team initiative and leadership inculcation. Students can interact with critical societal functionaries during these camps and get acquainted with crucial socio-cultural and environmental issues. The students are sensitised by the Women Cell about gender equality, the Legal Literacy Cell about rights, duties, laws and rules, the placement cell about the creation of sustainable links between career growth and societal welfare; and the subject societies about the role of the respective subjects in creating conditions for the wholesome development of the country.

Through these multifarious extension activities, students get opportunities to develop themselves as a holistic personality and learn to create a symbiotic relationship between personal growth and social good. The awareness campaigns organised by college cells are fruitful in reinforcing the issues of societal well-being. The college students who once were the pride of the college contribute significantly to the social good from the respective positions they held in different organisations. Thus, good traditions are followed in extension activities and are one of the key indicators of quality parameters this institution follows.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 2

File Description	Document
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The college is situated in the convenient location of Mahendergarh and is spread over a campus of 10 acres with a 4351.11 sq. meter built-up area. In the college, there is a total of 14 well-equipped classrooms, and classrooms are spacious and well ventilated, and decorated with colours. The seating capacity of each classroom is 60-80 students,well-equipped with wall-mounted white screens, green boards, etc. In addition, all the physical facilities are also ensured to cater to the needs of learners. The college provides safe drinking water facility with R.O. water purifier. The Girls' common room and staff room include sanitary vending machines, washrooms, dustbins, etc. The institution has adequate amenities and circulation areas as per U.G.C. norms.The college has its dedicated lease line for the internet.There is a gymnasium in the college for students.There are well-furnished departments in the college, along with a bursar room, placement cell office, N.S.S office, and registrar office in the college. For ease of functioning, different blocks are identified as specified, and the details are as follows:

Sr. No	Specialized Facility for Teaching Learning and Research	Total Number
1	Principal Room with Adam Block	01
2	Smart Class Rooms	10
3	Class Rooms	14
4	Language Labs	01
5	G.I.S Lab	01
7	Geography Labs	02
8	Physics Lab	01
9	Music (v)	01
10	Library	01
11	Computer Lab	01
12	Resource Centre	01
13	Reading Room	01
14	Multipurpose Hall	01
15	Common Room for Girls	01
16	Staff Room	01
17	Clerical Room	03
18	Registrar Room	01

19	Athletic Meet Ground	01
20	Toilets	10
21	Water Coolers	05
22	Botanical Garden	01

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 11.34

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.89	9.00	0.89	20.26	00

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library supports reading and learning among students and teachers. The idea of a library signals nothing else but reading and the pursuit of knowledge. It forms a habit of reading and learning among students and members of staff.

Further, the library gives a feeling of formal learning to the students and this perception is essential to achieve academic goals and to widen their mental horizons. The library attracts students to read and develop the habit of reading and learning. It increases their thirst for reading and expanding their knowledge. The library is enriched with a wide range of books, dictionaries, encyclopedias, competitive books, journals, etc., which is vital in encouraging and promoting learning and gaining knowledge.

The college has a well-furnished library with the following facilities:

1. The library has 18441 fully automated books.
2. The library uses Soul Software 2.0 for the catalogue.
.
3. The college is a member of Inflibnet and the British Library

4. The college library has one photostat machine whose use is extended to students at a nominal charge.

5. The Library has a fully AC common reading room.
6. The college has spent the following amount on the purchase of books and their updation for the last 05 years:

2018-19: Rs. 1.2 (Lakh)
2019-20: Rs. Nill
2020-21: Rs. 3.4 (Lakh)
2021-22: Rs. 2.6 (Lakh)

2017-18: Rs. 1.8 (Lakh)

Inflibnet subscription- April 2022 to March 2024 = Total amount-11800/

British Library Membership- 2022-23 = Total amount-12000/

Automation of Books = Total amount- 188600
Per day library usage for session 2022-23 is more than 100 students.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Technologies deployed by the institution place the student at the Centre of the teaching-learning process and render the role of a facilitator for the teachers:

There is optimum use of IT facility for teaching-learning activity and other administrative and official purposes in the college. These facilities are provided through various computer labs and e-resource centres and the availability of computers, printers and internet in different teaching departments and office branches. The IT infrastructure of the college is regularly updated as per emerging needs. There are over one hundred fifty working computers for teaching. The outdated and non-working computers are replaced periodically, and the defective parts of the working computers are repaired or replaced as the situation demands. Annually, quotations are called at the beginning of the session, and rates for different computer accessories, antivirus software, cartridge refilling and repair jobs are finalized to keep the college IT infrastructure overhauled. Besides, there is a constant attempt to add more computers and other IT gadgets to the present infrastructure.

There is an adequate internet facility for students, faculty and office staff. Our college has been using an internet facility through lease lines for the last five years. Presently, one lease line works in the college for teaching, official use, e-resource centre, and library use. The college campus also has Wi-Fi facility provided by Jio. The college is committed to adding more internet facilities as and when the need arises.

The College Website, www.gcwmahendergarh.ac.in, is another critical IT-based interface that provides transparent, efficient and effective service to all stakeholders. All vital pieces of information about the teaching departments, their faculty and learning outcomes, the essential college branches, the feedback mechanism, the grievance redressal structure, the admission rules and regulations, the code of conduct and other vital activities are available on the website.

The college has the following IT facilities:

- The college has a lease line with a bandwidth of 50 MBPS
- The institution provides ICT facilities and learning resources for academic and administrative purposes
- The college has one E-Resource Center and Computer Labs
- The college campus is fully Wi-Fi
- There are 11 smart classrooms with projectors and digital teaching devices updated yearly
- The college has 150 computers for effective learning

Using computers, internet/ Wi-Fi, and other IT resources has benefitted the faculty and students:

- Faculty and students are benefitted in terms of their teaching and learning. The faculty makes use of IT resources to enrich their prescribed curriculum.

- Students and teachers use ICT facilities in laboratories during practicals and PowerPoint

- presentations in classrooms.
- A compulsory computer awareness program helps students with their job profiles and placements.
- Thirty-six Tabs have been provided to the teachers to enhance their ICT skills.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 13.66

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 146

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 13.15

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	8	0	20

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 51.55

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1035	1225	937	877	1010

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 11.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
379	100	150	100	427

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 1.03

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	1	3	1

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
235	473	388	347	496

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	2	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	5	4

File Description	Document
Upload supporting document	[View Document]()
list and links to e-copies of award letters and certificates	[View Document]()
Institutional data in the prescribed format	[View Document]()

5.3.2

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

Response: 5.4

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	0	8	7

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the 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 association's main objective is to bridge the gap between the college and alum.
- The Alumni Association has a complete track of alumni with their required details.
- The alums are made aware of the current changes and achievements of the institute.
- Alumni association meetings take place yearly, and plans are discussed in the meetings.
- The annual alum meeting is also organised at the institute level every year.
- Alum contribution occurs in non-financial firms, such as alum interaction week and challenge competition.
- Alums visit campus regularly to support the existing batch of students in planning and organising events and extend support and guidance for the functioning of various student clubs.
- Alum who are entrepreneurs have been providing inputs on how to start a new venture and turning them into job providers.
- Some alums actively participate in social service combined with creative activities for society's welfare and motivate students to follow their path for the betterment of society.
- Alum occasionally extend their support for campus placements and summer and winter internships for HR, Finance, and Marketing students.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Knowledge leads to enlightening minds and helps students meet economic, social and environmental challenges and become active participants in shaping the future world.

The mission of the college is

To provide a quality education with development of self-confidence, inculcation of ethics, fostering independent thinking and pursuit of excellence, sensitization to social and environmental needs and a holistic and global outlook on life.

To create a student-centric learning environment that is driven by passion for excellence, research culture, and an eco-system for innovation and creativity.

To encourage a participatory approach among staff students, alumni and other stakeholders

To provide adequate opportunities to engage in a multitude of interests of our diverse student's community in academic, co-curricular and extra-curricular activities.

To provide them easy access to quality higher education and job opportunities

To have a Management that would uphold the highest levels of transparency, accountability and governance

This is transferred through effective governance to promote peace and harmony for better work. The college management is headed by the Principal and is involved in coordinating the functions of the college to its logical end. Various teaching and non-teaching committees are engaged in the institution's curricular/co-curricular affairs and administrative functions. The heads of the departments monitor the routine tasks at the departmental level, and the administration encourages and supports them at all levels. An environment of equity and democracy is set up to conduct affairs in a smooth and democratic atmosphere. The college promotes a culture of decentralisation and participation in institutional governance at different levels through given practices:

- The college fosters a participative management culture by involving all the faculty members in one committee or the designated cells. There is a College Council, which takes important decisions under the chairpersonship of the Principal.
- The IQAC is constituted as per the norms of UGC. In the meeting of IQAC, the participatory

management approach is practised by involving teachers from different streams under the chairmanship of the Principal, who is involved in the process of decision-making based on consensus on essential issues related to the all-round development of the institution.

- The heads of all departments and the senior faculty members are actively involved in the decision-making process, ensuring a role for each department member.
- The Earn While You Learn scheme allows the students to work in labs/departments.
- Different Clubs/Societies are constituted whose president, co-president, PR Head, Treasures, and Secretaries are among the students.
- The individual teachers are also given due weightage for their opinions/views.
- The student representatives chosen from Cultural and NSS, etc., maintain discipline during college functions on campus.

The college conducted two workshops on NEP Implementation. The Principal and all teachers attended many seminars/workshops on NEP. The college is fully ready to implement NEP in the academic session 2024-25 as per the instructions of the Indira Gandhi University, Meerpur, Rewari.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institutional Strategic / Perspective plan is effectively deployed:

It is essential to have a work plan for the growth and development of any institution. To implement this plan, it is even more critical to utilise the available resources in a way to ensure success in the long term. The college has a formally stated quality policy to provide the best facilities within the available resources. The IQAC of college frames the quality policy annually with its eleven active members. During the year, the policies are assessed and changed, if needed. Academic Council and Staff Council play an essential role in its development. Feedback proformas filled by students, parents and alumni are an excellent measure to review the policies.

The Internal Organisational Structure of the College:
• Principal
• College Council
• Bursar

• Various Committees.
• Office work is assigned to the Non-Teaching staff, which includes the Assistant, Computer Instructor, Clerk, Peon, etc.

Appointment and Service Rules:

The college follows the appointment and service rules of the Higher Education Department, Haryana. The decision-making process involves the following:

- Meetings of Principals with the Commissioner of Higher Education and Additional Chief Secretary, Higher Education, Haryana and the officials of affiliating universities.
- College Council headed by the Principal.
- Staff meetings with the Principal.
- Respective departments under the leadership of the head of departments.
- Various committees are headed by the conveners.
- Various Clubs and Cells headed by Incharges

Institutional Development Plan with specific targets for the desired outcomes:

- To increase the students' strength in the next five years by introducing new P.G. Courses and subjects in undergraduate courses, and skill-based certificate courses which are in tune with NEP.
- To promote effective teaching by the upgradation of more lecture theatres and ICT facilities.
- To encourage the faculty to participate in more research-based activities like seminars/conferences/faculty development programmes related to their subjects of specialisation and pedagogy.
- The teaching faculty will engage in research by applying for research projects.
- To impart Indigenous/local knowledge by organising activities which include our arts/crafts and cultural heritage.
- To establish and upgrade the Physics, Chemistry, Botany, Zoology and Geography labs
- To develop indoor game facility
- To construct Canteen and Auditorium in the college
- To subscribe online journals and to create a reading space with computers in the library hall.
- To provide E-resources (online journals and video lectures) and internet connectivity in the library.
- To strengthen student Counselling and Placement cell.
- To expand the Transportation facility for students
- To organise time-to-time extension lectures to increase ethical/moral values in the students

File Description	Document
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Being a Government College, the Government of Haryana offers the following welfare schemes for all its employees. The orders are issued by the Department of Higher Education, which the college strictly follows.

Welfare Measures:

· Summer and winter vacations for both teaching staff

· Maternity (180 days) and paternity (15 days) leaves, both for teaching and non-teaching staff

· Casual leave of 10/15/20/days for the employees

· Provision of LTC as one month's salary once in four years to the staff

· Group Insurance scheme for the College Staff (Teaching and Non-Teaching)

· Provident fund/NPS for the employees of the college

· Medical reimbursement facility for the regular employees of the college

§ Availability of Wheat Loan, Education Loan, Computer Loan, Medical Claim, House Building Advance, Marriage Advance etc. to the staff as and when needed

§ There is a provision of maternity leave for six months twice for a female Faculty member.

§ Duty leave is given for seminars/conferences and other duties.

Performance Appraisal System:
Teaching:

Ø The Annual Confidential Reports are online w.e.f. 2018-19. The College teachers fill up their online ACRs, which are forwarded to the account of the Principal, who gives his comment on the teacher's performance. The Joint Director is the subsequent higher authority who further comments on the appraisal. The Higher Education Commissioner is the final Accepting Authority of the Appraisal.

Ø Assistant Professor gets promoted to the next level under CAS as per the UGC/DHE norms.

Non-Teaching Staff:
The ACRs of the Non-Teaching staff are offline. The first Appraisal authority is the HOD/Head Clerk, and the Principal is the second Appraisal Authority. The Final Appraisal Authority is the Joint Director, Office of Higher Education Commissioner.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 2.41

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	3

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

6.3.3

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

Response: 10.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	3	5	2

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	23	23	22	19

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The college continually monitors the effective and efficient use of available financial resources for infrastructure development and teaching learning. Every paisa spent on the development is adequately auditable by the government/CAG Auditors. A financial audit of the accounts is a necessary process and is strictly followed by the college. The college undergoes an external audit conducted by the higher education department. They verify and confirm all finance-related documents. The report of the audit is submitted to the higher education department. In case of query, documents are sent to the college for clarification. The Principal strictly monitors all the processes in the college. The copies of the audit are also preserved in the college for records.

The institutional mechanism to monitor the effective and efficient use of available financial resources are as given below:

- The Higher Education Department allocates funds and grants according to the demands and requirements made by the institute. The Principal of the institute discusses the requirements of different departments in the staff meeting and then utilizes the funds on a priority basis. The college adheres strictly to the financial rules and regulations framed by the government regarding purchases and procurements.
- Different purchase committees comprising three senior members are constituted to purchase the items as and when required. The purchases are made preferably from GEM (Government e-marketing) to maintain transparency. This purchase committee makes the required purchases by inviting quotations, comparing rates and approval of the same by the D.D.O/Principal and supply orders are given to the firm quoting the lowest rates. The items purchased are procured and entered in the stock register after physical verification through the committee so as to ensure effective and efficient utilization of the funds. Some items like computers, printers, fax, Xerox machines, Furniture and water coolers, which are directly sent by the Higher Education Department, are entered in the stock register.
- The College Bursar checks all the financial documents before payment of bills is approved by the

Principal.

- Audit of Govt. Grants are conducted by A.G. Haryana, and a report of the audit is available in this college office.

The details of the major sources of institutional receipts/funding/grants are given below:

- Funds in the form of specific grants are received from the Department of Higher Education, Govt. of Haryana.
-
  Fees and funds collected from the students are other sources of income for the institution.

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

.

To enhance the quality of the institution in all spheres, various quality assurance strategies initiated by The IQAC of the institution are as follows:

- All the faculty members are encouraged and supported to participate in Orientation, Refresher Courses, Workshops, Seminars and conferences related to the teacher-learning process and research.
- Teachers are also supported and encouraged to participate in examination evaluation processes.
- The local fund of the college provides poor and needy students with financial aid.
- The Transport Department, on the recommendation of the Principal, provides free transport facility to needy students.
- The IQAC also provides guidelines, internet access and verification processes for the students to get the post- Matric scholarships.
- The college also provides a platform for the students to participate in Intra-college/Inter-college debates, competitions, seminars, etc.

- The students are thoroughly aware of available services, like Library and Reading rooms, Hostels, Sports, Transportation, Healthcare, Internet facilities etc., and they actively use them.
- All the teachers are encouraged to use audio-visual teaching aids for effective teaching-learning processes.
- It has recommended a grant of senior scale/ selection grade/ Associate Professor (Level 13 A) promotion to the teachers of the college.
- IQAC encourages staff members to undertake research activities, publications and paper presentations in Seminars/Conferences to enhance the quality of teaching.
- IQAC recommended many development works like parking shade, botanical garden, installation of solar panels, rain harvesting system, etc.
- IQAC has prepared the institutional Development Plan as a roadmap for college development. The IQAC cell monitors online feedback from students about the college and teachers and analyses them as feedback for quality improvement.
- The IQAC conducted two internal training workshops on NEP as a resource building for implementing NEP from the next session.
- It encourages teachers to prepare lesson plans and organises extension lectures in the college to create a vibrant academic atmosphere.
- Regular meetings of IQAC are conducted under the chairmanship of the Principal with a fixed agenda, and suggestions are taken from all the members of IQAC for improvement and better implementation of the curriculum.
- Students and staff give feedback and suggestions on teaching and administrative performance through the Suggestion Box located on the college campus or through email to the Coordinator, IQAC.
- The IQAC has immensely contributed to implementing quality assurance strategies and processes at all levels.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equality is one of the critical challenges facing society today. The institute conducts regular gender equity promotion programs. 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. Guest speakers from the prominent fields are invited to speak on the given topic, highlighting women's importance and contribution to society.

The institute creates awareness among students about the gender imbalance in society and professional arenas for safety and security reasons. Being a women's institute, the safety and security of everyone on the campus are ensured. Gender equity is a way of life. The college encourages girls to participate in academic, cultural, sports, and social activities. The women empowerment cell organises various activities to sensitise and promote gender equity among students and staff.

Women Cell and Anti-Ragging Cell, Grievance Appeals and Redressal committee are established as per government norms. The college ensures that there is no ragging or sexual harassment on campus. Teachers perform proctorial duties throughout the campus area- rooms, corridors, labs, playground, library, outside the girls' 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 made aware the" Durga Shakti -App as per UGC guidelines. An anti-ragging Committee is formed. The students at the entry-level sign an affidavit and submit it to the University about non-involvement in ragging activities. The anti-ragging committee makes sure that there are no instances of ragging anywhere among the students. The college is committed to providing a safe environment for students aware of the said application.

There is a common room for girls students in the college for various activities such as poster making, speech, bhajan, etc., which the staff members monitor. There are separate washrooms for female teaching staff and students. There is an extensive library for studying. The college creates a healthy environment; and for this purpose a counselling cell is set up to benefit students. From time to time, girls are provided counselling, if they face any problems regarding their studies or other personal issues. The safety and security of all the students, teachers, non-teaching staff, and visitors to the college are always the priority. To ensure a safe campus and a secure environment, the college has a regular presence of a gatekeeper to maintain the record of the visiors. The college has an Anti-Ragging and Sexual Harassment Cell to deal with the problems. Separate bathrooms are for the male and female, teaching and non-teaching staff. Identity cards are issued to all the students.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Different sports and cultural activities organised inside the college promote harmony towards each other. To build a nation of youth who are noble in their attitude and morally responsible, the college organises and conducts several activities to develop and promote an environment for ethical, cultural, and spiritual values among the students and staff. To create emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus.

The college celebrates cultural and religious festivals like Diwali Mela Celebration, Holi Milan Celebration, Fresher's Party, Teacher's Day, Rally, Plantation, Youth Day, Women's Day, Yoga Day, and similar other activities are performed on the campus. Motivational lectures of eminent persons in the field are arranged for the all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built robust infrastructure for various sports activities for the physical development of the students. In this way, the college provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities. A dedicated teacher-mentor is assigned for outstation students. Teachers adopt a bi-lingual teaching mode to assist students with linguistic challenges wherever required. This helps students enhance their academic performance. To maintain linguistic importance, the Department of English maintains the language 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 developmental activities.

File Description	Document
Upload Additional 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

Clean and Green Campus

Objectives:

- To save human beings from the effects of environmental pollution
- To beautify the college campus, development and maintenance of lawns and greenery by planting saplings of trees and herbal plants
- To inculcate a sense of responsibility and community work among students and teachers
- To make proper utilization of human resources in the college
- To meet the scarcity of supporting staff
- To sensitize youth towards the maintenance of the ecological system
- To make the campus as pollution-free as possible

Context: Today, there is a great need for conservation. Because we are facing several environmental problems, the leading cause behind these problems is that human beings are consuming natural resources much quicker than they can be replenished. Pollution is becoming very serious day by day due to deforestation and urbanization. As the Government College for Women, Mahendergarh, is situated in a semi-dry area, it becomes a challenge to maintain the greenery in the college.

The Practice: Incharges of NSS units and other staff members motivate the students to join various extension activities as volunteers. These volunteers plant saplings, water plants and develop and maintain the lawns, putting in physical hard work. During the organization of camps and regular social service provided by NSS, the volunteers are free to make decisions on their own under the intelligent guidance of the coordinators of these extension activities for the maintenance of lawns and part of campus allotted to them.

Evidence of Success:

- Two lawns have been developed and maintained, which are proof of the hard work of students and staff members

- Sustained plantation
- A Botanical garden has been developed under the guidance of the Department of Botany.
- The college organizes regular tree plantation
- The college has preserved the existing flora and fauna within the campus
- Poster Making competitions on environmental themes to spread awareness about nature and natural resources
- Through NSS and Eco Club, students are made aware of the various environmental issues
- A mandatory course on environmental awareness at the B.A/B.Sc./B.Com level is taught

Problems Encountered and Resources Required:

While carrying out this practice, the following problems are encountered by the college:

- Green and Clean Campus initiatives are challenging, so they require determination and a long-term commitment from all the students and staff members
- The Green Campus initiative is a relatively expensive practice and needs expert advice and an investment of different resources.
- Sufficient human resources are needed to maintain green practices sustainably.
- Less awareness among the students and community towards environmental issues aggravates the problem levels.

Best Practice II

Value-Based Education

Objectives:

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

The Context: Our college aims to provide value-added education. Value-based education teaches highly values such as service, devotion, contentment, love, peace, truth, and wisdom in students' minds. The college has been shouldering the responsibility of providing it at the right time for students. The system enhances academic achievement and develops students' social and inter-personal 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 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 critical human values. We celebrate meditation and Yoga Day on the 21st of June every year. This creates awareness about the advantages of Yoga and meditation among the staff and the students.

Evidence of Success: The students, through the NSS, conduct awareness programs about the ill effects of Malaria, the importance of agriculture, water and energy conservation, blood donation campaigns, etc. When interacting with their community, they can identify ordinary people's problems. They gain practical knowledge out of the act. They spread love and trust and sometimes render materialistic help to people experiencing poverty and those in need. The rural areas around Mahendergarh conduct health awareness, rainwater harvesting, and cleanliness campaigns. The teaching and learning community is constantly in touch with society through these programs. 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, emotional, moral and spiritual, at 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 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 characterized by rampant change, cultural and religious diversity, dislocated families, and unemployment. Here, education can be a powerful device for inculcating values in students. The values can be incorporated into everyday classroom praxis. One of the significant challenges faced in this regard is to change students' mindsets from curriculum to community service. As the world speedily paces after worldly sophistication, the students of the present generation have been well-trained at home to compete with economic growth challenges. The morning assembly is vital in bringing all together physically and mentally. Verses from The Gita, the Bible and the Koran unite all irrespective of creed, caste, and religion.

File Description	Document
Best practices as hosted on the Institutional website	[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:

Women's Empowerment through Education

Introduction

Government College for Women, Mahendergarh, established in 1997, may boast of its pioneering work in gender equality and sensitisation of girl students to evolve themselves to become proactive participants in influencing the direction of positive social transformation. The genuine efforts of the institution in this direction and more than satisfying goals achieved to this effect make us feel a sense of satisfaction that the institution has succeeded in discharging its duties in the best possible manner in making the girl students self-confident, employable, educated and harbinger of change in the society.

Mahendergarh

Mahendergarh, a small town of South Haryana, is still labelled as a backwards district despite being a district since Haryana came into existence on 1st 1966. Most of the girl students who choose Govt. College for Women, Mahendergarh, as their Alma Mater, came from rural areas and belonged to disadvantaged and marginalised groups.

Gender Disparity and Reservation

Fully aware of their rural and socio-economic background, the college has a robust Institutional mechanism to actualise its goals of gender equality and works ceaselessly to mitigate gender disparity. The college starts its pivotal role of mitigating gender disparity by offering reservation in admissions to U.G./P.G. classes to students belonging to SC/OBC/PH and EWS Categories. At the very start of the academic session, the girl-students, through orientation and Induction Programmes, are familiarised with the different cells and Activities undertaken in the college. Such programmes instil confidence in the newcomers and prepare a perfect Platform for them to choose activities of their preference to further the cause of holistic development.

Earn While You Learn Scheme

Earning while learning mechanism is another vital tool for the girl-students to empower themselves. The college administration provides opportunities to about 40 students every year to work for an hour daily in the different depts./offices and apart from familiarising them with the work culture of the offices/depts which will stand them in good stead when they will work under their prospective employees, also brings in them a sense of financial independence-a sense that they are employable and may earn their livelihood with pride and dignity.

Providing financial assistance to the poor and needy students from SC and OBC categories is another critical measure the institution took to empire the girl students. A financial aid of 14000including 2000

for books) is provided to every SC candidate employer seeking admission to various UG/PG courses available in the college, while financial assistance in the form of a stipend to the true of 8000(9) per student per year is offered to the eligible OBC students. Another essential feature adopted by the institution to bring about gender equality is waiving tuition fees for UG students. From 2023-24 onwards, this facility has been extended to all PG students, irrespective of their income category.   A significant hurdle the girl students face, most of them hailing from rural areas, is the cost of commutation from their homes to the college. To address this problem and mitigate their travelling expense, a bus-pass facility is provided to the girl students, and almost 70% of girls are availing themselves of this facility.

The college makes the girl-students familiar with the existing laws and remedies available to them from all types of exploitation, whether physical, sexual, economic or caste and gender-based. The legal cell of the college keeps on holding. In seminars, eminent lawyers are invited to impart the girl-students' legal knowledge that can be used to thwart any exploitation. Through such workshops, they are also sensitised towards female-facticide, anti-dowry, and domestic violence laws. Competitions are also held under the aegis of the legal cell to strengthen their awareness of their rights.

Cultural Activities

The institution also holds Talents as a suitable platform to showcase their talents. The cultural activities hosted by the college and teams sent by it to different colleges for the participation of girl-students in cultural activities help them ward off their inhibitions and open new vistas for them. Such activities add a new dimension to their personality, enhancing their vibrancy and zestfulness. Different clubs have been formed in the college, and various activities viz. yoga, theatres. Mushayira, subject quizzes, etc., are connected to tap and bolster their hidden potential.

Vocational and Self Defence Training

Apart from the activities mentioned above/measures taken by the college in the direction of women's empowerment and gender sensitisation, the proactive role of the college's women's cell is exemplary. The women's cell of the college organises "Self-defence Training classes" to infuse a sense of security among the girl students. The training and tips imparted to them during their classes help the girls thwart eve-teasing attempts of the rogues. Another significant initiative in the direction of women's empowerment taken by the women's cell pertains to organising tailoring and Soft toy-making classes. These workshops help the girl-students learn new skills which will prove handy to them to become self-reliant. The cell also arranges lectures of specialists such as gynaecologists and skin specialists to sensitise them about the various health issues relating to the menstruation period, slain diseases, etc. The cell also ensures that vending machines and interceptors work efficiently, and the tendency of using uncless clothes during the musteration cycles by some of the girl-students belonging to rural and marginalised groups is curbed. With the help of specialist doctors and NGOs, the girl-students are also motivated to shun fart foods and adopt-healthy and nutritious diets. By organising Yoga classes and with the help of psychologists, the students' Physical, spiritual and mental aspects are addressed.

Mentoring

Mentoring benefits all students. For some students who may be experiencing social isolation, mentoring can be a much-needed emotional and social support. For other students experiencing academic challenges, it can be an effective strategy for building a new or renewed love of learning and literacy. The college has assigned duties for the teachers as Mentors for a specific group.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Our Institute has a vibrant academic environment in which girl students, mainly from SC/BC and economically disadvantaged sections, get quality education in an atmosphere of safety and security. The college has well-qualified and dedicated staff who try to inculcate cultural and social values into their students.

The college is facilitated with the following:

- Tobacco Free Campus
- Ban on Single Use Plastic
- Free from Ragging Activities
- Adoption of Trees by the Students
- Dedicated Help Desk during Admissions
- AC Fitted Girls Common Room
- Open Gym Facility
- Sanitary Pads Vending Machine and Incinerators
- Besides, the Women Cell of the college takes sincere initiatives in making the girl students self-reliant and financially independent. Sensing the limited number of jobs available in both government and private sectors, the focus of the Women Cell is also to conduct skill trainings like tailoring, painting and soft toys making for the students. Special classes and workshops are organised annually to train students in this regard. The skills acquired thus will prove handy to them to start their own ventures to earn their livelihood.

Concluding Remarks :

Government College for Women, Mahendergarh, needs to be recognized as an institution providing valuable service to girl students of the rural area. With its base in the educationally backward area of South Haryana, the college offers quality and affordable education to rural girl students who may not have sufficient resources to take admissions in big cities and may have to discontinue their education. The college provides safety and an amiable ambience to these students and inculcates in them a vision for their future. The college has been developed into a P.G. college dedicated to aligning value-based education with the latest developments in academic areas through its enthusiastic, committed, and hard-working staff.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>607</td><td>589</td><td>550</td><td>626</td><td>522</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>607</td><td>589</td><td>550</td><td>626</td><td>522</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 197 Answer after DVV Verification: 126 Remark : One student involved in multiple field works and/or project work and/or internship in the same academic session has been counted as one. Hence, Number of students undertaking project work/field work / internships Updated
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>509</td><td>509</td><td>509</td><td>509</td><td>424</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>441</td><td>449</td><td>449</td><td>464</td><td>388</td></tr></table>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
509	509	509	509	424

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
575	575	575	575	480

Remark : Value updated as per data template/attachments

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

2.4.1.1. Number of sanctioned posts year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	68	30	30	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
64	31	31	36	32

Remark : Exclude Physical Education, number of sanctioned posts updated

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2.4.2 | *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	34	37	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	32	35	33

Remark : Value updated as per teachers available with HEI

2.6.3	**Pass percentage of Students during last five years (excluding backlog students)**
	2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
235	473	388	347	496

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
235	473	388	347	496

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

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)*
	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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	9.5	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	9.5	0

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	8	10	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

| 0 | 2 | 5 | 3 | 1 |

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*
	3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	13	4	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification : 6
	Answer After DVV Verification :2

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

| 23.5 | 15.3 | 5.3 | 17.8 | 3.2 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.89	9.00	0.89	20.26	00

Remark : Values updated as per attachment

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 156 Answer after DVV Verification: 146

4.4.1 — *Percentage expenditure incurred on maintenance of physical facilities 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:

2022-23	2021-22	2020-21	2019-20	2018-19
14.3	6.7	0	3.9	19.5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	8	0	20

5.1.1 — *Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

    5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1060	1225	937	877	1010

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

09-11-2023 11:13:28

1035	1225	937	877	1010

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
379	100	150	100	427

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
379	100	150	100	427

5.1.4 *The institution adopts the following for 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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66	53	36	53	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	1	3	1

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
199	473	388	347	424

	Answer After DVV Verification : 	2022-23	2021-22	2020-21	2019-20	2018-19
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235	473	388	347	496	 Remark : Values updated as per supporting documents of outgoing students placed and / or progressed to higher education provided by HEI
5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years* 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
18	9	11	8	10 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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2	0	2	2	3	 Remark : Values updated as per supporting documents of students qualifying provided by HEI
5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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10	1	0	5	7 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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5	1	0	5	4	
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	17	0	69	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	0	8	7

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	4	6	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	3	5	2

6.3.3.2. Number of non-teaching staff year wise during the last five years
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 42 Answer after DVV Verification : 41
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: Answer After DVV Verification:
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

Under 1.2 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	34	37	32

Under 1.2 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	35	37	33

Under 2.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37.8	35.8	21.88	24.7	51.65

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39.76	55.86	57.17	66.65	54.30