



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

K.M.GOV.T.COLLEGE,NARWANA

K.M.GOV.T. COLLEGE, NARWANA PATIALA ROAD, NARWANA JIND

126116

kmgcnarwana.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introductory Note

Kamala Memorial Government College, Narwana (KMGC) is one of the leading institutions in the area of higher education. It was established in 1966 and initially known as *Kamala Memorial College* which was a private institute located at Patram Nagar in Narwana. It started its journey from a Public Dharamshala with B.A. programme and an enrollment of 200 students under the affiliation of Kurukshetra University, Kurukshetra (Haryana). Later, on August 1, 1979 the Government of Haryana took over it and laid the foundation stone for the current building. The name of the college was also re-coined and it came to be known as *Kamala Memorial Government College, Narwana (KMGC)* after one of the pioneers of the Indian freedom movement. It took, with this historical event, the challenging and almost impossible task to educate the girls along with boys when unbridle taboos and traditional evils were prevailing in this rural area.

The institution is well connected by public transport systems like the Roadways and the Railways. It has a sprawling campus with excellent infrastructure. The Library, an infrastructural pride of KMGC, is fully-computerized and has a well stocked collection. The well secured boundary of the college encompasses around 15 acres of land including a sprawling sports field and a clean manicured green zone that boasts of a mini-section of medicinal plants and herbs and a bonsai section. CCTV cameras add to the security of the premises of the college. With the passage of time, its unprecedented progress strengthened the strings of education by adding new Courses & Programmes according to the increasing demands of higher education.

Eventually, in 2003 it got grade “B”, on the basis of its excellent bearing of social responsibilities and gaining the quality in teaching-learning system, through its first cycle of NAAC accreditation. At present, the college is running under the affiliation of Chaudhari Ranbir Singh University, Jind. It provides the best knowledge on socio-political issues to develop critical thinking, analytical skill and inculcate the value system and ethics in the students.

Vision

“Building the nation and the society through providing total, integrated and trans-cultural quality education and to be the global front runner in value education & nurturing talent in which modernity blends with tradition and women empowerment.”

Mission

“To provide education at all levels in all disciplines of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals, but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong, and yearning for perfection and imbibe attributes of courage of conviction and action.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The core philosophy of the college is to impart value education and empower the students so that they can create a niche for themselves in all areas of life. In its fifty four years of service to the society, the college has endeavored to aware the people about the benefits of higher education. Inclusiveness is an inseparable value for the institution. This is done through innovative methods of teaching, with emphasis on thinking, knowing, and cultivating in our students a sense of curiosity and a passion for questioning.

The college encourages students' involvement in the functioning of the college. Time to time, IQAC takes suggestions from the students for the betterment of teaching-learning process, friendly environment, burning issues related to safety of girls, ragging etc. By long pondering on suggestions, some of them have been implemented for the harmonious relationship among the students.

The faculty plays an active and decisive role in the functioning of the institution. All the functions of college are performed painstakingly through its various committees that ensure the effectiveness of planning and delivery of curriculum. The senior most teachers of the college form the College Council that deals with salient issues related to the institution. The college is constantly upgrading its infrastructure to keep up with newer pedagogical demands. The college has adequate sports facility with a playground, a football ground, athletics track and a boxing ring. Some of the other strengths are:

1. Regular classes.
2. Effective use of ICT in teaching-learning activities.
3. Exposure to communication skills through English Language Lab.
4. Active and vibrant Women Cell for gender sensitization and women related issues & Placement and Guidance cell for preparing students for future career.
5. Good performance of college in academics, sports and in the field of cultural and other extra-curricular activities.
6. Good team of well qualified and dedicated teachers.
7. Wide reach of extension activities by NCC/NSS volunteers.
8. Involvement of students' in key activities of the college.

Institutional Weakness

Skewed awareness and misconceptions among the general public about the real and radical nature of education leads students to engage themselves in enormous struggle for identity and growth. However, we strive ceaselessly to move ahead. Private colleges attract multitudinous applications for limited number of seats and

get the cream. Continuously increasing diversity of students coupled with a huge admission process poses a challenge for selecting students with proper temperament. Lack of adequate number of permanent faculty increases the workload and administrative responsibilities of the regular faculty. The stagnation in permanent appointments affects the dynamics of the departments and impedes the professional growth of the discipline. Being bound to the directions of the affiliated university, the college lacks flexibility in the development of independent curricular. In fact, the college entertains the pedagogical strategies which are developed by the university. Lack of infrastructure is a major problem for the college. The enrolment of the students is increasing year by year, although new blocks and rooms have been added time to time, still there is a substantial lack of rooms.

The following are also weaknesses of the college:

1. Students from rural background
2. Infrastructure not according to the increasing demands
3. Frequent transfers in the mid-session of the permanent faculty
4. No autonomy to incorporate changes in the syllabus

Institutional Opportunity

1. There is an Opportunity to further enhance the academic standards of the college given the potential of its students and the faculty.
1. Introduction of more Certificate courses to increase the employability of students.
2. In the coming years, we seek to utilize the expertise of the faculty members in formulating value added courses and use of ICT based course transaction.
3. Preparing students according to job requirements.
4. Providing infrastructure according to the increasing demands.
5. Providing research orientation to students and teachers along with regular teaching.
6. Giving students in more number an interface with soft skills and computer proficiency.

Institutional Challenge

1. Bringing about infrastructural development and teaching aids with inadequate resources.
2. Completion of courses within the given time frame of the semester system considering the vastness of the syllabus of the undergraduate courses.
3. Following an inclusive policy while keeping intact the interest of other students with diverse

- background and diverse needs and maintain the standards of teaching learning at the same time.
4. Timely Completion of infrastructural works despite quick decisions and approvals due to delay by Government building agencies like PWD.
 5. Improving connectivity to the college in the absence of public transport facility.
 6. Recruitment of permanent faculty (teaching as well as non-teaching)

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The institution has a robust system of curriculum (framed by Chaudhari Ranbir Singh University) delivery and implementation by a planned and coordinated manner involving the faculty and statutory bodies of the college. The respective departments, the Staff Council committees (Work Load, Time Table, and Infrastructure Committees so on) coordinate to meet the pedagogical and infrastructural requirements of the curriculum. Books and online reading materials are provided to the students through institutional and individual efforts. Students are also exposed to practical experiences through educational tours and excursions, field projects/ internships and heritage walks. Committees help time to time in widening the knowledge horizon of the students.

The diverse knowledge of the faculty has proved to be helpful in enriching the curriculum through offering specific topics on cross cutting issues like gender, environment and professional ethics. Feedback on curriculum is collected from the students, teachers and parents. This feedback is also taken into consideration by faculty members and they make the possible efforts to improve and for the betterment of the teaching-learning process.

Teaching-learning and Evaluation

Students, belonging to different social and economic background, are admitted according to the rules of Government. In addition, the college admission committee makes extra efforts to elicit response from students of these categories for admissions in a transparent manner. Advanced and slow learners are identified through internal evaluation mechanisms (tests, presentations etc.) and efforts (individual and institutional) are made to meet their specific academic needs. Remedial classes, group projects and encouragement to participate in curricular and extra-curricular activities help in integrating students of varying abilities. Special care is taken by the teachers to incorporate recent researches in their lectures which are disseminated to the students through traditional (chalk and talk) as well as recent ICT based methodologies. Experiential and participative learning through field work, innovation projects, science exhibition, heritage walks, film screening etc. supplement the effectiveness in quality education. Gender specific courses and activities infuse gender sensitivity. The learning outcome is assessed through a regular and transparent internal evaluation process which includes class tests, class presentations and assignments.

A formal student feedback system enables the institution to measure the level of satisfaction of the students with regard to teaching; library, laboratory, canteen and sports facilities and infrastructure. This has enabled the

Internal Quality Assurance Cell (IQAC) of the college to chalk out an action plan for quality improvement of the college.

Research, Innovations and Extension

The college infrastructure is technologically equipped to promote research. Teachers are granted Duty/Study leave to attend conferences/seminars and for pursuing research within the framework of rules and regulations laid down by university. The research work of the college faculty is published in several national and international journals. Faculty members also collaborate and establish linkages with various institutions and industries for arranging field trips, institutional tours and seminars/conferences.

Innovations are encouraged through providing a platform to students to come up with innovative ideas with award for best among these as an incentive. The college gives an opportunity to students of various programmes and courses to enrich their entrepreneurial skills.

The various extension programme undertaken by the institution with the help of NCC and NSS units of the college include - Blood Donation Camps, Campaign against Drug addiction, Swachh Bharat Abhiyaan, Voters Awareness Camp Road Safety etc.

Infrastructure and Learning Resources

The college has adequate infrastructural resources for smooth teaching-learning, extra-curricular and administrative activities. Class rooms have proper lighting, ventilation and seating facilities. For science and commerce students, laboratories are well equipped with latest equipment and software. The Infrastructure Committee, in consultation with the departments and students, plan and make an annual budget for purchase/replacement of equipment out of the grants received from UGC & state govt.. The computerized library of the college has about 44000 books and newspaper to meet the academic needs of the students. Some class rooms are ICT enabled facilitating the faculty to use recent pedagogical methods.

College has a conference room equipped with modern audio and visual equipment, a seminar hall and a recently renovated staff room. Generators have been installed for uninterrupted power supply. The college also has a medical room facility for First Aid.

Student Support and Progression

The college has various mechanisms (Staff Council Committees) for student support. Fee Concession and Student Aid Fund Committee provides financial assistance to the needy students. Necessary assistance is given to the students involved in research innovation projects for presenting their work in workshops and exhibitions at various levels. Internal Complaints Committee, Student Grievance Redressal Committee and Women Cell address problems faced by the students. An active placement cell provides career guidance and placement opportunities through competence building workshops, campus interviews and internship fairs.

A large numbers of students join higher studies after graduating from this college and few students directly take up employment assignments. The faculty guidance both through informal and formal ways plays a crucial role in student progression. Several sports, NSS, NCC and other co-curricular activities are organized by the college to promote overall development of students from diverse socio-economic and cultural backgrounds. An English Language Lab has also been established in the college to develop communication skills in students so that they can compete better in the employment market. College alumni have been contributing regularly through lectures, judging and guiding events and continuously visit apart from contributing in overall corporate life of the college.

Governance, Leadership and Management

The governance, leadership and management of College are closely bound together. The chain of command is well defined and integrated for smooth execution of decisions. Equal participation of every staff member ensures the democratic decision. This helps in realizing the stated vision and mission. The decisions of the Principal and Staff Council Committees are also communicated to students to ensure transparency.

The faculty is encouraged to join Refresher/Orientation and FDPs to enrich their knowledge and skills. Non-teaching staff is also sent for training to improve administrative efficiency. Performance appraisal of the staff is guided by state govt. rules and regulations. There is an elaborate structure of both fund and resources mobilization and its utilization with documented proof of every initiative undertaken. An annual external audit ensures that the college adheres to General Financial Rules with respect to income and expenditure. IQAC is another important accountability and monitoring apparatus for an effective manifestation of policies of the college.

Institutional Values and Best Practices

The college puts its thrust on being inclusive without compromising on quality of Teaching-Learning process. The college has emphatically addressed environmental, social and gender issues in its endeavor to sensitize the students on a regular basis. Organic linkages with outside world have also been established. Blood Donation is one of the best practices followed by the college. The prime aim of education is to develop a student into a well cultured and civilized human being who is well aware about his/her responsibilities to his/her society and country. The neighbourhood residents especially the marginalized group, were addressed on health issues like tuberculosis awareness and other disease which burst due to carelessness. Shopkeepers of the nearby market are also made aware about the types and the advantages of digital payments through campaign. Tree Plantation is one of the best practices followed by the college. As ours is a faith that the surrounding atmosphere contribute a lot in the development of an individual, we take it as a mission to make the surrounding environment lush green and healthy. Environmental concerns have been addressed by installing rain water harvesting and segregation of waste. Equal participation of both girls and boys is an honest attempt on the part of the college to promote gender equity.

The establishment and functioning of the various committees of the college can be cited as among the 'Best Practice'. Although UGC mandated, the college has modified them and widened their scope to include several

students of the marginalized sections of the society. Awareness about their rights has been brought about through seminars on Mahatma Jyoti Bhai Phule, Dr. Ambedkar and other social reformers. Registrations have been done covering students across departments. The regular analysis of the students is also a mechanism to identify academic and other issues enabling the institution to draw a customized plan for their development. A comparative informal survey across colleges known as PARYAAS conducted by Govt. of Haryana has brought out uniqueness of this institution with respect to educational and cultural inclusivity.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | K.M.GOV.T.COLLEGE,NARWANA |
| Address | K.M.Govt. College, Narwana PATIALA ROAD, NARWANA JIND |
| City | NARWANA |
| State | Haryana |
| Pin | 126116 |
| Website | kmgcnarwana.org |

| Contacts for Communication | | | | | |
|----------------------------|---------------|-------------------------|------------|-----|----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Krishan Kumar | 01684-341285 | 9416108134 | - | gc.narwana@gmail.com |
| IQAC / CIQA coordinator | Ram Bhagat | 01684-241385 | 9671983010 | - | gc.narwana@gmail.com |

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

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

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

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-1966 |

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

| State | University name | Document |
|---------|-----------------------------------|-------------------------------|
| Haryana | Chaudhary Ranbir Singh University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 01-05-1970 | View Document |
| 12B of UGC | 01-06-1977 | 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 | | | | |

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

Recognitions

| | |
|---|------------|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | Yes |
| If yes, name of the agency | PARYAAS |
| Date of recognition | 18-11-2019 |

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | K.M.Govt. College, Narwana PATIALA ROAD, NARWANA JIND | Urban | 14.95 | 24300 |

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 | BSc,Ug | 36 | Twelfth Pass | English | 40 | 32 |
| UG | BA,Ug | 36 | Twelfth Pass | Hindi | 485 | 485 |
| UG | BCA,Ug | 36 | Twelfth Pass | English | 40 | 35 |
| UG | BBA,Ug | 36 | Twelfth Pass | Hindi | 40 | 0 |
| UG | BSc,Ug | 36 | Twelfth Pass | English | 120 | 94 |
| UG | BCom,Ug | 36 | Twelfth Pass | Hindi | 160 | 159 |
| UG | BA,Ug | 36 | Twelfth Pass | English | 40 | 40 |
| UG | BTTM,Ug | 36 | Twelfth Pass | Hindi | 40 | 39 |
| UG | BSc,Ug | 36 | Twelfth Pass | English | 60 | 60 |
| PG | MA,Pg | 24 | Graduation | Hindi | 40 | 40 |
| PG | MA,Pg | 24 | Graduation | English | 40 | 38 |

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 | | | | 70 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 20 | 0 | 46 |
| Yet to Recruit | 0 | | | | 0 | | | | 24 | | | |
| 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 | | | | 35 |
| Recruited | 16 | 3 | 0 | 19 |
| Yet to Recruit | | | | 16 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 1 | 2 | 0 | 5 | 2 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 6 | 0 | 0 | 4 | 3 | 0 | 13 |
| PG | 0 | 0 | 0 | 2 | 0 | 0 | 8 | 13 | 0 | 23 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 3 | 0 | 11 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 7 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 13 | 0 | 22 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 1434 | 0 | 0 | 0 | 1434 |
| | Female | 1304 | 0 | 0 | 0 | 1304 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 65 | 0 | 0 | 0 | 65 |
| | Female | 109 | 0 | 0 | 0 | 109 |
| | 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 | 428 | 418 | 468 | 457 |
| | Female | 252 | 265 | 247 | 268 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 309 | 340 | 344 | 357 |
| | Female | 154 | 243 | 281 | 289 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 902 | 980 | 935 | 878 |
| | Female | 694 | 689 | 791 | 886 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 328 | 199 | 170 | 48 |
| | Female | 169 | 82 | 70 | 19 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 3236 | 3216 | 3306 | 3202 |

Extended Profile

1 Program

1.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 329 | 323 | 307 | 291 | 279 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 8 | 8 |

2 Students

2.1

Number of students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 3202 | 3306 | 3216 | 3236 | 3071 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 597 | 602 | 872 | 835 | 841 |

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

2.3

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1045 | 832 | 923 | 840 | 722 |

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

3 Teachers

3.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 78 | 87 | 25 | 26 | 28 |

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

3.2

Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 70 | 70 | 70 | 60 | 60 |

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

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 38

4.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 61.01 | 161.88 | 157.78 | 30.26 | 42.80 |

4.3

Number of Computers

Response: 129

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Delivery of quality education is the apex aim of the institution. It can be achieved only through well planned process of curriculum delivery. So, before the beginning of the academic session, the institution obtains a detailed academic calendar from the affiliated University. It follows the calendar pertaining the admissions and examinations of odd and even semester. The calendar is also followed for vacations at both UG and PG level. Strict implementation of curriculum provided by the university is ensured by the Internal Quality Assurance Cell (IQAC). As directed by the University, all the heads of the departments instruct their faculty members to prepare their lesson plan along with extra co-curricular activities. Our Principal calls a staff council meeting before the commencement of new academic session for discussing the issues related to admission process, teaching plan, and time-table so forth. The principal directs all the teachers to take their classes on time.

Interactive sessions with students and with their guardians are held to identify the burning issues that make them weak in the study. Therefore, special attention is paid to weak students for their favourable results. Meritorious students are also supported to help them to get places in top students' list of the University. Sports and Cultural activities are well planned in advance by the in-charges. Our dedicated staff establish congenial culture with students and help them out in all ways. All teaching staff members are dedicated and give their full attention to complete and cover all topics of the syllabus.

To achieve the purpose of effective teaching-learning process, lecture method, discussion method and demonstration method are used. Besides these methods, along with traditional chalk and talk method, power-point slides are also used. Orientation programme is organised every year for newly admitted students to make them aware about the mechanism for the curriculum delivery and implementation. Students are directed to prepare presentations on important topics. Teachers encourage students to ask questions and try to satisfy their queries invariably.

Our teaching staff uses ICT tools for more clarifications of some of the important topics. Quiz's, models and chart making competitions are organised time to time to increase the analytical capacities of the students. Tutorial-classes are also held in some departments within class routine hours. Students are motivated to participate in inter-college and inter-university level competitions. Field tours are also organized by various departments like BTM, BBA and faculty of Science to ensure the comprehensive understanding of the topic.

The college provides all the basic facilities including well equipped laboratories, well stocked library, sports facilities for effective curriculum delivery and takes every needful action to create a supportive and congenial atmosphere. In whole, the institution works like a team to achieve the optimum level in effective curriculum delivery and provide quality education.

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

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

Response:

The progress of teaching learning process can be judged only through a well planned evaluation system. Here in the case of our institution, it is decided basically by the affiliating University. We adhere to the calendar of the University for the conduct of evaluation activities. The University handles the examinations at the end of each semester. But we cannot evaluate the students merely through an examination at the end of the session.

To judge them more appropriately the University directs the affiliating institutions to handle continuous internal evaluations. As directed by the University, the institution further directs the faculty to handle a written test during each semester. Besides, a direction to prepare two assignments by each student during each semester is also given as a part of continuous internal evaluation.

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

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

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

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**Response:** 0**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.****File Description****Document**

Institutional data in prescribed format

[View Document](#)**1.2.2 Number of Add on /Certificate programs offered during the last five years****Response:** 0**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

List of Add on /Certificate programs

[View Document](#)**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 0**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Details of the students enrolled in Subjects related to certificate/Add-on programs

[View Document](#)**1.3 Curriculum Enrichment**

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

Response:

The aim of the institution is to create a good human being. This is possible through a quality -education which includes all the cross-cutting issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics etc. These issues are included in the curriculum of different courses. Beside curricular activities, these values are inculcated in the students through co-curricular activities. In this field many different committees, cells and units works to achieve the desired results. Some of these are NSS, NCC, Legal Cell, Women Cell, Cultural Committee etc. These cells organize different activities and programs which aware the students about the burning and valuable issues.

Man is a social animal. It is the society and educational institution which convert a human being into a social being. Without human values a man is just like an animal. So it is the prime objectives of the institution to develop human values in its students. The curriculum of different subjects includes the study material which generates these values in the students.

The college strives to generate professional ethics in its students emphasising that a person without professional ethics cannot achieve a dignified place in the field of his work. They must follow some code of ethics in their particular field. They are made to realize that the aim of working is not merely to earn money, but to maintain the basic standard of the particular field. It is done through class room teaching as well as through co-curricular activities.

The issue of gender is also covered thoroughly in the teaching-learning process. As gender discrimination is the universal problem, so the institution tries to eradicate it through diversified manners. The topic related to the issue is the part of most of the courses taught in the college. Basically co-education system of the college itself puts an example of gender equality. Besides, NSS, NCC, Cultural Committee, Women Cell, etc organize various activities and programs to promote a sense of gender-equality.

Environment and sustainability is also one of the cross cutting issues of modern world and is the prime target for an educational institution. Same is the case here. Our institution makes countinuous efforts in this field. Besides the part of syllabus of different courses, the subject of Environment Study is taught separately in the college and it is compulsory for all the students to pass the exam of this subject to obtain the degree after completion of the course. We make the students to understand the importance of healthy environment. They are alerted about the limitation of it. The concept of renewable as well as non-renewable recourses is also clarified to them, so that they can contribute to sustainable development and preserve the environment for coming generations.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**Response:** 1.31**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 4 | 4 | 4 | 4 | 4 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 5.5**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 176

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: B. Any 3 of the above

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

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

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

Response: B. Feedback collected, analysed and action has been taken

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.18

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1247 | 1299 | 1329 | 1354 | 1317 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1401 | 1417 | 1465 | 1405 | 1414 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 91.86

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 583 | 550 | 613 | 838 | 838 |

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

All the institutions have students with diversified levels of learning. Some of them are slow learners but others are advanced learners. Our institution uses many different methods to assess the level of students, so that teaching-learning process can be organized as per their levels. Some of the methods to assess the learning level of the students are as follows:

- On the basis of previous result
- Observation of student during lecture hours and laboratory work
- On the basis of internal assessment tests
- On the basis of assignments
- On the basis of oral presentations in the class

The purpose of above analysis is to divide the students into groups on the basis of their learning capacities. Generally, two groups are consisted, one for the advanced learners and other for the slow learners. After the division, different activities are organized as per requirements of the group. Some of the activities organized for the slow learners are:

- Group study is encouraged with the help of advanced learners
- Extra classes are held for weaker students
- Students are motivated to attend the classes regularly
- Slow learners are encouraged to ask questions in the class
- They are taught through the smart class rooms

Similarly, some special activities and programmes are organized for advanced learners. They are encouraged by organizing prize distribution functions. University toppers are invited for flag hoisting and unfurling on the occasions of Independence Day and Republic Day. All faculty members maintain harmonious relation with students. All students are divided into different groups called mentor groups and every group is assigned to a mentor. Moreover, the mentor organizes a meeting of the mentor group regularly. It is helpful and useful for the better interaction between teacher and taught.

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

Response: 41:1

2.3 Teaching- Learning Process

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

Response:

Every person has a unique personality. Similarly the learning process of every student is something different from others. So the teacher has to adopt different methods to cater to the needs of all the students of the class. The faculty of our institution also adopts various teaching methods for this purpose. These include lecture method, group discussion, Interactive method, debates, Power Point Presentation, Experiential Method and Case Study Method etc.

- **Lecture Method:** This method is commonly used by every staff member to explain different topics of the syllabus. Generally, Black Board and White Board are used to explain various topics. Besides, the teacher takes the help of diagrams and other audio-visual aids. This method is suitable to explain the topics to cover a wide and lengthy syllabus. The topics discussed through this method are descriptive and narrative.
- **Group Discussion Method:** To encourage the maximum involvements of the students, group discussion method is used in the institution. The students are divided into different groups and a topic is given to be discussed among them. In this method, the students of a particular group discuss the idea within the group, and then share it with other groups. In this manner the students try to find out the most suitable information about the given topic.
- **Interactive Method:** Teaching learning process can be made more interesting and student centric through Interactive method. The students get maximum involvement in this method. They can satisfy their query side by side. Besides, quiz, news analysis and debates are held on various topics related to the syllabus.
- **Power Point Presentation:** Some of the complicated topics are taught through power point presentation (PPT). The teacher prepares different slides which helps to highlight the main points of the topic. It helps the students to understand the topic in a better way.
- **Experiential Learning:** This method is used to help the students to learn the topic and concept in a comprehensive manner. The students are provided opportunity of learning by doing. For this purpose the students are taken to laboratories, library and on field tours. Through this method the students get a chance to get firsthand knowledge of the respective field.

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

Response:

In the past, every institution had been using the traditional methods of teaching-learning. But now, the time has changed. It is the time of information technology. Same is the case with the process of teaching and learning. It has become necessary for the faculty too to adopt these tools to make the process fruitful. The faculty of institution makes full use of this technique. For this purpose, the college has adequate infrastructure such as five smart class rooms where the teachers meet with need of students through interactive based learning technique. Besides it, we have five computer laboratories in which the students get additional knowledge with the help of internet facilities. It helps them to get the answers for their unsolved problems easily. Through these facilities, they have the chances to link themselves with the global body of knowledge. We have the facility of two leased circuit of ten mbps and two mbps for wireless LAN and video conferencing purpose respectively, which helps the students to access the contents in a feasible manner. In addition to it, the teachers prepare PPTs on various topic related to their subjects to inject the irrefutable knowledge in a comprehensive manner. To accomplish the purpose of modern time,

we have 140 computers, four Xerox machine, one magic studio and 15 printers.

| File Description | Document |
|---|-------------------------------|
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

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

Response: 47:1

2.3.3.1 Number of mentors

Response: 68

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

2.4 Teacher Profile and Quality

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

Response: 72.29

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

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

Response: 18.91

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 12 | 13 | 05 | 05 | 07 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

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

Response: 4.79

2.4.3.1 Total experience of full-time teachers

Response: 374

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |

2.5 Evaluation Process and Reforms

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

Response:

Evaluation process is the integral part of the teaching learning process. Its process must be transparent to get the required result. It is necessary to increase the faith of the students in the evaluation process. Subsequently, they will try heartily to grow up to the level of expectations. That is why the institution has adopted transparent and robust mechanism of internal assessment. The criteria of internal assessment are fixed by the affiliating university. The institution follows the same criteria of internal assessment and implements it in an unbiased and transparent manner. For this purpose, the registrar office of the college issues a notice to handle the internal assessment tests and get the assignment completed in a given time and duration. So, some of the patterns of internal assessment followed by the institution are as:

- Assignment: As per the directions issued by the office, the students are instructed to prepare two assignments on the given topic of the subject. The students gather the information regarding the topic through their own physical and mental efforts. These assignments are evaluated by the concerned teacher which helps to judge the learning level of the students.

- **Class Test:** Besides assignments the students are directed to prepare for a class test for their internal evaluation. The office issues a notice for the conduct of these tests in a given duration of time. The concerned teacher fixes a date to conduct the test in the class. On the basis of the evaluation of these tests the learning level of the students is judged.
- **Attendance:** The attendance of the students in the class is also given due credit in the process of internal evaluation. For this purpose, every teacher keeps a record of the attendance of the students in their respective register. It helps to encourage the maximum participation of the students in the class.

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

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

Response:

The institution always tries to maintain transparency in its affairs. Same is the case with internal examination related matters. It has a mechanism to deal with the grievances related to internal examination in a transparent and efficient manner. The Grievance Cell of the college handles these cases. If there is any grievance related to internal examination, the students are free to approach the Cell for its solution. The Cell removes such grievances with satisfactory and transparent manner. All the complaints and grievances (if any) are dealt efficiently and timely. To minimize the number of grievances about the Internal Assessment, the evaluated answer books and assignments are shown to the students. Similarly, attendance records of the students are also exhibited to students, so that they can improve their presence in the class. In addition to it, the assessment of the students is displayed on the notice board before its final submission to the university. If there is any grievance regarding the assessment, students can meet the concerned teacher individually. If the student is not satisfied with the clarification of the concerned teacher, he or she can raise the grievance before the Cell. The Cell is bound to resolve the grievance in a fast and transparent manner.

2.6 Student Performance and Learning Outcomes

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

Response:

The outcomes of the programs and courses are well communicated to the teachers and the students. They come to know that there are great career opportunities after completion of the programmes and courses offered by KM Govt College Narwana. In the College, teachers give the shape to the abilities and strength

of the students so that they can achieve their goals easily. Moreover, a special focus is done on the practical aspect of the study to sharp the skills that help them in their career growth.

Besides, they are well awared that they will have opportunity to go for UPSC and become an IAS or IPS officer. There will also be opportunities to join other administrative services like HCS and the allied. After graduation they can choose either for teaching in school or proceed their studies for post-graduation and join higher education as an assistant professor.

The students of B.Com and BBA are equipped with knowledge and skills in the field of accounts and business management. Consequently, they become competent to enter in related field and achieve their respective goals. Moreover, they can continue their studies and do post-graduation and doctorate in the related stream. They have the chance to become chartered accountant, managers or can start their own business.

The college runs programmes in the field of computer application and computer science. Through these courses the students are prepared for dynamically changing environment i.e. Computers, most powerful tools of the day. They will have the chance to become a software developer or an application developer.

The college also offers a programme of B.A. Hons in English. Here, the learners get competency in the field of English language and literature. They will have a scope to go for school teaching or go for further higher studies and get chances to become translators or college cadre professors.

Moreover, the students and teachers are fully aware about the outcomes of the bachelor programme in Tourism Management. The pass outs of this programme have the opportunities to get job in the field of Tour and Travel Management. They have the chance to start their own Tour and Travel Agencies.

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

Response:

The college is aware that education does not merely mean acquiring of knowledge and information. Its purpose is to train the youth for the challenges of the world that exist outside the campus. Our aim is to develop the personality of the students not only through class inputs but by giving the ample opportunities of personal growth through curricular activities including cultural, sports, NCC, NSS, subject societies and associations.

The college has prepared the method of measuring programme outcomes that eventually upgrade the education quality of the college and graduate outcomes. The learning outcomes attainment is calculated by using direct and indirect method.

Direct method:-

i) Preparation of the learning outcomes across all the programmes and courses.

ii) Programme outcomes, course outcomes and programme specific outcomes are collected for different courses.

iii) Calculation is done for the attainment of the course outcome. The college has adopted following method for calculation:-

Attainment of course outcome= 80% (attainment level in University examination) + 50% (attainment level in internal examination)

Each course outcome is mapped to programme outcome to make a CO-PO matrix.

Indirect method

It includes various types of contests such as debate, quiz, collage, poster making etc. that are organized by the different departments. A number of students participated in these activities at college, district and state level and brought a number of prizes.

In addition to these, students also won various prizes and medals in cultural and sport activities at different levels.

2.6.3 Average pass percentage of Students during last five years

Response: 28.01

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 313 | 326 | 190 | 131 | 220 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 892 | 909 | 814 | 856 | 722 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |

2.7 Student Satisfaction Survey

| <p>2.7.1 Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.14</p> | |
|---|-------------------------------|
| File Description | Document |
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

Response: 0

3.1.2.1 Number of teachers recognized as research guides

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.1.3.2 Number of departments offering academic programmes

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 8 | 8 |

| File Description | Document |
|---|-------------------------------|
| List of research projects and funding details | View Document |

3.2 Innovation Ecosystem

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

Response:

Being a predominately undergraduate institution with two post-graduate departments, K.M.Govt. College, Narwana appreciates and plays an encouraging role in promoting an ecosystem for innovation among the faculty members as well as students. The spirit of innovation encompasses various outreach programs for creation and transfer of knowledge. Physical space, common services and networking connections have been adopted by the college to keep the students at par with the latest techniques in their respective fields of study. Ideas are inculcated by the method of writing assignments. The different topics from the text-books are selected and the students are given a specific time to study, identify the problem in the case studied, suggest a solution to it and reproduce whatever they have observed through presentations. The college also tries to maintain global and dynamic competitiveness, eminence of human capital and high standards of quality research among the faculty members through promoting and sending them in state, national and international level seminars, conferences and workshops. Our college fosters the teachers to submit innovative research papers and publish them in journals with ISBN and ISSN. Career counseling cell and placement cell are there to encourage job oriented ecosystem among the students. The placement cell plays an important role in shaping the future of students by preparing them for the competitive environment. Students are encouraged to participate in job fair organized at district and zonal level. Beside books for competitive exams are provided to the students. The various departments generate co-curricular stimuli by means of workshops. Guest lecturers are invited to keep students up-to-date with the modern world. The library is a storehouse of latest books. Separate labs are set up for the students in science, geography & computer to make the students acquainted with the latest in the respective field. The students from science department arrange exhibition with working models. Students are encouraged by the language teachers to participate in creative writing competition and extempore speech competition. Social science department conducts quiz and debate competition to motivate students to take active part in enhancing their knowledge in current affairs. The open land in the college has been converted into greenery and various kinds of plants and flowers have been planted. Surveys are conducted by the students with the help of teachers in Geography department. Beside field trips are organized for the students of BTTM & students of BBA go for on job training. Excursion tours are organised both for boys and girls students. Thus college by adopting above measure try to create a healthy environment for effective transfer of knowledge.

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of workshops/seminars during last 5 years | View Document |

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 0**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years****3.3.1.2 Number of teachers recognized as guides during the last five years**

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 0**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |
| Any additional information | View Document |

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

Response: 0.02

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

File Description

Document

List books and chapters edited volumes/ books published

[View Document](#)

3.4 Extension Activities

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

Response:

One of the basic objectives of education is better social adjustment. To keep this target in mind, the institution always does the efforts and carries out various activities to sensitize them about the social issues for their holistic development. The students also actively participate in various social service activities leading to their overall development. Different committees and units are working in this direction to meet the desired results. Some of these are NSS (National Service Scheme), NCC (National Cadets Core), Red Ribbon Club, Women Cell etc. These units work together with neighboring community to run different campaigns and activities and involve students in it. The units of NSS have 400 volunteers out of which 100 are girl volunteers. Every year it organizes a seven day camp and two one day camps. During these camps, the students run cleanliness campaign and tree plantation campaign in the nearby communities. The students participate whole heartedly in these activities and aware and sensitize the public about their needs and importance in their life. Besides it , the volunteers of NSS alert and aware the public about Water Conservation, Beti Bachao Beti Padao, Dowry System, Female Foeticide, Population Explosion, anti-drugs etc. NCC unit has carried out many activities like Yoga Trainig Camp, Cancer Awareness Program and aware the public about the importance of discipline in the life. Red Ribbon Club too runs awareness campaign to alert and aware the public about HIV/AIDS. Women Cell awares students as well as neighboring community about gender equality and women empowerment. The efforts of the institution remained fruitful as it shows satisfactory impacts on the students as well as the neighboring community. The people of surrounding areas showed their involvement in planting trees, maintaining cleanliness and health, supporting women education etc.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**Response:** 0**3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Number of awards for extension activities in last 5 year

[View Document](#)**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:** 40**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 12 | 14 | 4 | 8 |

File Description**Document**

Reports of the event organized

[View Document](#)

Number of extension and outreach Programmes conducted with industry, community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response:** 63.49**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration**

with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 300 | 2670 | 4160 | 1020 | 2040 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.5 Collaboration

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

Response: 14

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 7 | 2 | 0 | 3 | 2 |

| File Description | Document |
|---|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

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

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Proper conduct of teaching-learning process is the key to quality education. It is possible only when the institution has adequate infrastructure and physical facilities. Ours is an institution which has adequate infrastructure to organize the teaching-learning process in a proper manner. The college building comprises of total five Academic Blocks and two Administrative Blocks. There are sufficient rooms to handle the classes in an effective manner. In total we have thirty-eight rooms for conducting of the classes.

Besides, there are four laboratories for computer education and learning. As computer has taken its place in every aspect of our life and it is the need of the modern time, the institution has adequate number of computer labs to caters to such modern appetite of knowledge in present time. Department of Geography too has two laboratories to provide the students opportunities to understand the concepts in a better manner. Similarly, Department of Physics also has three laboratories, where the students try to understand the subject in a practical method. The students of Chemistry have the facility of three laboratories to do the experiments. In this manner, they can learn the subject in a comprehensive manner. The faculty of science has adequate facility for the students of Zoology as well. There are two laboratories for this purpose. Moreover, department of Botany is equipped with one laboratory, where the students of the subject get the chance to learn the concepts practically. English language also has an eminent part in modern education system. It is a foreign language. So, to learn the language in an effective manner, the students of the college has a facility of language laboratory. There students can learn all the skills of English language.

Information technology supports us to deliver the curriculum effectively. The college has four class rooms enabled with ICT facilities. The faculty makes the best use of these class rooms to deliver the lecture in an effective way. Besides, there is one fully computerized video-conference room and one Committee-Room to organize meeting of the staff and discuss the issues related to the different activities in the institution. The library of the college is fully computerized and well stocked. It has books related to various subjects. The students make the optimum use of the facility of the library for the enrichment of their knowledge.

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

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

Response:

Overall development of students is possible only when they are provided facility for class activities as well co-curricular activities. Our institution gives adequate importance to it. It has adequate facilities too for the above mentioned purposes. It provides chance to the students to develop the best of their talents and personalities. In this sequence, the college has created supportive and friendly atmosphere to achieve the desired goal.

Every country is known by its culture. Therefore, our institution gives it lively attention and utter importance. Our college organizes several cultural activities. It has adequate facilities in terms of cultural activities. To convey educational message to the society, it has all relevant tools for the related activities. It has an auditorium in which all the participants do their rehearsal before final performance. All the cultural activities are leaded by the cultural committee. The committee takes cares of the needs of participants and tries to supply the necessary instruments as well as other required facilities. Under the supervision of cultural committee, all the necessary instruments, dresses, jewellery etc. are provided. Under the supervision of cultural committee, all the necessary instruments, dresses, jewellery etc. are provided. It makes the instruments like Dholak, Tabla, Harmonium, Casio and Taanpura available for the practice and rehearsal of the student participants. There is adequate space available for the practice and rehearsal like Committee-Room, Music-Room and open stage.

The college gives equal importance to the physical growth of the students. The Department of Physical Education and Sports was established in primary days of the college. It organizes the sports events in the college with the help of other staff members. The department helps and motivates the students to participate in different sports events and competitions. It trains the players for inter-college, district, zonal and national level sports competitions. It has adequate space and infrastructure for this purpose. It has an Athletic Track of two hundred meter, where the students do practice and rehearsal for their game. The college has a Boxing ring too, to prepare the player for their final context. We have a ground for the game of cricket. Besides to cater the needs of the player of Volleyball, we have a ground of 18 m x 19 m. Moreover, the players of Hokey and Football have the facilities of play ground.

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

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

Response: 10.53

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 15.8

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 70.94 | 55.47 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |

4.2 Library as a Learning Resource

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

Response:

Library has an important place in the teaching-learning process. Ours is a well stocked library. It has books on various subjects. Students are free to borrow the books as per requirements and interests. These books help the students to understand the concepts and topics minutely. Besides to keep them update with latest advancements and information, many newspapers and magazines are also made available in the library. The books in the library are arranged in well systematic manners. It has been automated with integrated library management system (ILMS) software SOUL in 1994 with version 1.0 and updated in 2014 to 2.0 version. It helps to keep the proper account of available study material in the library.

| Year | Name of ILMS Software | Nature of automation(fully/Partialy) | Version | Year of Automation |
|---------|-----------------------|---------------------------------------|---------|--------------------|
| 2014-15 | SOUL | Fully | 2.0 | 2014 |

| | | | | |
|---------|------|-------|-----|------|
| 2015-16 | SOUL | Fully | 2.0 | 2014 |
| 2016-17 | SOUL | Fully | 2.0 | 2014 |
| 2017-18 | SOUL | Fully | 2.0 | 2014 |
| 2018-19 | SOUL | Fully | 2.0 | 2014 |

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

4.2.2 The institution has subscription for the following e-resources

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

Response: E. None of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

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

Response: 0.98

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0.70 | 1.77 | 2.44 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

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

Response: 2.47

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

Response: 81

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Information technology has become the integral part of the modern education system. Therefore, our institution always tries to adopt the latest technology to enrich the methods of delivery of quality education. There is the facility of four well established computer laboratories and one Language laboratory with LED facility. To make the process of Teaching-Learning effective some of the labs are ICT enabled. Besides, for the betterment of the students' learning process, four classrooms are equipped with projectors and smart boards. To make the feasible access necessary to study material, all the Labs and Departments are linked to Internet facilities. Moreover, all the departments have been provided the facilities of computer, printer and other essential IT equipments.

The institution updates its IT facilities time to time. Initially, we had the facility of Broad Band connection. Later with the help of Wi-Fi system of the Reliance Jio, 35MB free internet data service has been provided to the students. In this sequence, a connection to BSNL lease line with the speed of 10MBPS for office use and another lease line connection with the speed 2MBPS for video conferencing purpose has been facilitated .

Presently, the Institution has the facility of Lease Line for Internet purpose and the campus of the Institution is fully Wi-Fi free campus. A Video Conference room has also been established with the support of Director of Higher Education. For the safety and security, sixty CCTV cameras have been installed in the classrooms and at the major locations of college .

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

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

Response: 25:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 05 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 84.18

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)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 61.01 | 90.93 | 102.11 | 30.26 | 42.80 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

Response:

The college has well established system and procedure for maintaining and utilization of the available facilities. At the beginning of the academic session repair and maintenance of the infrastructure and teaching aids is carried out in the supervision of the concerned committee. Similarly, up-gradation of software, hardware and maintenance of ICT facilities is done by the department of computer science. The departments with practical subject have their own laboratory. Each laboratory has a lab assistant for proper maintenance and utilization of the laboratory. Besides, the college has constituted various committees to look after the working and maintenance of physical academic and support facilities. For any work related to construction and repairs of the college building the concerned committee writes a request letter to the local PWD officer to execute the required work. After the approval of the higher authorities the work is performed through a proper channel.

College Council is consisted of senior most faculty members of the college. The council looks into the important matters related to the college. So, the council prepares a plan for the maintenance and optimum utilisation of the available resources also. For this purpose, the committee takes an account of the available facilities and directs the concerned committees to take required steps in this direction. Time Table and Workload Committee shall prepare a time table for all available courses based on available facilities and strength of the students. This committee also ensure that all the classes should be conducted in the class rooms so that the optimum use of the class room facility can be ensured. At the time of examinations, the class rooms are used as examination halls for the conduct of House Exams and University Exams. Besides, the rooms are also used for organising Extension Lectures, Workshops, Exhibitions and other competitions like Quiz, Essay-Writing, and Poster-Making etc. Committee Room is used to organise inter-college, inter-district and state level programs and competitions.

There is an adequate plan to utilize the facilities of laboratories. The Faculty of Science as well as the Faculty of Arts frames the time table in such a way that the students can make the best use of these facilities. For this purpose the students are divided into various groups and the time is fixed for each group. Similarly the facility of computer laboratories is also used up to optimum level.

The time table committee has given adequate importance to the facility of library also and framed the time table in such a manner that the students can get adequate time space to use this facility. The students are inspired to make the maximum use of their time and avail facility of the library and reading hall. Sports students make the use of Athletics track, Volleyball ground, Boxing Ring etc up to the maximum level. These grounds are also used for organising the Athletics-Meet in the college.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 29.43

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 929 | 918 | 917 | 967 | 982 |

File Description

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

Document

[View Document](#)

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

Document

[View Document](#)

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

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

Response: E. None of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Link to Institutional website | View Document |

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

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

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

Response: D. 1 of the above

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

5.2 Student Progression

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

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

Response: 13.97

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

Response: 146

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |

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

Response: 19.05

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 2 | 0 | 0 | 0 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 15 | 7 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities

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

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| Any additional information | View Document |

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

Response:

Being a Govt. institution the college follows the direction of state govt. and affiliating university. In compliance with the direction of the state govt. an active student Council was formed in the session 2018-19. The students are not allowed to have any affiliation to any registered political party. The eligible candidate should have scored at least passing marks in all papers of previous year for the last result declared. Minimum 75% attendance and good moral character are prerequisites for contesting students union election. The Student Council has elected as well as nominated members. They together elect office bearers among themselves i.e. President, Vice President, Secretary and Joint Secretary .As per the state govt. policy an SC representative is a must in the Council. Representatives from Cultural, Sports, NSS and meritorious students also find place in the Student Council.

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

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

Response: 1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | 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 Alumni Association contributes significantly to the development of the institution through non-financial means. Response: The alumni association, though not registered, was formed much earlier. The old students of the college come to the college regularly and give their suggestions. The ex students of the college are well placed. Some of them have become professors and associate professors in various universities and colleges. Others have become Principals of reputed colleges and schools. They have also gained jobs in Banks, MNC's and hold various positions both in education and business world. The college regularly takes feedback from the alumni of the college and their suggestions are implemented.

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response:-

The governance of the institute is reflective of an effective leadership in tune with the vision and mission of the institution. Principal and Staff members of college play a pivotal role in the designing and implementation of its quality policies in teaching, learning and other activities. The formal and informal arrangements in the institution to coordinate with the academic and administrative planning and implementation reflect the college efforts in achieving its vision and mission.

Motto: Right Means, Right Ends.

Vision:

To prepare students to become competent citizens, who are sensitive and just towards social and national issues.

Our Mission:

- 1.To create discipline and self control among students.***
- 2.Love and concern for other and regard of elders.***
- 3.To develop concern for environment.***
- 4.Co-operation, friendliness & gender sensitivity.***
- 5. To develop over all personality***

**Vision and mission of the institute are well in tune with the objective of higher education. It is reflected through the following programmes and activities:*

1. Unity and discipline are inculcated through NCC, NSS, Sports activities, winter camps, blood donation camp, tree plantation, AIDS awareness rally etc.

2. Origination of health checkup camp.

3. Career development of students through competitive examination guidance centre, soft skill development programme.

4. Well functioning of Placement Cell.

5. implimentation of Earn While You Learn Functioning Earn and Learn Scheme to enable the students to take up the education through self help.

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

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

Response:

The institution practices decentralized and participative management.

Response:-

The institution practices decentralization and participative management. The decisions and policies are discussed collectively but the responsibility of implementation is distributed to one and all from higher to lowest according to their departments and profile. The principal conveys the direction, instruction and plans to faculty members in meeting held with staff members. Duties regarding various administrative academic and others are

allocated to faculty members equally. Various committees are formed like: Timetable committee, Admission committee, Red Ribbon Club, Women Cell, Sexual Harassment Committee, Discipline Committee and many others for smooth and effective working and well management. The individual as well as the committee is responsible and answerable for every duty. Principal holds meeting with staff members to discuss the plan of action to be taken and ask about their reports of execution and implementation. All the academic activities are decentralized and decision is taken based on discussion in meeting with the Principal.

Participative management provides extension scope for having collaboration among various departments for implementation of the activities in the college uniformly and as a team.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The extensive goal of prospective plan for 2014-19 are associated with K. M. Govt. College which is committed to provide quality higher education, research and skill oriented human resources and plan is accordingly focused on these core themes. For this purpose introducing new and most demanded subject and courses has always been on priority in all the plans. The institution had been making efforts to introduce new subject like B.Sc. Computer Science, MA English (One Unit) and Physical Education (One Unit). These subjects have always been most in demand by the students and they had to go out of Narwana to get the facility. It involved difficulties and were much expensive for the students and there were also aspirants who could not pursue post graduation because of these reasons.

Now in the span of last five years all the subjects and courses have been introduced to facilitate the acquisition of higher education by students.

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

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

Response:

The college is permanently affiliated to CRS University Jind. At college level, the Principal is the Head of the internal administration and is assisted by Vice –Principal, Registrar, H.O.D.s, staff and IQAC. The apex body of the college is College Council .

Administrative Setup:

- *The administrative setup consists of the Principal followed by Vice Principal, Registrar, Head clerk, Junior Clerks, Assistants and Attendants.*
- *The Organization of departments includes Head of Department, Associate Professors & Assistant Professors .*

Service Rules:

- *For the service rules and conditions, the college follows the rules and regulations laid down by CRS University, Jind, UGC, DGHE & Govt. of Haryana.*

Procedure for recruitment:

- *Recruitment is done by Govt. of Haryana according to the norms of the university and UGC.*

Grievance Redressal Mechanism:

- *The college has an Anti-Sexual Harassment Committee, Anti-Ragging*

Committee, Women Cell and Disciplinary Committee for timely redressal of the students and the faculty grievances.

·Student can directly approach the Principal, the Vice-Principal and Head of the Departments to put up their grievances.

·The students can put their complaints in written form in the Suggestion Boxes kept at the different location of the campus. The boxes are opened periodically and authorities take cognizance of the grievances and suggest appropriate measures.

·Grievances of employees are resolved through open discussion and interactions by the Principal and Vice-Principal.

Placement Cell:

- Placement cell helps the students to seek job opportunities through placement drives conducted on and off the campus.***

College Committees:

- Different committees play an important role in the execution of responsibilities and activities on the campus.***
- It is through the committees, the college seeks decentralization of power structure.***

6.2.3 Implementation of e-governance in areas of operation

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

| Response: A. All of the above | |
|---|-------------------------------|
| File Description | Document |
| Screen shots of user interfaces | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

Faculty Empowerment Strategies

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

- *The college offers worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and enhance their work culture and efficiency.*
- *The following welfare schemes are available in the college for teaching and non-teaching staff.*
- *The college provides/offers loan facilities such as*

1. *Festival loan*

2. *Housing Loan*

3. *Vehicle Loan*

4. *Computer loan*

5. *Marriage loan*

6. *Wheat Loan*

7. *Uniform and Washing allowance*

8. *Cycle allowance*

9. *Marriage gift to all employs from staff fund*

10. *GPF advance*

11. *Study leave: For research work*

12. *Duty leave: For Participation in workshop, Seminar and conference.*

13. *Medical leave*

14. *Six month maternity leave*

15. *Paternity leave*

16. *Employee Provident Fund Scheme (NPS)*

17. *Residential quarters*

18. *Medical reimbursement*

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

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

Response: 20.59

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 3 | 8 | 5 | 11 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 01 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

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

Response: 17.64

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 14 | 8 | 4 | 8 | 4 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers attending professional development programmes during the last five years | View Document |

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

Response:

Response:

The college has Performance Based Appraisal System for teaching and non-teaching staff following UGC Regulation, 2010 and for amendments thereafter. Currently the college follows the guidelines UGC Regulation, 2018. This Regulation may be called the University Grant Commission (Minimum Qualifications for appointment of teachers and other academic staff in Universities and college and other measures for maintenance of standards in Higher Education) Regulation, 2018.

- Every academic year IQAC collects the API-PBAS forms from all the faculty members.*

Teacher's performance Appraisal forms consist of:

Category 1: Teaching, Learning, Evaluation related activities

Category 2: Professional Development, Co-curricular and Extension activities.

Category 3: Research and academic contributions

In addition teachers are required to score a minimum score in API spreading over three categories for promotion.

- The teaching and non-teaching staff is also required to fill ACR to provide their performances.*

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

6.4 Financial Management and Resource Mobilization

| | |
|--|-------------------------------|
| 6.4.1 Institution conducts internal and external financial audits regularly | |
| Response: | |
| <i>Internal financial audit is conducted by College Bursar.</i> | |
| <i>External financial is conducted by AG Director Local Fund Govt. of haryana</i> | |
| File Description | Document |
| Paste link for additional information | View Document |

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.0 | 0.0 | 0.00 | 0.0 | 0.00 |

| | |
|--|-------------------------------|
| File Description | Document |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |

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

Response:

6.4.3. What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The college is permanently affiliated to CRSU Jind. The fees collected from students at the time of admission are expended as per the Haryana Govt. Education Code and the grants received from Government are utilized as per Haryana Govt. Financial Rules.

- Financial rules framed by Dept. Of Higher Education, Haryana and Haryana Govt. are followed for utilization of funds for the welfare of students and staff.
- Keeping in view the requirements of each Department, funds and Grants are allocated and purchases are made through duly constituted purchase committees.
- The properly laid down Purchase procedure is followed i.e. inviting quotations, preparation of comparative statement of rates and placement of purchase order to the firm quoting lowest rates.
- Inspection of articles purchased is made by a central inspection committee. Then the articles received as per specifications are taken into the stock Registers and entries are made to this effect.
- Keeping in view financial powers of Principal, the available financial resources are used effectively & efficiently.
- Annual stock verification procedure is duly carried out in the college to assess the available infrastructure.

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

6.5 Internal Quality Assurance System

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

Response:

In the pursuance for quality assurance the college has an Internal Quality Assurance Cell (IQAC)

The college remains vigilant regarding the various aspects of quality assurance. To cope with the changing world scenario IQAC has tried to keep pace with the ICT enabled teaching –learning process.

The student centric teaching-learning activities, optimum utilization of available resources, blending of co-curricular and extracurricular activities with regular teaching and participative management are some of the touchstones of quality control in the institution. The decisions of the IQAC are approved and implemented by the authority. The students provide regular feedback about different aspects of college matters and alumni give their timely suggestions about college matters. The IQAC has an effective team of experienced teachers and communication with other staff members is more in the form of informal consultation and advice.

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

Response:

The college has an integrated frame work for quality assurance of the academic and administrative activities. The institution reviews its teaching- learning process, structure and methodologies of operations and learning outcomes at periodic intervals. IQAC is setup as per norms.

Response:- The institution adopts both formal and informal mechanisms to review continuously the teaching-learning process the mechanisms involve :

- Informal discussion and consultation among individual teachers.
- Deliberation during staff meeting.
- Random and surprise inspection of classes by the principal.
- Teachers are encouraged to use ICT tools while teaching to make their teaching more interactive and interesting.
- Quiz contest in various subjects are frequently held.
- Students are motivated to participate in cultural events likes singing, dancing, group song, mono acting etc. in Youth Festival.
- Syllabus planning and timely completion of syllabus.
- Formative Assessment in the form of assignment and class test is so designed that a complete coverage of syllabus before final examination is carried out.
- Regular and interactive activities on the part of different designated cells.
- Effective grievance redressal mechanism.
- Timely disposal of administrative matters.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college is very keen on the desires, aspirations, abilities and professional skills of human resources as men and women, without any discrimination about their gender.

The college shows gender equity in providing facilities such as:

1. Girls care taker is appointed.
2. CCTV cameras are installed in the college campus which provide 24 hour surveillance in order to observe the activities.
3. The complaint boxes have been various places on the campus..
4. The college has committees to monitor and address safety, security and social issues through committees like Anti_Ragging committees, Anti-Sexual harassment Committees, grievance redressal committee.
5. Fire extinguisher are installed in the college.
6. The College organises special talks on regular basis in order to endorse social values such as gender equality, gender sensitivity.

| File Description | Document |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |

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

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

Response: C. 2 of the above

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

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

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

Response:

Solid Waste Management:

There is a proper mechanism for solid waste management in the college. Leafy and organic waste generated by trees is dumped off in the garbage pit for preparation of manure. The other solid waste is collected in containers and put in a municipal truck that comes to carry it. Three different colored dustbins have been kept in the college so that Bio degradable & Non Bio degradable waste could be segregated.

Liquid Waste Management:

Liquid waste generated from canteen and labs is segregated from other waste and kept in blue colored dustbins. The municipal trucks meant for liquid waste carries the waste and dispose it off.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Link for Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |

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

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

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

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

Response:

The college environment contributes a lot in the teaching-learning activity. The quality education is possible only in a harmonious environment. So the college is keenly interested in providing inclusive environment to its students. All the students are equally welcomed in premises of the college. They are treated equally. There is no discrimination on the basis of caste, colour, creed and religion etc. Some of the efforts taken out by the college to generate and maintain harmonious and inclusive environment are as follows:

Cultural Programme: The cultural committee of the college is always active to organize the cultural activities and programmes. Through these activities and programmes, it tries to create awareness in the students about the cultural heritage and values. They are told about the rich culture of India which works on the ideology of '*Vashudaive Kutumbkam*'. To support such philosophy, the committee organizes many activities like: skits, folk songs, poetic recitation, mimicry, dance, bhajans, quiz, saang etc.

The college and its staff treat equally all the students despite of their economic backgrounds. It follows the policies of the government regarding its fees and charges. Moreover, economically backwards students get some privileges in admission and other fields. They are given chance to earn while they learn under the scheme *Earn While You Learn*. The functioning of the college depicts its deep faith in secularism which is the focal quality of the Constitution of India. In the teaching-learning process of the college, the point of religion has no place.

The system of the college welcomes the students from all the regions. There is no room for the discrimination on the basis of regional aspects. The lot of students of the institution is comprised of rural as well as urban students. Every student has equal opportunity to gain the knowledge. Even at the time of admission, all the students are equally entertained despite their regional backgrounds. Social aspects cannot stand in the way of the learning of the students. The focus of the teaching learning activities is to prepare the students for future life. In this process, all the students are equally benefited despite their social status.

| File Description | Document |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The primary aim of education is to produce good citizen for the country. The institution does its efforts in this direction ceaselessly. We try to sensitize our staff as well as students to the constitutional obligation through curricular and co-curricular activities. The syllabus of most of the courses taught in the college includes the contents which encourage the students to become aware citizen. It helps to develop a sense of responsibility and belongingness among the students. These contents create and generate such temperament which eradicate the evils imbibed the traditional patterns of life and grow a sense of equality among all human beings. Similarly, the syllabus of social sciences, science and commerce also helps to prepare a citizen with a sense of responsibility.

India is a democratic country. Equality is the symbol of faultless Democracy and it is entirely based on the adaptation of Constitutional values, rights and duties. Consequently, the college celebrates the National festivals in which students play the role of freedom fighters, patriots and martyrs. Through such roles they put lights on the sacrifice of their lives that sow the seeds of unconditional love for the country. By promoting equal participation of both students and employees in national festivals, the college got success to establish the bridge of equality.

- **Constitution Day:** Constitution Day also known as 'Samvidhan Divas, is celebrated in our college on 26th November every year to commemorate the adoption of the Constitution of India. On 26th November 1949, the Indian Constitution drafted by Ambedkar as 'first and foremost a social document was adopted. It gives all equal rights which make a complete human being. On this day the students are told about the basic values enlisted in our constitution.
- **The Republic Day:** This is a memorable day for the people of India. On this day, national flag is unfurled in the premises of the institution. On the celebration of this day, the staff and the students get together and express their respect and gratitude to the Constitution of India which reminds them about the values, rights and obligations etc.
- **The Independence Day:** On this very day, India got freedom from the iron shackles of the British rule and took its first breath in the open air on its own land. On this occasion, the national flag is hoisted and national anthem is sung which make us remember the sacrifices made by our ancestors. It inspires the students as well as employees to follow the ideas and philosophies of the freedom fighters.

In addition to it, some other programs and activities held in the institution include World Environment Day, World AIDS Day, National Tourism Day, National Yoga Day, National Integration Day, Cultural

activities, NSS Day, NCC Day etc. These celebrations help the students and the staff to retrospect about the basic principles and values vested in the soul of Indian Constitution.

| File Description | Document |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1.The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |

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

Response:

Every institution takes inspirations from its glorious and golden past. Past is the record of renowned persons, events and festivals. By celebrating such commemorative days, persons, events and festivals, Institution tries to highlights human values and professional ethics and transfer to the students present. Our institution also organizes and celebrates the various national and international commemorative days, events and festivals to aware the students of their contribution in the history. By following their path we can develop a harmonious society and decorated it with the color of brotherhood. Such days, events and festivals are also celebrated in the college and some of them are given below:

- **World Environment Day:** World Environment Day is celebrated on 6th June of every year. On this day, the students are told about the importance of healthy environment. They are advised to plant more and more trees in their surroundings and to convert it into a paradise.

- **International Yoga Day:** 21st June has been declared as International Yoga Day. Since then it is celebrated in our college. On this day, the students are given the message of importance of Yoga for our physical and mental health. They are reminded that sound mind lies in the sound body.

- **National Unity Day:** This day is celebrated in the memory of Sardar Vallabhai Patel (Iron man of India). Through various activities the students are apprised about the dreams of Sardar Patel Ji. He erased the demarcation between the various states and bound them into one united India. Students are told about contribution and sacrifice of Patel Ji.

- **Constitution Day:** Constitution Day also known as 'Samvidhan Divas, is celebrated in our college on 26th November every year to commemorate the adoption of the Constitution of India. It gives all the equal rights which make a complete human being. On this day the students are told about the basic values enlisted in our constitution.

- **The Republic Day:** This is a memorable day for the people of India. On this day, national flag is unfurled in the premises of the institution. On the celebration of this day, the staff and the students get together and express their respect and gratitude to the Constitution of India which reminds them about the values, rights and obligations etc.

- **The Independence Day:** On this very day, India got freedom from the iron shackles of the British rule and took its first breath in the open air on its own land. On this occasion, the national flag is hoisted and national anthem is sung which reminds the sacrifices given by our ancestors. Students and employees get inspired to follow the ideas and philosophies of the freedom fighters.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Tree Plantation:

Tree Plantation is one of the best practices followed by the college. As, ours is a faith that the surrounding atmosphere contribute a lot in the development of an individual so we take it as a mission to make the surrounding environment lush green and healthy.

1.a) Objectives of the Practice:

The practice has some of the targets and underlying principles giving directions to achieve the desired goal. One of these objectives is to generate a healthy environment and surroundings. This will be helpful to link the students with the natural and healthy campus. Another is the beautification of college campus. Aesthetic aspect of personality development can be achieved in such an environment. Supportive and evocative atmosphere is also the decided objective of the institution. To encourage human values in the students is also our primary target. It will create a world where their dreams meet to the ground of reality.

1.b) The Context:

As it is the need of the time, the NSS Units of the college have been active in this direction. Different types of plants were brought and planted with the help and supports of teachers as well as students. We have had to face many challenges in this context such as the issue of their care and growth. The plants were to be protected from environmental changes and animals. Besides it, requirements of the plants for proper growth, seasonal and occasional diseases were some of other challenges faced in this practice.

1.c) The Practice:

The task of tree plantation is ceaselessly carried out to create clean and green campus. The NSS and NCC wings of the college take up the job of planting saplings according to the season and situation. The Department of Botany of the college maintains a large variety of medicinal plants and wide variety of plant species. Generally, planting of saplings is done by chief guests during their visits to the college on various occasions.

1.d) Evidence of Success: As a result of the efforts carried out under this practice, the college campus has been converted into a lush green campus. Wide varieties of trees are adding beauty to the campus. The entire environment of the college has been transformed on the basis of desired objectives. We have achieved a satisfactory level to create a healthy environment in the college. A large magnitude of the plants has helped a lot to reduce the pollution and generate a purified atmosphere. Such atmosphere has performed a significant role to develop the harmonious relation among the students.

1.e) Problems Encountered and Resources Required:

We faced some of the problems while implementing our plan for this practice. One of these was the lack of awareness among the students regarding the importance of tree plantation. They consider it a kind of futile exercise to plant the plants. It was a big challenge as we have not a clear cut formula to show them the impact of pollution and importance of plants to reduce it. Another was the lack of adequate and sufficient time with the students and staff to contribute to the practice. They have to devote the maximum of their time to their curriculum also. They have a limited time to prepare for their examination due to the semester system. So it was also a big challenge for us.

2 Blood Donation:

Blood Donation is also one of the best practices followed by the college. The prime aim of education is to develop a student into a well cultured and civilized human being who is well aware about his/her responsibilities to his/her society and country.

2.a) Objectives of the Practice:

The practice has some of the targets and underlying principles giving directions to achieve the desired goal. One of these objectives is to develop a sense of belongingness in the students. It will help them to convert into a good social being that neglect the differences prevailing in the society. Similarly, to develop patriotism in the students is another objective of the institution. It produces a sense of gratefulness to the country that will stimulate the students to sacrifice for the sake of their nation. To develop a sense of responsibility among the students is also an important objective of the teaching-learning activities

organized in the college. It will create a world where all the beings live like a family.

2 b) The Context:

Blood is the driving license for running the vehicle of human body. Without it we can't imagine about the existence of an earthly creature. Moreover, it can't be generated in an artificial manner. Besides it, it is not always possible that the needy person is wealthy enough to pay for it. So, human being is the only source of procurement of this vital and valuable content. It is a boon from the Heaven. That's why, it is the necessity of situation to encourage the youth to donate the blood to save the lives of the people.

2 c) The Practice:

The practice of Blood Donation is the chief identity of our college. Keeping in mind the requirement and importance of blood for saving the life a human being, the staff and students of the institution is always eager to contribute to the highest possible level. So we organize at least a camp every year in our premises. For this purpose, we do a liaison with the health department for necessary technical aids. On the fixed date, the team of the health department reaches the college approximately at 10 am. The camp is organized in the committee room of the college. After the preliminary check-up of the blood donors are instructed to take rest for a while. In the beginning of the camp, the members of the staff come forward to donate the blood. It works as a source of inspiration for the students. All the blood donors are awarded with Certificate of Blood Donation and given refreshment as a supplement of energy requirement.

2 d)Evidence of Success:

We were successful in our mission up to satisfactory level. We were able to collect 253units, 102 units and 178 units in the session of 2014-15, 2017-18 and 2018-19 respectively. It shows the result of our efforts towards the achievement of our targets and objectives.

2 e) Problems Encountered and Resources Required:

We faced some of the problems while implementing our plan for this practice. One of these was the lack of awareness among the students regarding the importance of Blood Donation. They have a kind of fear in their mind regarding the weakness in their bodies. Some think that it may cause disease too. Besides, some think that there are many other donors to fulfill the need and requirements of blood. Some are not social and cultured enough to understand the feelings and needs of others. These were some of the problems encountered by us while following this practice.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |
| Link for any other relevant information | 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:

K.M. Govt. College, Narwana believes in creating new benchmarks of holistic development of its students and staff. As a measure to fulfil this, the college takes into account the innovation in academics, infrastructure and institutional aspects on a serious note. Besides, the college contributes a lot to the development of surrounding community and society at large. One of the distinctiveness of the college is its participation in various flagship programmes launched by Govt. of India namely ***Unnat Bharat Abhiyan (UBA) and Swachh Bharat-Swasth Bharat Abhiyan***. It is the result of our efforts that the college got the directions of being the first college in the state to be registered with UNNAT Bharat Abhiyan. Under UBA programme village & family level survey of adopted village was conducted with the help of college students and the data were shared with IIT Delhi, the authorized agency of Govt. of India.

Under SBA an awareness campaign regarding cleanness, tree plantation, ban of plastic, campaign against burning of crop residue was launched in 22 adopted villages by more than 100 students of the college. More than 1000 sapling were planted in the adopted villages & about 12000 pamphlets regarding awareness were distributed in the adopted villages with help of village panchayats, Anganwari workers, Asha workers and local school students.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

The team of the college got first position in the state level Science Quiz in the session of 2018-2019. Another team of the college stood on 2nd position in the state level Legal Literacy Quiz competition held in the same session. At the zonal level Legal Literacy Quiz competition also the team of the college showed outstanding performance and got the first position in the session 2018-2019. In the session 2014-2015 and 2017-2018 the team of college got the first position in the zonal level Science Quiz competition. Similarly in the session of 2017-2018 a team of the college got first position in zonal level Legal Literacy Quiz competition. The students of the college got third position in Haryanvi Quiz competition in the cultural programme of Ratnawali held in Kurukshetra University, Kurukshetra. Shivam , B.Sc. III got second position in the state level Essay Writing competition. A cadet of NCC unit of the college got chance to participate in the Republic Day parade at Rajpath, New Delhi on 26th January,2019. In this manner, the college has got representation and recognition at national level event. In the field of sports activities also the students of the college has shown tremendous performance. In this chain, Pardeep Mor, one of the sports figures, represented India at international level Hockey Tournament. Besides, Pardeep Mor was the part of Indian Hockey Team that won the Hockey series held between India and Japan in 2015. Shekhar and Aman, the shining stars of the college, played in Indian Handball Team that won the Bronze medal in International Beach Handball Tournament held in Dubai (UAE) in 2017.

Concluding Remarks :

Kamala Memorial Government College, Narwana believes in creating new benchmarks of holistic development of its students and staff. It ensures that students have access to opportunities that help in their overall personality development so that they emerge as empowered and responsible citizens. We help students to develop critical thinking that broaden their horizons. The college has adequate infrastructural resources and other facilities required to smooth teaching-learning, extra-curricular and administrative activities. It has well planned system for curricular and co-curricular activities. The college faculty and students are responsibly engaged with people and communities fulfilling their role in making education accessible to the masses and especially the deprived ones.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.3.2 | <p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 4 | 4 | 4 | 4 | 4 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 4 | 4 | 4 | 4 | 4 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | | | | |
| 1.3.3 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 176</p> <p>Answer after DVV Verification: 176</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i></p> <p><i>2)Teachers</i></p> <p><i>3)Employers</i></p> <p><i>4)Alumni</i></p> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.2 | <p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected | | | | | | | | | | | | | | | | | | | | |

5. Feedback not collected

Answer before DVV Verification : C. Feedback collected and analysed

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 583 | 550 | 599 | 845 | 849 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 583 | 550 | 613 | 838 | 838 |

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 78

Answer after DVV Verification: 68

2.6.3 Average pass percentage of Students during last five years

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:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 228 | 378 | 238 | 166 | 245 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 313 | 326 | 190 | 131 | 220 |

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:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 792 | 909 | 814 | 846 | 705 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 892 | 909 | 814 | 856 | 722 |

3.3.2 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 6 | 6 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 21 | 12 | 14 | 8 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 12 | 14 | 4 | 8 |

Remark : Revised as per initial report provided

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 603 | 3144 | 6133 | 1701 | 2471 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 300 | 2670 | 4160 | 1020 | 2040 |

Remark : As per 3.4.3

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 18 | 8 | 8 | 8 | 4 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 2 | 0 | 3 | 2 |

Remark : Revised as per the supporting document attached.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 70.94 | 55.67 | 0 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 70.94 | 55.47 | 0 | 0 |

Remark : Revised as per the clarification.

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 70008 | 172027 | 244825 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0.70 | 1.77 | 2.44 | 0 |

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 482 | 360 | 385 | 387 | 216 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Copies of award of freeships, scholarships along with the sponsoring agency and Audited Statement showing the expenditure on scholarships/freeships etc. are not provided.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 01 | 01 | 0 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5 | 7 | 10 | 5 | 4 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 107 | 95 | 100 | 82 | 80 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 1 | 1 | 1 | 1 | 1 |

Remark : Considered only Annual Athletic Meet of each year.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 19 | 8 | 8 | 8 | 4 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 14 | 8 | 4 | 8 | 4 |

Remark : Revised excluding one-day programs and same teachers from a particular year.

7.1.4 Water conservation facilities available in the Institution:

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

| | |
|--------|---|
| | <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.5 | <p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2 | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>583</td> <td>550</td> <td>599</td> <td>845</td> <td>849</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 583 | 550 | 599 | 845 | 849 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 583 | 550 | 599 | 845 | 849 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 597 | 602 | 872 | 835 | 841 |
|-----|-----|-----|-----|-----|

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 947 | 923 | 821 | 810 | 722 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1045 | 832 | 923 | 840 | 722 |