



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DAYANAND MAHILA MAHAVIDYALAYA

SALARPUR ROAD, NEAR AGGARWAL HOSPITAL, KURUKSHETRA

136118

www.dmmkkr.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dayanand Mahila Mahavidyalaya, Kurukshetra was established in 1982 in the sacred memory of Maharishi Dayanand Saraswati with the aim to provide quality education to the girls of the region. The college is affiliated with Kurukshetra University, Kurukshetra and included under section 2(f) and 12(b) of UGC Act, 1956. The college was accredited for cycle one by NAAC, Bengaluru and awarded B++ grade with CGPA 80.85 % in the year 2003. The college has its own well defined quality framework and is ISO 9001:2019 certified.

The college has a strength of 1952 students in the session 2019-20 and runs different courses in the streams of Arts, Commerce, Science and Tourism Management namely B.A(General),B.A with Functional English , B.Sc(Non-Medical), B.Sc (Non-Medical with Computer Science), B.Com(General), B.Com SFS, B.Com with Computer Application, B.T.M, M.A(English) and M.Com. Besides that, to equip the students with different job oriented and life skills, 03 Add-on courses, 01 Diploma, 01 Advanced Diploma and 04 value added courses are being run in the college, which can be opted for by the students of any stream.

The college has a multistoried building with 28 classrooms, 17 labs, 08 ICT equipped classrooms, 03 well-furnished staff rooms, 01 room each for IQAC, NCC, NSS, Red Cross, 01 Big Hall with ICT facility, 01 well-furnished ICT facilitated Seminar Hall, One Meeting room, One Spacious Management room, One Principal office, One Guest room, One Common room, 02 computerized offices, Well-furnished canteen, Gym, Well-stocked Computerized Library and one reference library dedicated to research in Arya Samaj. The college has its own playground having Volleyball, Handball, Basketball courts and Kho-Kho ground. The college has a proper power back-up system in the form of a 20 KVA Solar Power Panel to promote renewable energy along with 02 generators and inverters for uninterrupted power supply. Lush green lawns outlined with flower beds and royal palm trees present a picturesque view. The visionary and dynamic college managing committee and Principal take every measure to provide congenial environment for learning and disseminating the knowledge. Our most distinctive feature is to march ahead taking along both traditions and technology.

Vision

To build a premier institute of higher education for women in the region by following the educational philosophy of Rishi Dayanand with a holistic approach towards the development of its pupils and to equip them well to face social, cultural and global challenges.

Mission

- **To provide vedic and modern value-based higher education.**
- **To provide an effective, supportive, safe, secure, and accessible teaching-learning environment.**
- **To direct the students towards an incessant quest for new knowledge and its dissemination,**
- **To cater to the needs of diverse sections of the society by providing equal opportunities to all, without discrimination on the basis of caste, creed, religion, region or on any other ground.**
- **To act as a catalyst in nation-building by imparting quality education and developing morally strong, socially concerned, intellectually well-informed and culturally conscious empowered women.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Dayanand Mahila Mahavidyalaya, Kurukshetra has many incredible and distinguished features to its credit.

- **Harmonious relationship among the members of the management, Principal, Staff, Students and Parents.**
- **The college has a progressive, supportive, visionary, protective, dynamic, and benevolent Governing Body.**
- **Experienced, dynamic, innovative, vigilant, cooperative, dedicated and workaholic Principal.**
- **Highly qualified and experienced faculty dedicated to student-centered teaching and Proactive in online teaching-learning techniques, e.g., video lectures, google classroom, google meet, lectures on YouTube, PPTs, smartboards etc.**
- **Higher results of examinations as compared with university results.**
- **Excellence in sports at University, State and National level.**
- **Robust Mentor-Mentee System to counsel students at various levels.**
- **Healthy practice of performing Yajna on every Monday/Important days to inculcate moral values, environment consciousness, communal harmony, religious tolerance among students and**

staff.

- Active in providing/offering professional courses like BTM, B.COM Vocational.
- Vigorous in providing counseling to the students to redress their problems aiming at developing their personality and critical thinking.
- Proactive Career Guidance and Placement Cell for student support and progress.
- Wide range of extension, co-curricular and outreach activities.
- Proper analyzation of feedback from various stakeholders to be used for improvement in all quality aspects.
- Emphasis on the publication of self-written articles by students in the college magazine.
- Due recognition in the form of awards/prizes/scholarships/freeships to students excelling in academics, sports, and cultural activities.
- Several value-added and add-on courses for the development of soft skills and job-oriented skills.
- Suitable infrastructure for differently abled students.
- ERP system for administrative purposes i.e., students' attendance, result record, staff attendance and leave record etc.
- The college has an active Advisory Council since inception and IQAC since 2012.
- Eco-friendly campus with rainwater harvesting, energy conservation and solid waste management system.
- CCTV Surveillance to provide a safe and secure environment to students and staff.
- Well-equipped infrastructure with air-conditioned Seminar Hall, Conference Room, Computer Labs, Science Labs and Library with E-resources and a Reference Library having rare books on Arya Samaj.

Institutional Weakness

The path of growth features several constraints also, which have to be overcome through continuous and dedicated team efforts. As Winston Churchill has rightly put it: "Success is not final, failure is not fatal: it is courage to continue that counts". The college has its shortcomings and makes sincere efforts to achieve excellence in all spheres of education. The following areas need more corrective and remedial measures:

- Space constraints for expansion.
- Fewer career-oriented girl students due to their socio-economic and rural background.
- Due to financial constraints, no transport and hostel facilities are available.
- Lack of a tracking mechanism for students after graduation (The main reason being the marriage of girl students).
- The college being an affiliated one, no scope of revision/ change in curriculum, examination pattern, internal assessment and structure of courses.
- Lack of formal institutional-industrial linkages.

Institutional Opportunity

Opportunities are a reflection of the environment which prevails in the institution because of a set of principles, policies and standards under which the college works. Achievement of desired results depends upon planning and execution of the strategies of recognizing the opportunities and grasping them whenever they come. Dayanand Mahila Mahavidyalaya, Kurukshetra endeavours to convert its weaknesses into opportunities and to make them the strength of the institution with dynamic leadership and a dedicated team making sincere efforts.

- **Scope for strengthening outreach programmes/job-oriented/value added/Add-on courses/programmes/entrepreneurship practices/ personality development.**
- **Diversification in terms of more PG courses.**
- **Expanding Research, consultancy and innovation.**
- **Scope for more MOUs, collaborations and linkages with industries/institutions/universities/NGOs/organisations.**
- **Faculty enrichment by organising and attending more National/International Level Seminars, Conferences, Workshops, FDPs etc.**

Institutional Challenge

When a challenge comes from any stakeholder, ever-changing technology and increasing competition, Dayanand Mahila Mahavidyalaya, Kurukshetra tries to overcome it with sincere, relentless, dedicated efforts and move ahead on the path of growth to expand beyond space constraints and to procure optimum utilization of resources.

- **Keeping pace with the rapid changes in ICT based teaching methodology of higher education.**
- **To encourage and motivate postgraduate students for research centric learning and competitive exams in view of the rural and socio-economic background of students.**
- **To encourage girl students to involve themselves more intensely in various extension and outreach activities, as they are less involved due to paucity of time.**
- **To promote and popularize more skill-based/job-oriented courses.**
- **To encourage students to update themselves with fast technological advancements/increasing competition.**
- **To ensure better placement and employment.**

- To promote entrepreneurship among girl students.
- To motivate and inspire parents to allow their daughters to become self reliant.
- To overcome the limitation of the infrastructure by optimal utilization of available resources.
- To encourage post-graduate students for research promotions and competitive exams.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has evolved an effective curriculum delivery mechanism well aligned with the vision and mission of the college. It aims at providing quality education to the students for their holistic development. Curriculum of every UG and PG programme, as designed by the affiliating university, has been further enriched by offering multi-disciplinary Add-on courses and value-added courses to provide the students an opportunity to develop job-oriented and life skills. Well stated Programme Outcomes (POs) and Course Outcomes(COs) help the students to understand and opt for the right programmes/courses as per their interests and capabilities. Lesson Plans for each course prepared by the concerned faculty clearly explain the course contents day wise to inform and engage the students. The pedagogy aspect includes ensuring regularity of students in the classes, assignments, class tests, group discussions, sessional exams and departmental activities/ events like seminars, extension lectures, workshops, exhibitions, quizzes, educational tours, industrial/ field visits, poster making, collage making, and PPT presentations leading to experimental and participative learning process on one hand and personality development on the other. All such activities and events are planned and organized in a manner so as to supplement the curriculum by addressing the various cross-cutting issues relevant to gender, environment, human values, professional ethics and sustainability etc.

However, the curriculum is developed and designed by the affiliating university. The faculty of the college participates and contributes regularly in all the activities related to curriculum designing assessment and evaluation by representing as members of Board of Studies, getting nominated in Paper Setting panels and participating in the Evaluation process. The college collects curriculum based feedback from various stakeholders like students, faculty, employers and alumni in a well-structured manner to analyze and use it for improvement.

Teaching-learning and Evaluation

The college has a transparent and well-administered mechanism for the admission of students, complying with all the norms of Haryana Government, Director General Higher Education, Haryana, and Kurukshetra University, Kurukshetra. Reservation Policy of Haryana Government is strictly followed to ensure equity and wide access having representation of students' community from different socio-economic, cultural, educational, and geographical background. Centralized online admission process developed by DGHE, Panchkula, Haryana makes it totally transparent and well governed.

Special efforts are made to reach out to their special learning needs and fulfill them accordingly through different strategies. The college also has a well streamlined mentoring system wherein every teacher is attached with a small group of learners continuously for three years to mentor and guide them to solve their problems of different types.

To ensure experimental, participative and student centric learning, a multi-dimensional approach is adopted. Various methods to deliver the knowledge are adopted by the faculty, e.g., lectures, interactions, tours, excursions, visits, departmental activities etc.

To impart quality education to the pupils, well-experienced and highly qualified teachers are appointed through adequate recruitment procedures as prescribed by Govt. of Haryana and DGHE Haryana. Teachers always take initiative to learn and keep abreast of the latest developments like the use of ICT, smart boards etc. in teaching, to innovate and to keep pace with rapidly changing methodologies in higher education.

Internal Assessment Process of the college is effective, transparent, and robust strictly as per the guidelines laid down by the affiliating university. Any kind of internal/external examination-related grievances of the students are immediately resolved.

Programme Outcomes and Course Outcomes for all the programmes offered by the institutions are well-stated and displayed on the website. Attainment of outcomes is assessed through the analysis of results in final year, merit positions, placements, progression and comparative analysis of results with those of university level results. Finally, to improve the different quality aspects and specifically actual quality of the teaching learning process, feedback is collected from the students, employees, alumni, and teachers every year on a regular basis.

Research, Innovations and Extension

To ensure overall development of students, faculty, and the college itself, different programmes like seminars, workshops, conferences, and faculty development programmes are organized. Various activities and competitions are organized by different societies providing the students an opportunity to unveil their hidden talent. Such activities enable the students to learn new things, think innovatively and do something new. In the main library, a digital resource center has been established for students and faculty with N-List subscription for e-accession of books and journals. Besides that, Guru Virjanand Dandi Reference Library established in the college has been specifically dedicated to research in Arya Samaj. The library consists of hundreds (approx 800) of books and manuscripts related to Arya Samaj. Through extension lecture series, eminent speakers share their views and ideas to stimulate the minds of young students to think further and create something new.

To promote research work, the college has been organizing national/ state level seminars/ webinars and workshops on various burning issues/topics including IPR, innovation and entrepreneurship continuously for the last five years. Eminent professors are invited as resource persons to present their effective talks to motivate faculty and students of postgraduate programmes to undertake research.

The faculty members are encouraged to write scholarly research papers and get them published in the research journals of repute. Teachers also contribute by writing books and chapters in edited volumes of books or for international conference proceedings. Their research publications occupy a prominent space

(as a research corner) in the main library, where students and teachers can view the scholarly contents created by the faculty and get latest information related to various topics. The college involves the students in social initiatives through collaboration or otherwise by organizing various extension and outreach programmes such as Swachh Bharat, AIDS Awareness, Gender issues etc. NSS, NCC, Youth Welfare Organization, Red Cross Society, Road Safety Club, Environment Club etc. organize various activities on a regular basis through- out the year to provide ample opportunities to the students to channelize their youthful energies in social work.

Infrastructure and Learning Resources

The college is spread over an area of 2.5 acres comprising a multi-storey building fully equipped with CCTV surveillance from all sides and corners having multiple entry and exit points through stairs and ramps. There are 28 classrooms including smart classrooms and 17 well equipped laboratories, including 5 Computer labs, 02 Physics labs, 02 Chemistry labs, 02 Home science labs, 02 Psychology labs, 02 Music labs, 01 Physical education lab including gym and 01 Functional English lab for effective and experiential learning.

The college has three well-stocked libraries. The General Library has 37045 books and open access to 6000 online e-journals and 31,35,000 e-books through INFLIBNET. The library has a digital resource center with 8 computers to access the e-contents; a Research Corner with offline journals, magazines, books, and a Knowledge Bank, where research work of teachers is kept for accession by students. For smooth conduct of the cultural and extension activities, the college provides an ICT equipped seminar hall with modern audio and visual equipment with a seating capacity of 150. The college has a Main Hall (ICT equipped) with a capacity of 500 persons. For sports activities, the college playground includes a Basketball Court, Volleyball Court, Handball Court and Kho-Kho ground. Besides, the college provides separate rooms for IQAC, NSS, NCC, Red Cross, Youth Welfare and Alumni along with separate cabins each for Placement Cell, Women Cell, Grievance Redressal Cell and Road Safety Club. The college provides a spacious canteen for the students and employees with separate Refreshment Rooms for teachers. There is a Common Room with the provision of indoor games, R.O equipped water coolers at different locations, washrooms on all floors in sufficient number with incinerators including one for the divyangs.

Administrative Block consists of ICT equipped Principal office, two administrative offices, one meeting room, one bursar room and one management room. One room is specified as the spot evaluation center. Generators have been installed for uninterrupted power supply. The whole infrastructure of the college is adequately utilized and maintained through well-defined policies and procedures and duly implemented.

Student Support and Progression

Student Support mechanism of the college consists of various staff committees formed for different types of support to students. Scholarship and Fee concession committee arranges financial assistance to the needy students in the form of free-ships and various scholarships as per the different schemes of the government and the college itself. Add on, Value-added and other short-term courses are offered to the students for skill enhancement, which help them to compete better for employment. Different Subject Societies are running short-term courses like yoga, stress management, nutrition, and fitness, Vedic math

etc. Placement cell of the college provides career guidance and relevant information about placement opportunities through seminars, extension lectures, free coaching classes for competitive exams and sends the students to participate in pool campus placement drives by establishing linkage with other institutions of repute in the area. Recently the college has initiated the process to organize on-campus placement drives also.

Internal complaint committee, Anti Ragging Cell, Sexual Harassment Redressal committee, Counseling cell, Women cell, and Mentor-Mentee system of the college address different types of problems faced by the students.

Many our students join post-graduate courses after graduating from this college and a few students directly take up employment assignments. The guidance received from the faculty through formal and informal ways plays a crucial role in the students' progress and placement with respect to both types of endeavors.

The college organizes several sports, NSS, NCC, cultural and extra-curricular activities to promote the overall development of students from diverse sections of society. Every year students win many state and national level awards in different sports and cultural activities/competitions and bring laurels to the college.

Governance, Leadership and Management

The governance, leadership and management of the college is based on the practice of decentralization and participative management (through staff councils/committees associated with students) and ensures that the democratic say and space at every level of the personnel of the institution form the building blocks of every decision made. This helps in realizing the stated vision and mission.

The Governing Body is the highest decision-making authority comprising President, Vice President, General Secretary, Treasurer (duly elected for a period of three years), the college Principal, nominated members of Arya Shiksha Samiti, the parent body of the college, DGHE nominee, nominee of the affiliating University, two teachers' representatives and one non-teaching representative. All the important policies are decided by the governing body and the Principal is given full freedom to implement the policies for smooth and effective functioning of the college. The Principal ensures that all the quality parameters expected by the Governing body, Affiliating University, DGHE Haryana and UGC New Delhi are duly met.

H.O. Ds are informed about the decisions and policies and given freedom to execute them. Conveners of various societies and committees are given the responsibility to organize various kinds of activities according to the need and interest of the students. Students are associated with these committees to assist in organizing these activities.

Administrative work is distributed by the Principal in consultation with the head clerk keeping in mind the interest and capabilities of the office staff for effective functioning of the college. The college recruits teaching and non-teaching staff strictly as per the norms of Haryana Government and University Grant Commission.

A good appraisal system has also been adopted through API as per UGC norms and ACRs for teaching

and non-teaching staff to improve the quality aspects.

The budget of the college is carefully planned and proper utilization of financial resources is monitored through internal and external audits.

IQAC is another monitoring apparatus for effective manifestation of policies and scrutiny of the same.

Institutional Values and Best Practices

Believing in equal opportunities to all, the college never discriminates based on caste, creed, religion, and gender. All the facilities like physical, academic, or cultural are offered by the college to all irrespective of gender without any bias.

The utmost importance is given to the safety and security of our female students. The institute organizes various gender equity promotion programmes throughout the year. Counseling of students to help them solve their problems of different types is one of the most important practices of the college.

The college has adopted environment friendly practices and takes actions such as energy conservation through Solar Power Panel and wheeling to grid, use of LED bulbs, power efficient equipment, waste recycling (Solid, liquid, and hazardous chemical waste management). Various green initiatives are practiced regularly like restricted entry of vehicles, ban on plastic, landscaping with trees and air purifying plants. The institution, keeping in view the needs of the differently abled persons, provides disabled friendly washrooms, ramps, wheelchairs, proper signage, human assistance, scribes, and readers.

The institution provides an inclusive environment for everyone with tolerance towards and harmony with cultural, regional, linguistic, communal, socio-economic, and other diversities. This is very much evident from the numerous activities organized in the organization through various cells. Every employee and student at the college, irrespective of cultural, regional, linguistic or other diversities, is required to follow the code of conduct/professional ethics and rules of the organization. The Code of conduct committee monitors the same. Different programmes are organized to address the need to sensitize the students and employees towards their constitutional obligations like values, rights, duties, and responsibilities of the citizens. The institution has several best practices including the celebration of commemorative days, Mentor-Mentee system, weekly Hawan Yajna, regular counseling, moral education practices, workshops on ICT based curriculum planning and delivery, grievance redressal, extension, and outreach programmes for social concern etc. Above all, women empowerment through Vedic and modern education is the most distinct feature of our institution.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | DAYANAND MAHILA MAHAVIDYALAYA |
| Address | Salarpur Road, Near Aggarwal Hospital, Kurukshetra |
| City | Kurukshetra |
| State | Haryana |
| Pin | 136118 |
| Website | www.dmmkkr.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------|----------------------------|------------|-----|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Vijashawari | 01744-251981 | 9416950702 | - | dmmkkr2010@rediffmail.com |
| IQAC / CIQA coordinator | Anju Chawla | 01744-270981 | 9896740493 | - | avcommerce@gmail.com |

| Status of the Institution | |
|---------------------------|---|
| Institution Status | Private , Grant-in-aid and Self Financing |

| Type of Institution | |
|---------------------|-----------|
| By Gender | For Women |
| By Shift | Regular |

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

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 11-06-1982 |

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

| State | University name | Document |
|---------|------------------------|-------------------------------|
| Haryana | Kurukshetra University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 02-06-1987 | View Document |
| 12B of UGC | 02-06-1987 | 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? | No |

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Salarpur Road, Near Aggarwal Hospital, Kurukshetra | Urban | 2.5 | 7774.89 |

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 | BA,Department Of Arts | 36 | Senior Secondary or equivalent as per KUK | English,Hindi | 250 | 249 |
| UG | BA,Department Of Arts | 36 | Senior Secondary or equivalent as per KUK | English,Hindi | 60 | 53 |
| UG | BCom,Department Of Commerce | 36 | Senior Secondary or Equivalent as per KUK | English,Hindi | 80 | 67 |
| UG | BCom,Department Of Commerce | 36 | Senior Secondary or equivalent as per KUK | English,Hindi | 80 | 41 |
| UG | BCom,Department Of Commerce | 36 | Senior Secondary or Equivalent as per KUK | English,Hindi | 80 | 71 |
| UG | BSc,Department Of Science | 36 | Senior Secondary or equivalent as per KUK | English,Hindi | 80 | 62 |
| UG | BSc,Department Of Science | 36 | Senior Secondary or equivalent as | English,Hindi | 60 | 27 |

| | | | | | | |
|----|------------------------------|----|---|----------------|----|----|
| | | | per KUK | | | |
| UG | BTTM, Department Of Tourism | 36 | Senior Secondary or equivalent as per KUK | English, Hindi | 40 | 14 |
| PG | MCom, Department Of Commerce | 24 | UG or equivalent as per KUK | English, Hindi | 66 | 61 |
| PG | MA, Department Of English | 24 | UG or equivalent as per KUK | English | 40 | 24 |

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 | 1 | | | | 7 | | | | 22 | | | |
| Recruited | 0 | 1 | 0 | 1 | 0 | 7 | 0 | 7 | 0 | 17 | 0 | 17 |
| Yet to Recruit | 0 | | | | 0 | | | | 5 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1 | | | | 0 | | | | 39 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 36 | 0 | 36 |
| Yet to Recruit | 0 | | | | 0 | | | | 3 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 13 |
| Recruited | 9 | 3 | 0 | 12 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 11 |
| Recruited | 8 | 3 | 0 | 11 |
| 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 | 1 | 0 | 0 | 3 | 0 | 0 | 13 | 0 | 17 |
| M.Phil. | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 4 |
| PG | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 4 |
| 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. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 0 | 27 |
| 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 | Others | Total |
| | | 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 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1776 | 0 | 0 | 0 | 1776 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 176 | 0 | 0 | 0 | 176 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 265 | 284 | 296 | 274 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 433 | 462 | 497 | 445 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 1197 | 1260 | 1302 | 1365 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 184 | 178 | 96 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2079 | 2184 | 2191 | 2119 |

Extended Profile

1 Program

1.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 362 | 362 | 359 | 353 | 349 |

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

1.2

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 10 |

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1952 | 2119 | 2191 | 2184 | 2079 |

| 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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 388 | 383 | 383 | 488 | 523 |

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

2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 726 | 735 | 696 | 718 | 642 |

| 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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 62 | 61 | 61 | 61 | 61 |

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

3.2

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 62 | 61 | 61 | 61 | 61 |

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

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 30

4.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 71.59 | 93.86 | 102.89 | 103.46 | 197.79 |

4.3

Number of Computers

Response: 141

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- **Being an affiliated college, the college strictly follows the curriculum designed by the affiliating university.**
- **Before the commencement of academic year, college prepares its own academic calendar, in accordance with the academic calendar of the affiliating university. It specifies the schedule of significant activities along with teaching sessions. Then based on the college academic calendar, various departments of the college prepare their departmental academic calendar for the activities to be performed in the session.**
- **Aadhar Patrika i.e., the information brochure of the college is prepared, which specifies the important dates as prescribed in university academic calendar as well as the dates of significant activities as prescribed in college academic calendar.**
- **Well stated programme outcomes and course outcomes are uploaded on the college website to get the students acquainted with the skills, values and knowledge that they attain.**
- **Prior to the beginning of the academic session, departmental meetings are held by all the H.O. Ds to assign workload to teachers and plan departmental activities. Timetable is prepared based on the allotted workload.**
- **The lesson plan of every subject is prepared by concerned teachers covering entire course contents with topics and dates of assignments and tests required for internal assessment.**
- **Orientation programme for entry level students is organized and Aadhar Patrika as well as syllabus of each paper are provided to the students.**
- **The curriculum is updated by the common syllabi committee of the University. Some of our regular staff members are nominated as members of the Board of Studies by the affiliating university.**
- **To enrich the teaching-learning process, the college is running four Value-added courses and three UGC approved certificate Add-on-courses.**
- **It is compulsory for all students to pass the paper of Environmental studies while the paper of**

Computer Level 1 is compulsory for all except those having Computer in their subject scheme, as per the directions of K.U.K.

- Along with the regular teaching methods, the teachers deliver their lectures through ICT also so that the students can learn the concepts in a better way.
- Project work is given to the students to enhance their domain of knowledge. Posters, Charts, Collage, working and non-working models are displayed in the labs, hall, library, and classrooms to arouse interest in their respective subjects.
- Students are encouraged to participate in workshops, guest/extension lectures, field/industrial visits, exhibitions, educational tours, quiz contests, case studies, group discussions etc. to enhance their personality and improve their thinking skills.
- Seminars, Conferences/Workshops are organized to promote research culture among faculty members and provide exposure to students as well.
- A fully computerized and well stocked OPAC library offers the students the latest editions of the books, reference books, magazines, newspapers, journals along with e-journals and e-books.
- To discuss and ensure the attainment of course outcomes, departmental meetings are held. All the teachers submit the syllabus completion certificates by the end of every semester.
- Curriculum-based feedback from students, teachers, alumni and employers is collected to improve the functioning and mechanism of curriculum delivery.

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

Response:

Dayanand Mahila Mahavidyalaya, Kurukshetra being affiliated to Kurukshetra University, Kurukshetra, strictly adheres to the academic calendar issued by K.U.K. at the beginning of the academic session. Internal Evaluation System is followed as per the guidelines issued by the affiliating university. Internal assessment weightage is 20% of total marks generally and is awarded on the basis of class tests, class attendance, assignment work of the students. In this regard some details are mentioned below:

- The criterion for the internal assessment is mentioned in the Adhar Patrika of the college. Students are informed about the procedure in the orientation programme at the outset of the academic session. Teachers make the students fully aware of this procedure in the classes at the outset of the session and motivate them to score high in internal assessment to add value to their overall academic performance. To maintain transparency, the score of internal assessment is displayed on the college notice boards and on the website of the college also.

- Teachers prepare lesson plans in which there are complete details of class tests and assignment along with dates. The purpose of this is to evaluate the students regularly to keep track of their progress and the segregation of slow and advanced learners. Lesson plans of respective subjects are displayed on the website of the college.
- Each faculty member submits the absentee slip daily before leaving the college. Lecture shortage statements are also prepared by teachers continuously. Students are intimated from time to time about their attendance in the classes and advised to maintain their regularity. The list of students having shortage of lectures is displayed on the students' notice board. Further information regarding absentee students is also sent to their parents to ensure regularity of attendance of their wards in the classes.
- Record of class tests, assignments, regularity of attendance in the form of lecture statements is also maintained in the college office and necessary feedback is provided to the Principal.
- One month before the commencement of final examinations, HODs cross-check the internal assessment awards submitted by the respective subject teachers.
- Parents are also informed about the students' academic performance and general behaviour during Parents-Teachers meeting held at the end of each semester.

The whole process of evaluation is systematic and transparent as every teacher keeps a record of students' academic performance based on class tests, assignments and attendance on a continuous basis throughout the year. In this way, the college continuously monitors the overall performance and general behaviour of students in the college.

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Link for Additional information | 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: 80

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

Response: 8

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response: 30

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 09 | 08 | 04 | 05 | 04 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to 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: 3.44

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 130 | 122 | 17 | 47 | 39 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |
| Any additional information | 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 college plays a catalytic role in fermenting and fostering a rational and scientific outlook and gradually inculcating moral, social and environmental values essential for our students. The cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics are integrated into the curriculum through some compulsory and optional courses at various levels of under-graduate and post- graduate courses.

Environment and Sustainability: Environment science is a compulsory paper for the first-year Undergraduate students of all streams. Students prepare a report on various environmental issues and challenges. There is an environment society in the college, which plays a vital role in sensitizing the students towards nature by organizing various activities; distributing plants among the students to encourage plantation, and campaigns against the use of polythene bags. The environment society, NSS volunteers and NCC cadets work jointly and are actively engaged in spreading awareness about health, hygiene, and cleanliness.

Gender Sensitivity: The issues of gender sensitization and girl empowerment are core values of the college. The women cell of the college organizes declamation contests, essay writing competitions, self-defence training workshops, seminars etc. round the year to promote gender sensitization. Students from various streams are selected as ‘gender champions’ who work as torch bearers of gender issues in the college and society as well. Students are motivated to install ‘Durga Shakti’ app- an initiative of Haryana police to promote women’s safety and security. Women cell, Red Cross society, NSS and the Legal Literacy cell of the college work together to spread awareness about women’s health and legal rights.

Human Values: One of the core values of the college is to instil and inculcate human values in our young generation. At the inaugural ceremony of the session and on every Monday of the week, round the year there is a practice of ‘Hawan’ for all the students. Arya Yuvati Parishad and Sanskrit Department organize “Arya Gyan Pariksha” every year to encourage the students to learn and imbibe Vedic principles, values, and practices.

Our students have to follow ‘Aachar Sanhita’ given in the college. They are expected to be polite, disciplined, responsible and co-operative. The college celebrates the birth anniversaries of freedom fighters and other great personalities of India and the world as well. The rare pictures and photographs of the great thinkers, freedom fighters and social reformers etc. are displayed at different places in the college. Rare and valuable letters of freedom fighters, rules of Arya Samaj,

quotes from 'Vedas' etc are displayed at various places, for our students to get inspiration and become better human beings and citizens. The college has also started short term inter disciplinary value-added courses like 'Importance of Moral Values', 'Health and Nutrition', 'Yoga' and 'Stress Management' etc.

Professional Ethics: Professional Ethics as a part of curriculum helps students to understand and imbibe ethical principles and to solve moral and ethical problems that arise in their professional life and to make decisions guided by the code of ethics.

| 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: 1.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 05 | 05 | 05 | 05 | 05 |

| 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 |
| Any additional information | View Document |

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

Response: 31.97

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

| Response: 624 | |
|---|-------------------------------|
| File Description | Document |
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

| <p>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</p> <p>Response: A. All of the above</p> | |
|---|-------------------------------|
| File Description | Document |
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

| <p>1.4.2 Feedback process of the Institution may be classified as follows: 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 <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p> | |
|---|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 85.51

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 669 | 732 | 825 | 817 | 787 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 836 | 905 | 905 | 956 | 874 |

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

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

Response: 63.15

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 173 | 225 | 310 | 303 | 363 |

| 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:

The college takes every possible step to understand the needs and requirements of the students before the commencement of the session. Students are counselled, before as well as at the time of admission, to opt for the right courses and subjects according to their interest, capabilities, aptitude, and passion, need etc. After admission, a department-wise special, introductory orientation programme is conducted in their classes to acquaint them with the timetable, with the general rules and regulations of the college, their offered courses and mode of assessment etc. Aadhar Patrika also includes all the details. In the beginning of the classes, the teachers try to get acquainted with the students through interaction about their percentage of marks in the qualifying exams, their socio-economic status, interests, hobbies, aptitude etc. The assessment is further reinforced by mentors during their interaction with students. All the teachers conduct one test within one month of the start of class teaching to assess their performance and based on all these steps, students are identified as slow learners and advanced learners according to their learning capabilities.

Strategies adopted to facilitate slow learners: -

- Bridge courses in different subjects to help them understand the fundamentals of the subject.
- Regular tests and assignments are given to continuously monitor their progress.
- Continuous assessment and monitoring are done for the improvement of the students' learning abilities.
- Meritorious students are encouraged to help the slow learners.
- Personal attention is paid through counselling from time to time and their parents are also involved.
- They are trained and motivated to participate in various kinds of co-curricular activities to boost their confidence and interest in subjects.
- Students have easy access to the teachers in vacant periods and can clear their doubts.

Strategies adopted to facilitate advanced learners: -

- Encouragement to read beyond the bare requirement of the syllabus.
- Scholarships and prizes are also given to such students.

- They are encouraged to do extra assignments and project works.
- Teachers at the college also cater to their needs by providing required extra study material. Book bank facility is also available to them.
- The career guidance and placement cell of the college guides them regarding better career options available to them.
- Independent learning is encouraged through our digital resource centre equipped with internet connection, e-books, e-journals, magazines, and books for competitive exams etc.
- They are motivated to participate in various curricular and extracurricular activities.
- They are associated with various cells as student representatives to inculcate leadership quality and sense of responsibility in them.

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

Response: 31:1

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

2.3 Teaching- Learning Process

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

Response:

In addition to conventional teaching methods, the college encourages, motivates, and facilitates adoption of a multi-dimensional approach to ensure experiential and participative learning.

Lecture Method: The traditional lecture method is adopted by most of the teachers for the theoretical part of their contents. This method facilitates the teachers to interpret, explain and revise the content. Classroom discussions, debates, presentation by students, brainstorming activities, creating mind maps facilitate participative learning besides lecture delivery in the classroom.

Interactive Methods: Students are given individual projects and class assignments, focusing on self-study and independent learning. Students are also given group projects and activities which promote peer learning and team building. Assignments and class tests are most effective methods to explore the students potential and motivate them to work on their weak points. This is helpful in the enhancement of collaborative and participative learning.

ICT Enabled Teaching Methods: It is helpful in transforming the students from passive to active learners. Conventional classroom teaching is blended with reasonable ICT tools to make the teaching learning more effective by using smart boards, PowerPoint presentations, E-resources, YouTube insisted teaching learning etc. The college has 8 ICT facilitated classrooms and 1 seminar hall to meet the purpose. In the college library, there is a Digital Resource Centre with full access of N-list resources i.e. e-journals, e-books and e-shodhsindhu to all the students and faculty as well.

Experiential Learning: Various departments of the college organize educational tours and excursions to provide exposure to real life situations and first-hand knowledge of their subjects. Visit to NDRI and malls by commerce department, visit to radio station by English department, visit to mental asylum by psychology department, visit to historical monuments and tourist spots by history and tourism department etc. The students get experiential learning through various NSS programmes like 'Adult Education Programme' and 'Each One Teach One' programme.

Project Based Learning: Project Based learning allows students to gain knowledge and opportunity to explore real world problems and develop a deeper and more enriched understanding. In some of our courses like B. Com(V) Computer Application, BTM, EVS etc., project work is mandatory. The students learn the aspects of report writing and case study etc. and get independent training also.

Departmental Activities: In addition to routine teaching- learning process the departments organize workshops, exhibitions, inter college competitions etc. These activities encourage creativity, innovation and adaptation of ideas to yield multiple need-based solutions to meet challenges of the contemporary world and to cover the gap between bookish knowledge and practical implementation.

Students Presentations: Presentation is a great way to have students' practice over all the skills i.e., listening, speaking, reading, and writing. to develop these skills among students, the teachers invite the students for the presentation and after the activity, the questions are asked to them. This is how the audience can also be given a set of tasks of framing questions.

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

Response:

Information and Communication Technology (ICT) do impact student-learning. Our teachers adequately integrate their knowledge of ICT tools for effective delivery of the curriculum. Our college uses a diverse set of ICT tools to provide quality education to the students. With the use of ICT, the college has installed interactive boards so that the students can understand the concepts effectively. As the present generation of learners is very close to ICT due to smartphones and tabs, they can be easily moved towards learning based on ICT tools.

ICT tools used by our college teachers are:

- **Interactive Boards or Smart Boards:** Using interactive Boards, computer images can be easily displayed, clicked, or copied which the students can grasp effectively. When ICT is available in the classroom for students' use, the students' engagement is generally higher as compared to that in the traditional classrooms.

- **PowerPoint Presentation:** The teachers prepare their lectures via PowerPoint Presentation and deliver them effectively according to the time and schedule of time-table. With the help of PPTs, images, audio and video can be integrated at one place and this can have a greater visual impact on the minds of the students.
- **E-Resources:** The availability of E-books and E-resources in the digital resource center of the college library proves to be a great help to teachers and students to make teaching-learning more effective.
- **ICT for developing communication skills:** To improve the communication skills of the students, a language lab is available in the premises. Using this lab, students can improve their skills of listening, speaking, reading, and writing under the influential guidance of teachers.
- **ICT for Practical Activities:** ICT facilitates, and tools come quite handy when practical knowledge is to be imparted with respect to any subject whether it is Home Science, Psychology or Computer Science. Pictorial and graphic presentations and videos not only make the study interesting but also easy to comprehend.
- **Lecture through/ via Youtube Channel:** The teachers prepare their lecture and upload the same on their respective YouTube channels. The teachers deliver these lectures effectively according to the schedule and time fixed in the timetable. The students can get access to these lectures at any time and can also repeatedly watch according to their pace and understanding.

Use of Mobile Applications for learning: To make the teaching-learning effective, there is an appropriate use of mobile applications like WhatsApp, Phonic Sounds, Telegram, Adobe Scanners, Google Classrooms, Google Meet etc. Using these applications, we can make easy access and interaction towards all the stakeholders of the college.

| 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: 35:1

2.3.3.1 Number of mentors

Response: 56

| 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: 100

| 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 |
| Any additional information | 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: 27.43

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 21 | 19 | 16 | 14 | 14 |

| 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: 7.79

2.4.3.1 Total experience of full-time teachers

Response: 483.11

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

2.5 Evaluation Process and Reforms

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

Response:

To assess the students' performance on a continuous basis, the college adopts a systematic and transparent mechanism. As the college is affiliated to Kurukshetra University, Kurukshetra, the internal evaluation system is followed as per the guidelines of the university. In each course generally, the weightage for the internal assessment is 20% of the total marks. In Internal assessment, 05% marks are assigned for class attendance, 10% marks for assignments and 05% marks are given for sessional. For awarding the weightage of internal assessment, the guidelines followed by the college are as follows:

- Internal assessment is prepared based on marks obtained in the sessional, assignment, and class attendance of the students.
- In the beginning of every semester, the students are informed about the complete procedure regarding the internal evaluation system.
- Class tests are arranged from time to time so that the students can work on their performance and

prepare themselves for the assessment tests.

- Performance of the students in class tests and assignments is discussed with the students for regular improvement.
- If the students are absent in the assessment test due to some unavoidable reason, they are given a special chance.
- The students are advised to attend their classes regularly and they are also informed about their attendance and lecture shortage from time to time and this brings regularity in the class.
- Each faculty member prepares the absentee slips daily and puts them in the assigned boxes in the college.
- Students are given two assignments per semester as per the scheduled dates mentioned in the lesson plans.
- The record of the award lists of class tests and assignments is also submitted and well maintained by the college office to have transparency regarding the internal assessment.
- The parents are also informed about the student's performance and development during parent-teacher meetings.
- The score of internal assessment is displayed on the notice boards and it is uploaded on the college website also to maintain transparency.

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

Response:

Our college adopts a transparent, time bound and efficient system to deal with examination related grievances at two levels.

College level Grievances: Our college maintains complete transparency in resolving examination related grievances. For proper and smooth conduct of house examination, examination committee has been constituted which ensures proper and timely display of the date sheet and results both on college noticeboard and on the college website.

To maintain transparency and to minimize the chances of any exam related grievances, the concerned teachers discuss with their respective students' various issues related to their class tests, house examinations and internal assessment from time to time. If there is any grievance related to class tests and internal assessment, first it is handled by the respective subject teacher. If there is any issue in resolving the matter, then the case is handed over to the Head of the concerned Department, thereafter, it is brought into the notice of the examination committee and finally it is presented to the Principal so that such grievances can be properly sorted out. To maintain transparency, the result of the internal assessment is displayed on the notice boards and the college website also.

University level Grievances: Grievances related to semester examinations conducted by Kurukshetra University, Kurukshetra are handled first by examination committee in consultation with HOD and then by the Principal of the college. For early redressal of the grievances regarding the examination, the university is contacted immediately. The committee handles the case and reports it to the Principal and the Advisory Council meeting is held, if required. Minutes of the meeting are recorded. Whenever there is any kind of grievance reported by the students regarding the issue of DMC, wrong declaration of result, showing absent in the examination, misspelt candidate's name, or parents' names etc., matter is taken up with the Controller of Examination of the university. There is regular follow up of these grievances and hence these are dealt with in a speedy and smooth manner.

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

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:

Programme outcomes, programme specific outcomes and course outcomes for all the programmes offered by the college have been derived from the course contents and the college has devised its own way to perceive and define them with the active involvement of faculty members. These are so designed as to help students clearly understand the skills and knowledge which they shall acquire after completing their respective courses. These outcomes help them to know the utility of these courses in building up their careers. All the outcomes are displayed on the college website and are communicated to the students during the orientation programme organized at the beginning of the academic session. Teachers discuss these outcomes with the students during classes also. The faculty members keep a constant watch on the attainment of these outcomes. The hard copy of the respective outcomes remains available with the departments and one copy is kept in the library for consultation by students and faculty.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Past link for Additional information | View Document |

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

Response:

Evaluation of attainment of programme outcomes becomes important to know the areas where we need to improve and to plan how to improve. For this purpose, the mechanism followed is as described below:

- The programme outcomes, Programme Specific Outcomes and Course Outcomes of the various programmes (80%) are evaluated at university level after the semester end examination, when all the results are declared. College maintains the result-records, both teacher-wise and subject-wise, and these are compared with corresponding university results to find out the deviations and then the corrective action is taken accordingly to improve the attainment of outcomes. Besides, the university merit positions obtained by the students reflect the attainment of outcomes.
- Internally, the college evaluates these outcomes through the mechanism of Internal Assessment (I.A.) which is 20% of the total assessment. The mechanism followed is described below:

Regularity in classes: Since regularity in classes is the most important aspect to ensure that students receive and achieve the knowledge and skills delivered in the classes. So, teachers keep a complete record of attendance of students and submit the lecture shortage statements in the office to inform the students and parents twice a semester.

Performance in Assignments: In every semester, minimum two assignments per subject are compulsory for the students. Teachers evaluate these assignments and discuss these with the students and guide them about their weaknesses and strengths to improve accordingly.

Performance in Tests/Sessional: Occasional class tests and sessional tests are conducted by the college to assess the preparation of the students for semester end exams. The answer sheets are shown to the students and are discussed with them to tell where and how they can improve their attempt in the exams. In some of the subjects like Computers, Psychology, BTM. Sciences, Commerce etc. learning outcomes are evaluated through practical, PPT presentation, field work and internships etc. Students are given a strict timeline (also mentioned in lesson plans) for submission of their project reports and assignments. In case of medical issues or some similar eventualities, they are given additional time to submit their assignments. The whole process of IA is conducted in a systematic manner as per university guidelines while keeping in mind the attainment of course outcomes.

- Ample opportunities are provided to the students through various national / state/ intercollege/ college level activities like seminars, conferences, extension lectures, exhibitions, debates, declamation, PPT presentation, quiz, collage making, poster making, essay writing competitions etc.
- The Career Guidance and Placement cell of the college conducts various activities like mock interviews, mock tests etc. which enable the students for self-evaluation and prepare themselves better for their employment and careers.
- Some of our students pass different entrance exams like NET/JRF/IELTS/PTE/IIT JAM etc successfully to get admission in higher classes (PG) and job placements which further indicates the attainment of course outcomes.
- Feedback of students is taken on the curriculum and its delivery to obtain their valuable suggestions so that corrective action may be taken to attain higher level of course outcomes.

2.6.3 Average pass percentage of Students during last five years

Response: 75.29

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 706 | 557 | 515 | 488 | 353 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 717 | 727 | 692 | 691 | 627 |

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.61

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, 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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

Response: 00

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 05 | 05 | 05 | 05 | 05 |

| 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:

The college always makes efforts to provide an innovative educational environment for all its students and teachers. To fulfil this aim of overall development, the college has created an ecosystem for the students to explore new ideas and to share knowledge with other like-minded persons in their areas of interest. Keeping in view the significance of research and innovation, the college has explored various initiatives which illuminate the college with information and knowledge.

Guru Virjanand Dandi Reference Library:

Besides the central library, Guru Virjanand Dandi Reference Library has been established specifically dedicated to research in Arya Samaj. There are several reference books related to Arya Samaj, which are not only a source of knowledge, but can be used for research purposes also. These books work as a rich source for Vedic research, Vedic literature and life sketch and actions of Swami Dayanand Saraswati. There is a vast collection of invaluable texts in this library, i.e., Brahmangraths, Upanishads, Philosophy, Manusmriti, and Aarsh Vyakaran. These teachings of Arya Samaj help the students in their emotional, intellectual, spiritual, and physical development and motivate them towards providing new solutions to social problems.

Digital Resource Centre:

Digital Resource Centre of the college is all about sharing the accumulated wisdom and knowledge for improving the teaching- learning environment. The college provides free access to N-List journals and books for all the teachers and students so that they can widen their research perspective.

Research Corner:

One corner has been reserved in the college central library for Research journals and articles. In this part of the library, various research journals, the college subscribes to, are displayed for open accession by the faculty and the students. The purpose is to develop the knowledge in particular fields of study in an advanced manner.

Knowledge Bank:

Knowledge Bank is another important space in the college library reserved for the display of research work done by the college faculty. The students and teachers can access this corner at any time. This section of the library proves to be another milestone in the enhancement of knowledge.

Extension Lectures:

Extension Lectures on several topics are organized from time to time in the college. The Dignitaries are invited to present their views on novel issues to enthuse curiosity among students. There are various societies and committees i.e., Arya Yuvti Parishad, NSS, Women Cell, Red Cross Society, Cleanliness committee etc. which organize extension lectures on the various topics such as Motivation, Vedic Maths, Hindi Writing, Fundamental Duties, Time Management, Environment, Importance of Sanskrit Language, Mobile Addiction, Water Conservation, and Net Banking etc.

National Seminars/ Webinars and Workshops:

To promote research work, various national seminars and workshops have been organized during the last five years. Workshops on various topics like Blood Donation, Yajna, Animation, Gender sensitization for social equilibrium, computer education, Importance of passport, Self Defence, Importance of Digital Platform, IPR, Skill development etc. have been organized to develop research aptitude among students.

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

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

Response: 5

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 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

Response: 00

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

Response: 00

| 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: 0.78

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 19 | 19 | 02 | 04 | 04 |

| 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: 0.46

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 03 | 08 | 09 | 08 | 00 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |
| Any additional information | 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:

Extension activities are an integral part of our college. We conduct many extension activities through Arya Yuvati Parishad, NSS, NCC, Women Cell, Red Cross, Environment Society, Youth Welfare, and various other departmental societies. These activities are organized to bring about holistic development of each student, sensitize students about societal and environmental issues and promote institute-neighbourhood community network. Major emphasis is laid on student engagement, service orientation and holistic development of students contributing to good citizenship.

Major social issues identified by the college:

We can see that there are many problems and issues prevalent in society. Our college has identified some of the burning issues like:

- **Gender Sensitization**
- **Beti Bachao, Beti Padhao**
- **Cashless transactions**
- **Awareness about Cleanliness**
- **Global warming**
- **Environment Pollution**
- **Plastic Ban Awareness**
- **Tree plantation**

- **Voters' Awareness**
- **National Unity**
- **Health and Nutrition**
- **Awareness for Yoga**
- **Road safety**
- **Aids Awareness**
- **World Tourism**
- **Tribute to Martyrs**
- **Financial Literacy**

The cumulative support of our faculty, students and community helps us to prepare a comprehensive plan to perform the role of torch bearer in the overall development of society, but the focus is on the students. They are given opportunities to nurture in them the ideas of selfless service and to augment their understanding of personal and social responsibility; to foster ethical behaviour, learn inter-cultural skills and to sensitize them towards social issues. They are encouraged and motivated to rise above self-interest and get ready to take social responsibilities. Besides, these activities also develop qualities like discipline, co-operation, hard work, punctuality, sense of responsibility and taking initiatives etc. We organize workshops, seminars, extension lectures and many other environment related activities so as to inculcate awareness among the students about environmental issues. Our NSS volunteers visit nearby areas and adopt a backward urban area or a village to carry out various social service activities. They visit every home to create awareness about various issues, especially among women, about their health and sanitization. For all such initiatives, our students have been awarded with appreciation letters from the concerned authorities.

Besides these, regular Havans are performed on every Monday in college, and these are performed by students with the help of faculty members; special Havan and Yoga workshops are also organized every year for students. Lectures by spiritual speakers are organized from time to time to sensitize the students about major social issues. All these go a long way in creating among them a positive outlook and an understanding of Vedic culture and human values.

With all these activities and efforts, a positive impact can be perceived on the students, faculty members and the community. Through these activities the students acquire traits like teamwork, effective leadership, decision making, good communication skills, discipline, confidence, and time management etc. and the society in general becomes conscious about various issues related to fundamental rights, duties, literacy, health, nutrition, and environment 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.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |
| Any additional information | 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:** 193**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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 61 | 47 | 30 | 32 | 23 |

| File Description | Document |
|--|-------------------------------|
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |
| Any additional information | View Document |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 75.8**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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1310 | 1831 | 1700 | 1655 | 1499 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

3.5 Collaboration

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

Response: 12

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 02 | 09 | 01 | 00 | 00 |

| File Description | 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: 2

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 02 | 00 | 00 | 00 | 00 |

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

NAAC

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:

Over the years, the college has created excellent infrastructure and learning resources. The college is spread over an area of 2.5 acres. It has a multi-storey building fully equipped with CCTV security system covering all sides and corners.

It consists of 28 classrooms including 8 digital classrooms with smart boards, projectors and Wi-Fi facilitating effective teaching-learning process. There are 17 laboratories, including 5 computer labs with 106 modern equipped terminals and online UPS for back up facility. Two well equipped Physics labs with one dark room, two spacious and well-equipped Chemistry labs with a storeroom, two Psychology labs with good number of apparatus, one Food and Nutrition lab with ICT facilities and one fully equipped Cloth and Textile lab. The institute has one Physical Education lab comprising a Gym, fully equipped with facilities like walker, jogger, stepper, rower, yoga mats etc, two labs for music---vocal and instrumental equipped with all the playing instruments needed like Tanpura, Harmoniums, Sitar, Tabla, Dilruba, Swarmandal etc.

The college has three well-stocked libraries. The General Library named Sardar Arjun Singh Memorial Library is equipped with a fully computerized LMS system having a rich collection of books, journals, magazines, newspapers, and N-LIST Subscriptions for e-accession of e-books and e-journals. The library has a special facility of “Digital Resource Center” for e-accession for students and faculty. One part of the library comprises a “Research Corner” where research journals subscribed to by the college are kept for open accession by the students and faculty. Another important section created in the library is ‘Knowledge Bank’, where research work of teachers is kept for accession by teachers and students to update their knowledge. Moreover, the Post-Graduation Department has its own Departmental Library. The college has one Reference Library, named Guru Virjanand Dandi Library, fully dedicated to research specifically related to Arya Samaj. It is well stocked with 6568 rare books in 24 indian and foreign languages on Arya Samaj and Swami Dayanand Saraswati. The college also provides links of N-LIST subscribed and free educational websites on the college website for accession by students wherein all kinds of books for all the streams are available. These include, E-PG Pathshala, NDL, Rare Book Society of India, Swayam, Free e-books etc.

To conduct smooth administration and other activities, the college building accommodates one spacious Principal office, two ICT equipped fully computerized offices, Management Room, Meeting Room, 01 fully furnished and ICT equipped Seminar Hall and 01 ICT equipped Main Hall with a capacity of 500 persons. The college also provides separate rooms for IQAC, NSS, NCC, Red Cross, Youth Welfare and Alumni along with separate Cabins for the smooth conduct of activities of Placement Cell, Women Cell, Grievance Redressal Cell and Road Safety club.

Our college consistently upgrades its infrastructure and facilities including internet speed. New hardware and software are purchased as per requirement to increase efficiency. All the

infrastructure of the college is adequately used and maintained through well-defined policies and procedures laid down and duly implemented.

| File Description | 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:

Facilities for Sports, outdoor and indoor games, and Gym

- There is a fully equipped gym containing equipment like walker, jogger, rower, twister, and power-stepper etc.
- Among indoor games, there are Carrom boards, Ludo, Chess boards, Business games, Snakes and Ladders games etc.
- Self-defense training is provided to the girls through the trainers.
- For outdoor games, the college provides Basketball court, Volleyball court, Handball court and Kho-Kho ground etc.

The students who perform well at college level are short-listed for inter-college events, state level and national level events. To motivate the students, the college organizes Annual Athletic Meet every year and the winners are awarded in the Annual Prize Distribution function.

Seminar/ Conference Halls and Music Labs

The college has two conference/ seminar halls for conducting seminars, workshops, conferences, and various cultural activities. The main hall, named after Pandit Gurudutt Vidyarthi with a capacity of 500 persons and a seminar hall, named Shaheed Shukraraj Shastri Sabhagaar, bearing a capacity of 150 persons are well equipped with ICT and modern audio –visual facilities. Two spacious and well-equipped music labs are also used to train the students for participating in various cultural activities.

Cultural Events

At the beginning of every session, the Youth Welfare Committee of the college organizes Talent Hunt Show, which includes various cultural events like dancing, singing, mimicry, mono acting, mime,

poetry, declamation, rangoli, pot decoration and “best out of waste” competition etc. The students who perform well in these events at college level are sent to participate at the State and National level cultural events, as also in Youth Festivals at zonal and Inter zonal levels. The college also hires professionals to train the students to perform well in such events. On the basis of their achievements, the students are awarded with the honour of Best Speaker, Best Vocalist, Best Sitarist, Best Tutorial Representative (faculty wise), Best Havan Performer, Best NCC Cadet, Best NSS volunteer and All-Round Best at the Annual Prize Distribution Function of the college. To take care of the physical, mental and spiritual health of the students and faculty, regular yoga sessions are organized on the campus.

Yajnashala

In the college, there is a Yajnashala also, where Havans are performed on a regular basis.

The details of infrastructural facilities available in the college campus are:

| Name of Infrastructural facility | Area | Year of Establishment | User Rate |
|--|---------------------|-----------------------|-----------|
| Sports Ground | 4302.99 sq. mts. | 1983 | 72.97% |
| Sports Room cum Gym | 7.44?7.39 sq.mts. | 05/03/2003 | 50.67% |
| Basketball court | 28.0 ?15.0 sq.mts. | 26/10/1999 | 50.67% |
| Volleyball Ground | 18? 9 sq.mts. | 28/03/2004 | 50.67% |
| Handball Ground | 40? 20 sq.mts. | 12/08/2004 | 50.67% |
| Pandit Gurudatt Vidyarthi Bhawan (Main Hall) | 9.63?33.60 sq. mts. | 21/10/2000 | 42.56% |
| Shaheed Shukraraj Shastri Sabhagaar (Seminar Hall) | 15.72?9.77 sq. mts. | 10/12/2005 | 21.62% |

| File Description | 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: 33.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

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

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

Response: 22.65

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6.99 | 9.37 | 6.59 | 22.01 | 130.22 |

| 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 |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

The college has three well-stocked libraries-

1. The General Library named "Sardar Arjun Singh Memorial Library."

The college has a well-stocked General Library named "Sardar Arjun Singh Memorial Library" equipped with a fully computerized ILMS system (Okie-Dokie software), having a rich collection of books, journals, magazines, newspapers, and N-list subscriptions for e-accesion of e-books and e-journals. There are 37045 books in total. Besides, the college subscribes to 04 journals and 14 magazines. The library provides approximately 6000 e-journals and 3135000 e-books in various

subjects. The library has a digital resource center with eight computers to access e-content. The College library receives 14 newspapers in English, Hindi, and Punjabi. The library reading room is kept open for all students from 9 to 4 on all working days. For meritorious and economically weaker students, books are issued for the whole year through book bank and donor section facility.

Library automation started in 2005 with the purchase of a desktop and Dell Software with version 7, and from time to time up-gradation of library automation is going on. At present the library is using 'Okie-Dokie' version V 3.2 ILMS (Integrated Library Management Software).

The library has a remarkable facility of "Digital Resource Center" for e-accession for students and faculty. One part of the library comprises 'Research Corner,' where research journals subscribed to by the college are kept for open accession. Another vital section created in the library is 'Knowledge Bank,' where teachers' research work is kept for open accession by the students and faculty to update their knowledge.

The following initiatives have been taken up to make the library more user-friendly:

- Open access to the internet in the library for students and faculty.
- Installation of CCTV Cameras in the library.
- A digital resource center with eight computers has been started in the library for students and staff for viewing and downloading e-journals from Inflibnet and general accession.
- User-friendly OPAC interface.
- Easily accessible data.
- Quick report generation in different formats.
- Acquisition of books with barcode systems.
- Stock verification module.

2. Guru Virjanand Dandi Reference Library: A Boon for Scholars

The college has a well-stocked reference library. There are 6292 rare books on Arya Samaj and Swami Dayanand Saraswati. This library works as a source for Vedic research center and Vedic literature. The library is a rich source of works related to the life sketch and actions of Swami Dayanand Saraswati. There is a vast collection of invaluable texts in this library, i.e., Brahmangranth, Upanishads, Philosophy, Manusmriti, and Aarsh Vyakaran. The College has initiated digitization of many of rare and valuable books in dilapidated condition so that this treasure may be preserved to be used in future.

3. Departmental Library

In our college, the Post-graduation department has its own Departmental library for PG courses. There is a vast collection of departmental books and books related to critical theories, literary texts, and books for further research. In this library, the students can study and use the available resources in their free lectures.

| 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: D. Any 1 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: 0.94

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1.34 | 1.07 | 0.81 | 0.67 | 0.82 |

| 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 |
| Any additional information | View Document |

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

Response: 2.18

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

Response: 44

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- Earlier all the classrooms were having Black Boards but later those had been replaced by green Boards. Now gradually these boards are being replaced by Wi-Fi enabled Smart Interactive Boards. There are 08 smart classrooms in the college presently.
- The college has 05 well-furnished computer labs with 106 modern equipped terminals and online UPS for backup facility. All the terminals have internet connectivity for use by students and faculty. Regular updating has been made from time to time in all the computer labs, like replacing the windows software or replacing the bulky display monitors with LCD/LED monitors which are compact and eco- friendly also. The language laboratory of the college is well equipped with 13 computer systems and 14 headphones. It offers the students audio cassettes, CDs, video cassettes and tape recorders etc. to facilitate the learning of phonetics of English language. Software in the language lab has recently been upgraded for this purpose. Other labs like Home Science lab, Psychology lab, and Physics labs have also been recently equipped with ICT facilities.
- The library of the college is fully computerized with 11 computers installed. Library automation was started in 2005 with the purchase of desktop and Dell software with version 7 (partial automation), and gradual upgradation of library automation is going on. Presently the library is fully computerized with new software Okie-Dokie version V 3.2(ILMS), which is one of the latest

library management softwares, incorporating sophisticated technology that enables the library to serve its users more efficiently. Eight computers of the library have been dedicated to the separate enclosure “Digital Resource Centre” for the accession of e-content through N-LIST.

- Administrative offices of the college had been undergoing partial computerization since 2005 with Dell software but now these have been fully automated with Okie-Dokie Software (ILMS) with Wi-Fi facility. Recently, new Tally Software has also been installed for update.
- The college has CCTV camera surveillance. Taking advantage of sophisticated technology, surveillance has been upgraded with more high definition night vision CCTV cameras to view every nook and corner.
- Earlier, the website of the college was enabled with limited space. Now the website has also been redesigned to provide enough space as per the need of hour and to make it more user friendly.
- In the Seminar Hall of the college, the Projector Screen has been replaced with a motorized projector screen.
- Earlier, the attendance by staff was marked manually but presently biometric attendance machines have been installed on different locations to make it digitized.

The college provides enough budget to upgrade the IT facilities and for the purchase of computers, UPS, Printers, Photocopiers, Laptops, software etc. as per requirements.

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

Response: 14:1

| 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: B. 30 MBPS – 50 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: 76.36

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 63.24 | 83.4 | 95.48 | 80.76 | 66.72 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View 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 adequate procedures and policies for proper maintenance and utilization of physical, academic and support facilities provided to the students. Construction committee (framed by the managing committee of the college) and the Principal of the college take initiatives for the construction, maintenance, and utilization of the whole infrastructure of the college. There is a proper check by the managing committee over all the efforts done by the construction committee.

Stock-verification of all the equipment of laboratories, library, furniture, and ICT equipment is done by the authorized faculty members at the end of every year. Proper service is provided to the installed ROs, water tanks and generators of the college from time to time. Available computers and equipment of labs are repaired on a regular basis as and when required.

Laboratories: There are 17 well-equipped laboratories in total in the college campus. Among these, there are 5 computer labs having 106 PCs, 4 Science labs, 2 Home Science labs, 2 Psychology labs, 1 Language lab, 1 Physical Education lab and 2 Music labs. The purchases are made as per the rules framed by DGHE, Haryana. Equipment in the laboratories is maintained properly and repaired regularly as per requirements.

Sports Amenities/Facilities: Sports facilities available in the college are maintained and utilized under the able guidance of Associate Professor of Physical Education-cum-convener of Sports Committee.

Academic Infrastructure: The college makes every effort to provide specialized facilities and equipment to the teachers and students so that teaching-learning can become interactive and effective. New classrooms are constructed as per requirements if there is any increase in the strength of the students or new programmes are introduced.

Library: As a learning resource: The college has an active library purchase committee which reviews the existing resources and gives suggestions accordingly. In the beginning of the session, every department of the college submits its requirements of the books. This requirement is consolidated by the librarian and is put up before the Principal for approval. There are 08 computers in the digital resource centre of the college library for the access of E-Resources. The library has provided important links on the college website for N-list(E-Books), MOOCs, SWAYAM PRABHA, E-Pathshala, INFLIBNET, SSRN and SHODHGANGA. Access to all these E-Resources has been provided to all the students and faculty members.

Support Facilities:

- The Red Cross Society of the college provides first aid and medical facilities to the students. In case of emergency requiring immediate hospitalization, the patient is rushed to Aggarwal Nursing Home located very close to the college. Wheel chair is available for Divyangs and others as per requirement.
- In the college, there is a special room for the students where they can get relaxed with their friends and can rejuvenate themselves by playing several indoor games available there.
- The College has a canteen where a wide range of healthy snacks along with beverages and non-aerated drinks are available at a nominal rate for the students and faculty.
- There are two ICT enabled seminar halls in the college campus. For larger gatherings, Pandit Gurudatt Vidyarthi Bhawan and for moderate gatherings, air-conditioned and well furnished Shaheed Shukraraj Shastri Sabhagaar are used to conduct seminars, conferences, workshops, and various cultural activities.
- To provide security to the students and the faculty members, CCTVs are installed in the college campus.
- To ensure uninterrupted power supply, three generators of capacity 63 KVA, 30 KVA and 5 KVA are installed in the college. Along with this, 6 inverters are also installed in the college campus.
- To promote renewable energy and to manage electricity bills, 20 KVA Solar Power Plant is installed in the college.
- There is a lush green lawn with benches in the college campus.

Thus, the college has a self-sufficient space with all the basic and latest facilities to cater to all the needs of the students, faculty, and other stakeholders.

| 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: 52.42

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1092 | 1099 | 1144 | 1148 | 1029 |

File Description

Document

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

[View Document](#)

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

Response: 0

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | 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: C. 2 of the above

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

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

Response: 33.48

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 726 | 735 | 696 | 718 | 642 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | 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: A. All 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.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | 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: 20.94

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

Response: 152

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |
| Any additional information | 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: 77.22

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 31 | 43 | 7 | 2 | 2 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 33 | 44 | 9 | 3 | 4 |

| 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: 86

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.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 19 | 11 | 10 |

| 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:

- The college did not have a formal students' council till 2017-18 as it was banned by the state government however the college has an active formal students' council during the session 2018-19 through electoral process as per the guidelines of Director, Higher Education, Haryana, and University.
- Though the college did not have a formal students' council till 2017-18, yet it always had the practice of forming a student council through the process of tutorial groups. The purpose behind this is to take advantage of every opportunity to create and sustain a suitable environment for every member of its community and set it on the path of excellence. The college believes that progress is possible only with the involvement of all the stakeholders in the college- the students, the staff, the faculty and the management.
- We have a regular practice of forming tutorial groups of students and one student from each tutorial group is elected/chosen as the tutorial representative to represent the whole group in the TRs' meeting. A team of office bearers from Tutorial Representatives is also there for its effective functioning which works as a student council and acts as a bridge between the administration and the students. TRs perform active duty in the organization of various functions held in the college and perform discipline duty regularly during Havans on every Monday.
- In the college magazine i.e., 'Maharishi Gourav' students also contribute as editors for various sections. This proves a great help in the development of their writing skills. The magazine also works as a platform for disseminating information.
- Students get themselves enrolled as active members for the National Cadet Corps, National Service

Scheme and Red Cross Committee etc. Being members of these committees, they can learn to work towards the welfare of the community. This instills in them a feeling to contribute to social welfare.

- Students are enrolled as Gender Champions, who are envisaged as responsible persons, thus facilitating an environment of dignity and respect for girls. This helps sensitize the other students also on gender issues.
- As registered members of the electoral literacy club, students are always ready to educate themselves and others about the voting system and voting rights/duties.
- The students also participate as a part of the IQAC Committee, Admission Committee and Canteen Committee. Being members of these committees, they can contribute in decisions towards making quality initiatives. This helps them practice leadership qualities.

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: 97.8

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 174 | 88 | 76 | 84 | 67 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | 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 Alumnae Association of Dayanand Mahila Mahavidyalaya, which had been formed since the inception of the college, got registered on 15 August 2019 with the name **Tejaswini**. It has seven alumnae as its office bearers, wherein Mrs. Monika is President; Dr. Simmi Vashishtha is Vice-President; Mrs. Arjita Bhandari is Secretary; Ms. Palak Bajaj Arora is Joint Secretary; Ms. Sheena is Treasurer; Ms. Lucky Arora and Ms. Suneet Bhandari are its Executive Members. An Alumnae Association is the only way to interact with its alumnae, who are the reflection of the past of an institution, representation of its

present and a link to its future. They are the best supporters of an institution. The connection among the alumnae, the students and the college benefit the students a lot in learning from the invaluable and vast experience of the alumnae. The experiences shared by the alumnae regarding career, time, financial management and the development of self-discipline guide and inspire the students.

Every year the college organizes alumnae meet so that the alumnae may share their experiences and invaluable suggestions regarding the challenges of life and opportunities in the college. The alumnae share their experiences and challenges with the students, which help them to gear up in the present competitive world. They motivate and inspire the students to head towards a bright career and instill them with phenomenal awareness. On different occasions, the alumnae are invited to the functions and activities of the college as resource persons, jury members and panelists. They are honoured with various titles and prizes also.

Tejaswini looks for a healthy and abiding bonding with its alumnae. It simulates and develops a feeling of belongingness, affinity, and tenderness among its alumnae. It promotes a sustained sense of belonging to the alma-mater among the alumnae by ensuring regular contact with them. It provides a forum for the alumnae where they can contribute significantly to the development of the institution financially as well as non-financially. During the year 2019-2020, 58 alumnae got registered in Tejaswini and three meetings of Executive Body dated 30/08/2019, 23/10/2019 and 21/01/2020 whereas one Annual General Meeting on 22/12/2019 were held. Our alumnae contributed an amount of Rs. 13100/- for providing scholarship to the students as decided by the Executive Body of Tejaswini. An amount of Rs. 12000/- was provided to six students on need cum merit basis. In the Annual General Meeting, the present alumnae shared their ideas with our students on academic, cultural, contemporary, social and career related issues. The association has been incessantly travelling its right course for the growth and development of the college and society.

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

Response: E. <1 Lakhs

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

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:

Our college has a well-defined vision and mission statement prepared with the active involvement of the Governing Body, members of faculty and other stakeholders.

Our Vision

To build a premier institute of higher education for women in the region, by following the educational philosophy of Rishi Dayanand with a holistic approach towards the development of its pupils and to equip them well to face social, cultural, and global challenges.

Our Mission

- **To provide Vedic and modern value-based higher education.**
- **To provide an effective, supportive, safe, secure, and accessible teaching-learning environment.**
- **To direct the students towards an incessant quest for new knowledge and its dissemination.**
- **To cater to the needs of diverse sections of the society by providing equal opportunities to all, without discrimination based on caste, creed, religion or on any other ground.**
- **To act as a catalyst in nation building by imparting quality education and developing morally strong, socially concerned, intellectually well-informed and culturally conscious empowered women.**

We, at Dayanand Mahila Mahavidyalaya, Kurukshetra, believe in planning for future and have defined it as “Plan your work and work your plan accordingly”. Having this objective in mind, we have the perspective plan reflecting the growth and development for each successive academic session. The IQAC and Advisory Council of the college have taken initiatives in the preparation of the prospective plan while considering the vision and mission of our college along with quality indicators of certain criteria determined by NAAC.

The Arya Shiksha Samiti, the parent body of the college, initiated and conceptualized the idea of establishing a college for girls’ education in 1982. For the governance of the college, the parent body has a separate Governing Body duly established by electoral process, having office bearers as President, Vice President, General Secretary and Treasurer, nominated executive members, representatives from the affiliating University and Director General Education, Haryana, teachers, and non-teaching representative. The Principal is the ex-officio secretary of the governing body.

The participation of the teachers in the decision-making process is ensured by making them conveners and members in various committees constituted for effective governance. Members of the staff are the main components of the Advisory Committee and IQAC - the major decision-making bodies of the college – to deal with the Academic and Physical infrastructure matters as well as students related issues for the sustenance and enhancement of the quality. As per the needs and demands of the students, the IQAC initiated the process of introducing various courses like UG(Science), PG, Add-on, Value-added and professional courses from time to time. The governance mechanism has been made inclusive, collaborative, and participative so that it reflects an effective leadership in tune with the vision and mission of the college.

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

Response:

Our college has a decentralized organizational structure to ensure maximum participation of different stakeholders in all its decisions and functioning. Various committees are formed by the Principal in staff meetings for smooth conduct and functioning of the college after due deliberations with the faculty. Although powers, policies and processes, roles, and responsibilities to be followed by the college in fulfilling its directions are well defined by the Governing Body, affiliating University, DGHE and Haryana Government, the Principal makes all endeavours to engage and involve the faculty members in decision making through these committees. The process of decentralization and participative management can be exhibited through the mechanism of purchase committees of the college.

Purchase Committee:

For every purchase of the college, a purchase committee is formed comprising one of the senior staff members as convener and four or more persons as members. Heads of departments, conveners of societies and incharges of laboratories take due care of requirements of their respective departments or laboratories. Written requisitions regarding any kind of materials needed are submitted to the office. After discussion with and approval from the principal, the quotations are invited by the purchase committee through the office. These quotations are opened in a meeting with the principal and approved in the presence of members of the purchase committee. Comparative statement is prepared, and vendors are finalized in this meeting. Then orders are placed by the office. After the purchase, the convener of the purchase committee and request initiator checks and verifies the purchased material. Bursar of the college verifies the purchase procedure before passing the bills. After that payment is made to the vendor by office. Simultaneously entries are made in the stock register by HODs or conveners. In this way the purchase committee works in a decentralized and transparent manner and the Principal, conveners, members of teaching and non-teaching staff are involved in the whole process to carry out their respective responsibilities.

Case Study: Regarding installation of Solar PV Power plant

- Directions were received from the Governor of Haryana for efficient use of energy and its conservation as per Energy Conservation Act, 2001 of Haryana.
- In the meeting of the Governing Body dated 14 May 2016 in the presence of the Principal and teacher representatives, the matter was discussed, and it was decided that a Solar PV Power Plant to be installed under HAREDA (Government) scheme.
- On 27th September 2016, the grant of finance assistance(subsidy) was received from the Renewable Energy Department, Panchkula.
- The Purchase Committee invited the quotations from different vendors through the office and these quotations were opened in a meeting with the principal on 15th March 2017. These were approved in the presence of the members of the purchase committee.
- On 25th March 2017, the process of installation of 20 KWP On-grid with Rooftop Solar Power Plant was completed.
- The payment was made to the vendor through cheque after due verifications by the members of the Purchase committee and Bursar.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Based on the institutional strategic plan and as per government policies, we have successfully implemented the “Cashless Transaction Initiative”. This has involved extensive efforts made by the college for aiding various stakeholders and for maintaining accounts digitally.

- Earlier from 2015-16 session till 2016-17 admissions were carried out offline through cheque payments.
- From the 2017-18 session, online admissions started with payment of fees in the bank account or through Paytm.
- As per IQAC suggestions, policies are revised every year regularly and the same are implemented also. Progressing towards 2018-19, a new system was installed for online admission through an online payment gateway using Okie-Dokie software, as suggested by IQAC. An MOU with Okie-Dokie solutions LLP was made to facilitate cashless transaction mode.
- Salary of all the permanent stakeholders is credited in the accounts only.
- Pension holders receive their pension directly into their accounts.

- From 2019-20, meritorious and other scholarships being provided to students are directly credited into their accounts.
- Most of the payments regarding other purchases (physical infrastructure, e-resources, lab requirements etc.) are made through cashless transaction mode. Quotations are received first and then orders are placed through email and payment is made through internet banking.

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:

Our organizational structure is effectively decentralized from top to bottom.

- The governing body of the college designs the whole organizational structure by making various policies and strategies and reforming them regularly from time to time.
- The whole administrative set-up is such that each stakeholder is involved in decision making and implementing the policies, thus making the college functioning more effectively.
- Functioning of the institutional body is carried out as per KUK, DGHE rules and guidelines.
- We have a well-defined policy framework designed by the governing body and well implemented and executed by the principal through various committees.
- Suggestions and ideas from IQAC conveners are regularly put up in front of the Principal and the same are presented by the principal in the meetings of the governing body for approval.
- The principal closely monitors and supervises all the academic affairs like laying out the academic plan, incurring amendments in the already existing programs and what more can be offered to the students for the overall growth.
- At the commencement of each session, committees are formed by the principal in a staff meeting after discussion with the staff to know their interest and willingness.
- All the Academic affairs are carried out as per academic calendar.
- All the HOD's of their respective departments govern academic performances, teaching and learning practices for students and maintain their departmental record in every way.
- Teaching is provided to students by following various practices like lesson planning, attendance, shortage record, syllabus completion, assessment of students through sessional, test, viva-voce, and assignments.

- Committees other than subject societies are formed in a manner where experienced senior faculty are appointed as conveners along with 4-5 faculty members of the societies as members to conduct various kinds of curricular, extra-curricular and extension activities.
- The record of activities by every committee is maintained and an annual report is published in the college magazine.
- Administrative and financial affairs are mainly governed by the deputy superintendent under the supervision of the principal.
- Financial matters are observed and verified by the bursar appointed by the governing body of the college through proper procedure.
- Non-teaching department is headed by the deputy superintendent, and it comprises office staff and supporting staff.
- The administrative staff provides all the data records and reports to various committees to carry out all the tasks efficiently. They also keep on updating the college data of students on the student portal, website of the college and records of all the teaching and non-teaching staff members.

As a service to the community, the college provides a perfect blend of right education and overall personality development of the girls to prepare them for the real world.

| File Description | Document |
|---|-------------------------------|
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

| File Description | Document |
|---|-------------------------------|
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The college provides effective welfare measures for both teaching and non-teaching staff. All the employees are considered members of the college family. Various welfare measures are done for the staff so that it can be a great help for the growth of the college. Following are the welfare initiatives of the college for its employees:

Teaching Staff:

- **Provident fund and NPS facility for all as per rules.**
- **Fully paid maternity leave as per the rules of the Govt. of Haryana.**
- **Casual leave and Earned leave as per rules.**
- **Study leave for higher education and doctoral degree as per UGC norms.**
- **Loans from Provident fund as per government norms.**
- **Duty leave to attend seminars, conferences, short term courses, refresher courses, orientation courses etc. organized by other institutions.**
- **Fee waiver for participating in the National/State level seminars/conferences organized within the college as an indirect financial assistance.**
- **Organizing workshops and faculty development programmes from time to time for their academic, spiritual, and professional development.**
- **Encashment of earned leave as per government rules to the retirees of college.**
- **Free Wi-Fi facility as well as use of ICT infrastructure.**
- **Free Dental Checkup facility on campus through a reputed dentist.**
- **The Red Cross room duly equipped with a First Aid facility and Human assistance is always there in case of need.**
- **Cafeteria with separate refreshment room for staff and three staff rooms fully equipped with all the facilities needed (ROs, Refrigerators, Hot cases, Microwaves, Crockery etc.) on all the floors of the building.**

Non-Teaching Staff:

- **Provident fund and staff pension scheme as per govt. rules.**

- Casual leave, earned leave and duty leave as per rules.
- Interest free loans are provided in case of need.
- Loan waivers to the deserving employees.
- Uniform in both summer and winter for supporting staff.
- Workshops and FDPs are organized to make them aware of health, hygiene, and professional ethics etc.

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: 34.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 05 | 43 | 27 | 10 | 20 |

| 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

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | 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: 59.35

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 61 | 56 | 56 | 09 | 00 |

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

A good performance management system works towards improvement in the overall organisational performance of employees to ensure the achievement of the overall organisational mission and vision. An effective performance management system plays a crucial role in managing the organisation in an efficient manner. The college has a performance-based Appraisal System for teaching and non-teaching staff. Appraisal report is based on the Annual performance of the employees based on their academic, research and extra-curricular activities.

Teaching Staff

The appraisal of the teaching staff is done through API and ACR. ACR (Annual Confidential Report) of the teaching staff is based on the annual performance of the employees based on their academic results, duties performed in the college, research work and other extracurricular activities.

This report is to be submitted by the teachers to the principal and the management. This is an internal appraisal system. The appraisal is done on an external basis also through API (Academic Performance Index). For regular staff, API proforma is duly filled in at the intervals of 4 years, 5 years, and 6 years as per norms. The proforma duly filled up along with required documents is to be submitted by the teacher to the college. After that, this proforma is assessed by the college IQAC, then by the principal and after that, these documents are sent to the University. The IQAC acts as the documentation and record keeping centre for the college, including assistance in the development of the API criteria. API has been divided into three stages for Assistant Professor to become Associate Professor as per UGC norms. There are three categories in each stage. Category I is based on teaching, learning and evaluation related activities. In category II, co-curricular, extension and professional development related activities are assessed. In category III, API scores are calculated for research and academic contributions. From stage I to III, the assessment is based on the screening of documents and from stage III to IV, there is screening as well as interview.

Non-teaching staff

The staff members are judged based on certain parameters mentioned in the proforma. In their self-appraisal proforma, there are some qualitative measures like punctuality, discipline, honesty, and the willingness to work properly. This overall evaluation is done at first by the deputy superintendent, then by the principal and after that it is approved by the management of the college.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Our college is a privately managed government aided college and the main sources of finance are the grants from Haryana Govt.(DGHE, Panchkula), UGC grants, scholarships from State government and philanthropists as well as fees collected from students(SFS). All the financial affairs of the college are duly supervised by the college Bursar and Purchase committee to ensure adherence to rules and procedures. There is a systematic mechanism for both internal and external audits.

Internal Audit: There is a proper procedure to make purchases and incur different types of expenditure. Requirements from different corners are received in written form and those are discussed with and approved by the Principal. Then the Purchase committee follows the procedure prescribed for the purchases. Bursar of the college keeps strict supervision of the purchase procedure. Conveners of the Purchase Committee and Bursar verify the items purchased and procedures followed and then bills are paid after the signature of the Principal. An Accountant of the college maintains all the records of financial transactions in accounting software Tally. All the vouchers and bills are then checked by the Chartered Accountant of the college (appointed by the governing body) – Sharma and Bansal Chartered Accountant regularly as per government rules. They ensure keeping a close watch on any mistake or error and rectify the same immediately.

External Audit: For external audit, the auditors come from DGHE, Panchkula, Audit Cell of Kurukshetra University, Kurukshetra and Accountant General Haryana, Chandigarh as per their schedule from time to time. The college ensures keeping the accounting records transparent. Balance Sheets and other financial statements are prepared clearly indicating the amount spent under different heads. Financial statements are signed by Deputy Superintendent, Bursar, Principal, and the Chartered Accountant and are put before the governing body for their perusal and observations.

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

Response: 2.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.770 | 0.770 | 0.175 | 0.126 | 0.263 |

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

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

Response:

Our college is a privately managed government-aided institution. It has a well-planned mechanism for mobilization of funds and optimal utilization of its resources. The major source of funds for the college is DGHE, Haryana provided in the form of Salary and Pension of Staff members employed under Grant- in- Aid. Apart from salary, grants are also received from UGC, affiliating University, academies and DGHE, Haryana to organize seminars, conferences, workshops, and symposia etc. The college receives grants in the form of various scholarship schemes for students viz post-matric scholarship to SC and BC students from the government, POSE Scheme of HSCST, Haryana, National Merit Scholarship and Haryana State Merit Scholarship. The affiliating University also provides funds for scholarship to meritorious students under Radha Krishnan Scholarship scheme. The college also manages to receive grants and donations from charitable organizations and individuals in cash and non-cash forms. Philanthropists also donate funds to the college to provide scholarship to the students on merit cum means basis for their educational upliftment. Speed net NXG IT services has provided free lease line and internet connection (30 mbps) for 4 years for the social cause of promotional purpose and promotion of girls' education. Reliance Jio Infocomm Ltd.

(RJIL) has provided Jio Wi-Fi at more than 50 mbps free of charge for 9 years w.e.f. November 2015. Incinerators are provided by Rotary Club, Kurukshetra. Grants have also been received from the Ministry of State for Food and Supply, and Govt. of Haryana for the maintenance and construction of buildings.

Optimum utilization is ensured through proper planning and by adopting appropriate procedures. Utilization certificates are sent through internal and external audits.

- Funds through various scholarship schemes of the Govt. are mobilized. SC/ BC, POSE, RKFF and University Merit Scholarship etc.
- Free training was arranged for the benefit of Minority Communities (Sikh, Muslim, Jains, Buddhist, Parsi, Christian) under “Free Coaching and Allied Scheme for the candidates belonging to Minority Community” of Ministry of Minority Affairs, Govt. of India.
- Funds for science exhibition from Govt.
- Funds from KUK to organize events e.g., Kamlesh memorial Poetical Symposium.

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:

Two practices as per suggestions of IQAC initiatives:

1. Research Promotions and Faculty Development

- Research culture is being promoted continuously by organising state and national level seminars, conferences, workshops in different subjects and on conspicuously relevant topics.
- Motivating the teachers to participate and present their research papers in seminars and conferences to keep themselves updated, and for that purpose duty leaves are also given to them.
- Encouraging the faculty to get their research work published in National/International journals.
- PG level students are encouraged to take part in such workshops, conferences, and seminars to create awareness about research and to develop research aptitude amongst them.
- Workshops are organised for both teachers and students for improvement in the teaching-

learning process and skill development.

- Faculty development programmes are organised at college level to give technical training to teaching staff to get acquainted with technical skills, with the help of which they may remain updated and use new methods of teaching.
- Regular articles are invited for the college magazine from students for developing their temperament towards research.
- Extension lectures on different relevant topics are regularly organised in the college premises for both teachers and students to enhance their knowledge. Also, such extension lectures are delivered according to the curriculum by the subject experts on the subject related topics.

2. Merit scholarships

- IQAC suggested motivating students by giving them scholarships on a merit basis and our college has implemented this suggestion well for many years.
- Our vision and mission are related to women empowerment. We are heading towards that mission in every way by promoting our girls in every field and by giving them the required scholarships both for academic and sports purposes.
- Needy girls are given merit scholarships to promote and encourage them for studies and their career.
- Students are inspired and encouraged for studies by providing them merit scholarships every year at the commencement of the session.
- Merit scholarships are given to the newly enrolled students every year both at UG and PG levels based on 85% and 70% marks respectively in the qualifying exams.
- IQAC suggested scholarships for the students of promoted classes to encourage and motivate them to perform well on a regular basis and to increase the quality content.
- From Year 2018-19 scholarships are also given to the students of promoted classes securing 80% and 65% at UG and PG level, respectively. This results in improvement in academics and develops a competitive behaviour to work hard consistently.
- Apart from academic affairs, freeships are also given to the sports students which help them perform well both in academic and sports. This leads to the promotion of versatility among our students.

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 IQAC of the college reviews its teaching-learning process, structures, and methodologies of all the activities related to teaching-learning. It also observes the learning outcomes at regular intervals to make teaching-learning more effective and interactive. Two examples of institutional reviews and their implementation for making teaching-learning effective are as follows:

Teacher Students Relationship / Mentor – Mentee system

Under this initiative, the IQAC of the college allotted a fixed number of students to every teacher. Then the teachers observed their students based on their learning ability. After proper identification, the teachers motivated the fast learners to become improved personalities and guided the slow learners to keep pace with their fellow mates. The same process is applied to every new student admitted to college. The college organizes orientation and Bridge course programs for the new students. The purpose of these programmes is to make the students aware of the curriculum and to connect their previous knowledge with the prescribed curriculum. These were started for improving the academic results of the students. The teachers identify the top five students, in their concerned subjects and guide them accordingly. The college has been organizing semester-wise sessional and Parents Teachers-Meetings (PTMs). This initiative has been taken to enhance the quality of the teaching-learning process. During PTMS, the parents' suggestions are taken through feedback proformas and the IQAC implements the acceptable suggestions of the parents.

Promotion of ICT into the teaching-learning process and educational resources

To improve the quality of education, the college introduced the use of ICT into the teaching-learning process and educational resources. This includes online digital learning through smart classrooms and electronic resources i.e. e-books and e-journals in the college library. Using ICT, the whole scenario of the teaching-learning process has been changed. The learning of the students has been enhanced through audio-visual experience. The learning has become more interactive and interesting. The ICT enabled language lab and computer labs in the college have proved to be a success in the enhancement of the skills of the students. The students can get quick access to E-resources and about the faculty members through the college website. They can also get quick links to the lesson plans, course outcomes, time table, library resources, internal assessment etc. on the college website. The ERP portal of the students facilitates them for depositing the fees and accomplishing the examination process.

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: B. 3 of the above

| File Description | 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 |

MAAC

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 has created a gender sensitive environment in the college campus and gives importance to the safety and security of the female students.

Safety and Security: To ensure a safe environment in the college campus, the college has embarked upon the following initiatives:

- **Dual entrance.**
- **The visitor's entry is registered.**
- **The entire campus is under CCTV surveillance.**
- **Routine check-up of student ID cards.**
- **Fire extinguishers are installed at various places in the campus.**
- **The use of helmets for two-wheeler drivers is made mandatory.**
- **Police and women's helpline numbers are displayed at various locations in the college.**
- **All the electrical switchboards, fans, tube lights, air-conditioners, machines, etc., are checked and serviced regularly.**
- **Regular checking of the electric meter box.**
- **A grievance redressal box for the students.**
- **Internal complaint cell to address issues on sexual harassment within the campus.**
- **Maintenance of the First Aid box by the Red Cross.**
- **Arrangement of separate washrooms for the students on every floor.**
- **Arrangement of separate washrooms for male and female non-teaching staff.**
- **Separate waiting room for visitors.**

- **Id cards are issued to all the students, teachers, and non-teaching staff.**
- **Separate codes of conduct for the students and teaching, and non-teaching staff.**
- **Gating up to 12 O'clock (noon) for students.**
- **Women PCR is available near the college.**
- **An anti-ragging cell is available for the protection and safety of students.**
- **Women cell has a component of gender sensitization and security.**
- **Self-defence workshops are conducted to train the students to face any untoward incident.**

Counselling

- **There is a counselling cell in the college where different problems of the students like personal, behavioural, emotional and academic are resolved.**
- **Various workshops and programmes are organized for the students to improve academic performance and enabling them to release negative emotions and develop positive emotions with social support.**
- **To accomplish the community's mental health and wellness, an add-on course on counselling and psychotherapy (certificate) is being run by the psychology department of the college.**
- **A counselling camp is organized during the session to reduce the examination fear among students by guiding them to adopt relaxation techniques.**
- **Extra disciplinary counselling has been done to resolve the problems related to mobile addiction and its side effects. The students were asked to do meditation and yoga to relax their minds and bodies.**
- **Health counselling is provided to the girl students.**

Common Room

- **Teachers regularly visit the common room in their free periods to ensure discipline and encourage a friendly atmosphere and healthy interaction.**
- **Newspapers and magazines are available.**
- **Students can also entertain themselves by playing indoor games.**

Canteen

The college has a canteen to provide a variety of nutritious, hygienic, healthy, and tasty food as well as healthy drinks for both the students and the staff.

Open Sitting Area

There is an ample space as an open sitting area for the students to get refreshed and relax themselves.

| 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 |
| Link for annual gender sensitization action plan | View Document |

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

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

Response: B. 3 of the above

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

Waste management includes the activities and actions required to manage waste from its inception

to its final disposal. This consists of collecting, transport, treatment, and disposal of garbage and monitoring and regulating the waste management process. Waste can be solid, liquid, or e-waste, and each type has different disposal and management methods. Waste management is intended to reduce the adverse effects of waste on human health and the environment. Proper management of waste is essential for building a sustainable and liveable environment.

Solid waste management: Improper disposal of solid waste can create unsanitary conditions, and these conditions, in turn, can lead to pollution of the environment. There are separate dustbins placed on the campus for dry and wet waste. There are blue-coloured dustbins for dry waste and green-coloured dustbins for damp waste. All the bio-degradable wastes are collected and sent to the municipal corporation centres for appropriate disposal. In the college campus, there are vermicompost units also. These units are for the preparation of manure with the help of dry leaves and vegetables' peeling.

Liquid Waste Management: Liquid waste can alter the chemical composition of water. In turn, drinking water can be contaminated, and aquatic ecosystems can be disrupted. Liquid waste includes RO wastewater, AC wastewater, and chemical waste generated in the lab in our college campus. RO and AC wastewater are collected in separate containers. This water is used for watering plants and mopping up the floors.

E-Waste Management: E-Waste or Waste electrical and electronic equipment are loosely discarded as surplus, obsolete, broken electrical or electronic devices. The college has taken the initiative for the safe management and disposal of E-Waste such as cells, batteries, computers, monitors, printers, etc.

Hazardous Chemical Waste Management: It is the chemistry lab that requires strict disposal of waste. All the chemical waste generated in the lab is identified and segregated into different groups. Then this chemical waste is neutralized by mixing dilute alkali/acid. Following neutralization of this chemical waste, it is released only after making it environment friendly.

| 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 |
|---|-------------------------------|
| Any other relevant information | View Document |
| Link for 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: Any 4 or All of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Link for any other relevant information | 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: D.1 of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

reading material, screen reading

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Any other relevant information | View Document |
| Link for 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 provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. Our college organizes and celebrates sports and cultural activities which promote harmony towards one another. Commemorative days like International Women's day, Yoga day, Cancer day, World AIDS day, Breastfeeding day, along with many regional festivals like Lohri and Makar Sankranti, are celebrated in the college. Diwali Mela is also organized in the college, where the students exhibit their stalls along with the performance of various cultural and fun activities. These festivals are organized to establish positive interaction among people of different racial and cultural backgrounds. International Matribhasha Diwas, Hindi Diwas and Sanskrit Diwas are celebrated to inculcate pride and linguistic harmony among students. There is a student grievance redressal cell as well as a counselling cell in the Institution, which deals with grievances/problems without considering anyone's racial or cultural background. The college has a code of ethics for students as well as for teachers and other employees also, which are to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socio-economic and other diversities.

Through all these efforts, students get acquainted with the diverse culture of our nation and this helps to develop tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. This creates an inclusive environment in the college and society.

| 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:

Our college undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligations: Values, Rights, Duties, and responsibilities of the citizens. Constitution Day is celebrated on 26th November every year. The programme begins with the Preamble reading of the constitution followed by lectures on the sensitization of students on responsibility towards the constitutional values, rights, duties, and responsibilities of citizens. Awareness programmes and competitions which sensitize the students about the importance of voting are organized from time to time by the Electoral club and Legal Literacy Cell. These programmes prove successful with the help of various activities, i.e., Voters' registration process, slogan writing, rangoli, mehndi, declamation, essay writing, rallies etc. Students are encouraged to participate in these activities. Every year, the college celebrates National festivals i.e., Republic Day and Independence Day. The celebration is attended by students, teaching and non-teaching staff, invitees, guests, and other attendees. Various activities like declamation, poem recitation, skit, singing, and dance performances are organized to pay tribute to the national heroes and for highlighting the importance of Indian Constitution.

Every year the college organizes a blood donation camp in association with District Civil Hospital and/or Rotary Club. The students are sensitized on the importance of the activity and are encouraged to participate in saving the life of citizens of India. The college has a Road Safety Club which organizes Road Safety Week every year to sensitize the students and the employees regarding road safety. The students are encouraged to participate in the activities like poster making, slogan writing and rallies etc. for spreading the awareness among citizens on social issues like road safety. Students consistently and regularly participate in the cleaning activities on several occasions including Mahatma Gandhi Jayanti on October 02 every year. Moreover, students are encouraged for active participation in the plantation. Students are made aware of the code of ethics, human values, rights, duties, and responsibilities as a citizen of India during induction as well as other programmes throughout the year.

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

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

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

Response: B. 3 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 |
| Any other relevant information | View Document |

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

Response:

Dayanand Mahila Mahavidyalaya is committed to promoting values and ethics among the students and faculty. Our college organizes and celebrates National festivals as well as birth and death anniversaries of great Indian personalities. This practice of celebration of National festivals and commemorative days and events has been conceived and planned to achieve the goal of making our girls morally strong, socially and intellectually well-informed, culturally conscious, and empowered girls so that they can contribute significantly in the process of nation-building.

To make the students aware of the lives of great persons, our college organizes Extension Lectures, interaction with the experts and counsellors, workshops, and Vaidik Chintan programmes.

To make the students aware of the life sketches, character, achievements, and contribution of eminent personalities in society's upliftment, our college celebrates Yogiraj Shree Krishan Janmashtami, Maharishi Dayanand Saraswati Jayanti, Swami Shraddhanand Balidaan Diwas, and Teachers' Day.

National days like Republic Day, Independence Day, Constitution Day, National Unity Day and Voters' Day, National Literacy Day, Gandhi Jayanti, and Shaheed Bhagat Singh's birth and death anniversaries are celebrated to inculcate the feelings of love, devotion, and pride for the nation.

To inculcate patriotism and nationalism, Sadbhawna Diwas is also celebrated every year. Our students collect and send rakhis to army personnel to express their gratitude towards them. They feel so excited that they make beautiful rakhis for the purpose.

To keep our students aware of our culture, our college celebrates Lohri and Makar Sankranti. During 2017-18, we organized Diwali Mela also, where students displayed handicraft items for sale.

Through regular encouragement and motivation to participate in such events, maximum attendance of students is observed during the celebration of national and commemorative days, events, and festivals.

| File Description | Document |
|---|-------------------------------|
| Link for Annual report of the celebrations and commemorative events for the last five years | 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:

INCULCATION OF THE SPIRIT OF NATIONALISM AND PRIDE FOR INDIAN CULTURE

Our college is known for transforming and empowering students from diverse backgrounds, ranging from underprivileged sections to affluent ones. One of the best practices of our college is inculcating the spirit of nationalism and pride for Indian culture among our students. This practice has been well conceived and drafted to achieve our goal of creating socially concerned, intellectually well-informed, nationally awakened, culturally conscious, and empowered women who can contribute significantly to the process of nation-building.

GOALS

To introduce students to the great historical culture and heritage of India.

To inculcate nationalistic and patriotic values among the students.

To motivate the students to follow the path of righteousness shown by our national heroes.

THE CONTEXT

Our college is committed to following the ideals and teachings of Swami Dayanand Saraswati, which are a beacon for everyone who takes pride in Indian culture. Swamiji asseverated that one should apply logic while following rituals and traditions. He also emphasized the need for appropriate rights and opportunities for women and their education, because a woman is responsible for taking care of two families. She can play a pivotal role in character-building and sowing the seeds of social, cultural and national values. It is in this context that it becomes imperative for the college to organize activities to inculcate the spirit of nationalism and pride for Indian culture.

THE PRACTICE

To inculcate patriotic feelings among students, there is an outspread display of our freedom fighters' photographs and quotes on the college campus at different places like seminar hall, main hall, library, meeting room etc. Besides this, various college building blocks are named after national leaders and freedom fighters.

Swami Shraddhanand Sadan

Guru Virjanand Dandi Sadan

Pandit Lekhram Sadan

Shaheed Ashfaq Ullah Khan Sadan

Pandit Gurudatt Vidyarthi Sabhagar

Pandit Ramprasad Bismil Sadan

Shaheed Bhagat Singh Sadan

Lala Lajpat Rai Sadan

Netaji Subhash Chander Sadan

Rani Lakshmi Bai Sadan

Shaheed Shukraraj Shastri Sabhagar

Sardar Arjun Singh Memorial Library

Guru Virjanand Dandi Reference Library

The three colours of our national flag are reflected in the ambience of our college campus through our different building blocks. Our college organizes and celebrates the National days, festivals, and birth and death anniversaries of great Indians and social reformers.

A FEW PRACTICES/ EXAMPLES

To inspire the students to work for nation-building and social service, different college societies organize extension lectures, inter-college debates and declamation contests, skits, poetical symposia, poster making, story and essay writing, quiz competition, slogan writing, rangoli, and tree plantation etc. Also, there is a regular practice of showing images of national heroes and their biographical sketches through a slide show on LED installed in the main hall.

Our college invites subject experts, resource persons, and counsellors to interact with the students. One-day workshops and Vaidik Chintan programs are organized from time to time. Doubts, problems, and questions of the students are resolved by teachers and experts.

ACTIVITIES

PATRIOTIC AND NATIONAL VALUES

District Youth Parliament (DYP), the brainchild of Prime Minister Shri Narendra Modi, was organized by the college, in which our Alumna Ms. Nidhi won the state position and was an invitee at the national level event organized in the presence of the Prime Minister.

To inculcate patriotic values, we celebrate Sadbhawna Diwas. Besides, every year our students enthusiastically prepare Rakhis, and collect and send them to army personnel to express their sense of gratitude and solidarity.

National days like the Independence Day, Republic Day, Constitution Day, National Unity Day, Kaumi Ekta Diwas, Shaheed Bhagat Singh's Birth and Death Anniversaries, Gandhi Jayanti and death anniversary, Voters Day, National Literacy Day, and National Service Scheme Day are celebrated to inculcate the feeling of love for, devotion to, and pride in, the nation.

To commemorate the 150th birth anniversary of Mahatma Gandhi, our students prepared a skit, and the video of the skit was uploaded on our YouTube channel. On the death anniversary of Mahatma Gandhi, there is a practice of observing silence for two minutes at 11 o'clock, the time when Gandhiji was assassinated. The purpose of this practice is to remember the Father of the Nation and his sacrifice.

CULTURAL VALUES

To inspire our students to cherish our cultural values, we celebrate days like Lohri, Makar Sankranti, Diwali, International Matribhasha Diwas, Hindi Diwas, and Sanskrit Diwas.

Besides, Hawan is performed every Monday under the guidance of Arya Yuvati Parishad, wherein Ved-mantras are recited not only by the girls who perform yajna, but also by others who attend the yajna.

Sanskrit Sambhashan Shivir is organized to promote Devbhasha Sanskrit.

Extension lectures are organized to enlighten the students against blind faith, social evils, taboos, and to enable them to see things in the right perspective, as well as to take pride in their own culture.

Anushasan Updesh in Shikshavalli of Taittiriya Upanishad is inscribed on a stone pillar in the grounds. The college follows the practice of reciting these shlokas at the time of Convocation.

The college has adopted a beautiful Kulgeet which in itself is a veritable charter of code of conduct for the students and inspires them to follow a righteous and virtuous path.

Through all these activities, we endeavour to create ideal citizens armed with knowledge, spiritual strength, love for nation and a quest to contribute to nation building.

EVIDENCE OF SUCCESS

The maximum attendance of students during the activities described above indicates the enthusiastic participation of students. Moreover, they are self-disciplined during these celebrations and activities.

They enthusiastically participate in the awareness campaigns, rallies and extension activities to create awareness against social evils like female foeticide and the use of tobacco etc.

Our NCC cadets are selected for the Republic Day National Parade in New Delhi.

Our students collected funds to help people during natural calamities like floods in different parts of the country.

During the spread of the pandemic COVID-19, our students prepared masks and distributed them free of cost among the people.

Many of our students have joined social service groups and reputed NGOs. They provide services to the needy and the poor through these groups.

PROBLEMS ENCOUNTERED

As students join the college, they bring with them the behaviour patterns of different institutions and social backgrounds. It requires special efforts, encouragement, and motivation to ensure their active participation to help them adapt themselves to the new environment of the college.

2. MENTOR-MENTEE SYSTEM

Dayanand Mahila Mahavidyalaya, Kurukshetra is a premier educational institution of the area, catering solely to the cause of the education of girls. Teachers are the architects who painstakingly train young girls and strengthen their character and academic competence. Teachers play a decisive role in preparing students to face social, cultural, and global challenges successfully.

GOALS

To equip the students with the ability to play a participatory and partnership role in higher education.

To provide a platform to students where they can freely discuss their problems, complaints, drawbacks, and limitations, along with their suggestions and possible solutions.

To cater to both advantaged and disadvantaged learners and help them to bring out their full potential for the development of their personalities.

Mentoring students regarding social, moral, and cultural values to empower them in such a way as to develop leadership qualities among them.

THE CONTEXT

The objectives mentioned above can only be attained if there exists an efficient system ensuring synergy and dynamism in the vital relationship between the mentors and the mentees. Moreover, a democratic set-up is ideal for the growth and development of the personalities of girls. It is against this background that a mentor-mentee system has been devised and is being successfully practiced in the college.

THE PRACTICE

Mentoring process begins early during the first semester course and continues up to the end of the last semester, when a student leaves the college. In this endeavour every student and every member of the faculty becomes a part of the dynamics of an all-round growth process. The practice that makes it possible can be outlined as follows:

All the students are divided into small groups and each group is assigned to one teacher in-charge, who acts as the Mentor of the group.

One student is elected/nominated as representative of the group and is called Tutorial Representative (T. R.).

Tutorial Representatives (T.R.s) are associated with the Mentors in their respective committees as members of the committee, thus ensuring their active participation in organising various activities.

From amongst the TRs, office bearers of the Students' Council are elected in a meeting of TRs and Tutorial In charges under the chairmanship of the Principal.

In addition, five students are selected based on outstanding performance at the academic level. Every subject teacher identifies 5 top deserving students at the beginning of every semester based on their previous results and performance in classes. Teachers keep track of their performance so that special and personal attention may be given to them as per requirement. Teachers hold a constant watch on their attendance and academic progress and guide them accordingly throughout the semester. Teachers assist them in their vacant period to solve their problems and make them shine in results and career. Meetings of these students are organized to take the feedback, suggestions, and problems etc. to make improvements in different areas.

A formal and workable channel of communication is established in this way for reporting of grievances, complaints, and suggestions wherein the students of a particular group report their grievances etc. to their T.R., who further reports the matter to the Mentor. Mentors, then, report the same to the Chief Mentor, who further reports them to the Principal:

Student---->TR---->Mentor (Teacher-in-charge) ---->Chief Mentor---->Principal.

However, for grievances or problems which require immediate or quick redressal/solutions, a shorter channel of communication is adopted in which students report to the T.R. and T.R. can directly report to the Principal:

Student--->TR---->Principal.

T.R.s are also entrusted with various duties during the functions. In addition, they perform discipline duty at the weekly assembly as well as other functions.

Regular meetings of T.R.s with the Principal are organized by the Chief Mentor (Tutor) at certain intervals, to address the grievances or problems of students.

HOW IT WORKS

Each Mentor acts with a high level of accountability and efficiency in transforming the students

coming from different backgrounds into empowered women capable of facing the challenges of the educational front as well as those of life in general.

Tutorial periods are scheduled on alternate Mondays, as all tutorial groups are divided into two parts. The first half of these groups attend Hawan, while the other half of the groups attend the tutorial period, on every Monday. Next week, the second half of the groups attend Hawan, and so on. In this way, every student meets the Mentor every fortnight.

In tutorial periods Mentors interact with the students in a very comfortable and amiable environment so that the students may speak out without any hesitation, about their academic or personal problems.

Mentors try to offer immediate answers / solutions to their problems, using formal and informal ways of mentoring.

For personal or psychological problems, the Mentor can seek help, if required, from the counselling cell of the College.

Mentors assess the learning levels and personality traits of their mentees to guide and motivate them appropriately.

Mentors provide encouragement and orientation to enthuse mentees for maximum participation in skill development activities including curricular, co-curricular, and extension activities.

Mentees are assigned various duties in organizing different functions and activities. They are also assigned discipline duty in weekly Hawans/ assembly and other functions.

The system also makes it possible to take regular feedback on different aspects like teaching-learning mechanism, as well as curricular and co-curricular aspects. This information is utilized in making plans for the improvement of the college.

EVIDENCE OF SUCCESS

Decentralised and participative environment is created where Mentor and Mentee both contribute to solving problems through joint efforts.

Through TRs meeting and direct interaction with TRs, the Principal comes to know the views and suggestions of students and can plan the action accordingly.

There is greater satisfaction among students, as their grievances are heard and redressed at various levels of the channel of communication (Tutor, Chief Tutor, Principal).

The system generates a sense of belongingness among the students and provides them a safe and secure environment for free growth.

All activities and functions are organized in a planned, systematic, and disciplined manner with the

active participation of students.

PROBLEMS ENCOUNTERED

Reluctance of some students to disclose all their problems.

Parents' co-operation is a pre-requisite, which is sometimes not available.

RESOURCES REQUIRED

High level of commitment to the cause of students' welfare and development as well as greater motivation on the part of Mentors is required for better results.

| 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:

Women Empowerment through Vedic and Modern Education

Dayanand Mahila Mahavidyalaya, Kurukshetra affiliated to Kurukshetra University, Kurukshetra was established in 1982 with the vision of empowering women students coming from diversified social backgrounds. Our mission is to attain excellence through value based education along with modern and advanced ways of learning.

The college follows the principles and teachings of Maharishi Dayanand Saraswati, the founder of Arya samaj, who enlightened India by imparting the concept of holistic education. The vision and philosophy of great reformer Maharshi Dayanand was further given practical shape with an approach of science based modern education with a blend of Vedic values and that too with a great emphasis on women empowerment.

Following the philosophy of Swami Dayanand Saraswati, our college ensures to impart quality education to all of its students not only through enhancing their intellectual abilities but also by nurturing their talents and shaping their characters into better citizens enriched with self confidence, skills, and patriotism, human and moral values using both modern and Vedic ways of

learning.

Moral Education

In modern times, when materialism and commercial approach to life is spreading its wings fast, the need to apprise the students to the wide range of morality has become very essential.

Morality is neither religious nor spiritual. It denotes only the values. Our college empowers the students through value based education and making them strong enough to fight against the social evils in our society. College has a practice to perform Vedic Yajna regularly for the enlightenment of mind and soul of students on one hand and to improve the environment for all on the other. Students are trained to perform Yajna by organising workshops on 'How to perform Yajna', Workshops on Vedic Sanskriti, Vedic Chintan and on importance of moral values. A value added course on the importance of moral values has also been started. Moreover, special tests Arya Gyan Pariksha, debates, declamations, extension lectures etc. on the topics related to moral values are conducted regularly. Sanskrit Sambhashan shivirs are organised for the promotion of Vedic language Sanskrit so that our students may be able to speak, read and understand our ancient scriptures. All these strides lead to make the girls students stable, strong, patient, confident and well empowered human beings.

ICT based Modern Education

The vision and mission of the college is to provide moral based modern education by the use of innovative ICT based teaching practices to empower the girl students. College lays emphasis on sharpening their techno-vision to meet the requirements of the present scenario in the areas of career as well as normal life needs. For this purpose the college runs various technology/computer based programmes like B.Sc. (Computer Science), B.Com (Voc.) in computer applications, B.A. (Voc.) in Functional English and Bachelor in Tourism along with other traditional courses. Moreover Computer education (Fundamental of Computer awareness) is compulsory for all the 1st year students. Teaching through PPTs, Smart Classrooms, ICT based well equipped computer laboratories, Language Lab, ICT equipped Seminar Halls and availability of a lot of e-content (journals & books) in the library are a few significant strides taken in this direction.

Curricular and Co-curricular Activities

To create a dimension of collective enterprise in all round development of the students a wide range of sports, cultural, curricular and co-curricular activities are organised.

Various clubs and societies organise multiple activities to tap, nurture and hone the latent talents of students for their holistic development.

- Debate, declamation, quiz, poetical symposium, article writing for college magazine, essay

writing competitions to augment the literary interests.

- Awareness programs, rallies, extension lectures to make them well aware, responsible citizens and to expand and extend their academic arena.
- Legal awareness programmes to make them well aware about their legal rights and duties, to make them legally strong and responsible citizens and empower them to fight for their rights.
- Workshops and development programs to make them learn different soft and life skills like yajna, self defence etc.
- Sports competitions to make them physically strong and inculcate the feelings of healthy competition, teamwork, leadership etc.
- Various cultural activities like singing, dancing, mime, mimicry, acting etc. to bring out and showcase their latent talents and improve them in the direction of careers also.
- Placement drives to make them financially independent persons.
- Women related various activities to address the various issues like female foeticide, dowry, illiteracy, gender bias, etc.
- Community service oriented social outreach programmes.

All these extra activities promote teamwork, dialectic thinking and growth oriented motivation in the students.

In this way the college creates a healthy and conducive atmosphere of learning with the help of innovative ICT based teaching practices, to poster a rational and scientific outlook, assembling well with our Indian cultural values leading to their holistic development and empowerment.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

At Dayanand Mahila Mahavidyalaya, we are always alert and agile towards prevailing situations and in taking immediate steps to prepare ourselves to deal with it. So when COVID-19 pandemic erupted, following special initiatives were taken immediately looking into the prospective situation:

- To organize the ICT based online Faculty Development Programs so that teachers may get well equipped and skilled to shift to the online teaching mode.
- To make the students comfortable with the use of online teaching learning mode, the College organised various online activities so that students may participate and get well acquainted with the online ways.
- Students were motivated to take social initiatives to prepare masks while staying home during lockdown and distribute among the needy persons living around them.
- During lockdown, for stress bursting of the students, our faculty members from Psychology Department did counseling of students regularly through government portal.
- For sake of environment protection, all the teachers and many of our students participated enthusiastically in the Harit Haryana Abhiyan of Haryana Government during the lockdown to plant the trees around their neighbourhood.

Concluding Remarks :

Dayanand Mahila Mahavidyalaya, Kurukshetra, affiliated to Kurukshetra University, Kurukshetra is one of the premier institutions of the region to provide quality education to girls for their holistic development. All the members of Governing Body of the college hail from a wide range of professions including teaching and Administration, having a comprehensive vision and contributing remarkably towards the growth of the college. We are submitting SSR for 2nd cycle, prepared and approved under the ambit of IQAC of the college. After the 1st cycle of accreditation the college has constantly made efforts to improve the different qualitative aspects.

The college focuses on reaching its vision and mission through a positive transformation of the students. College has evolved a transparent and well organised online mechanism of admission and effective curriculum delivery procedure. The focus and thrust of teaching learning process is well reflected through the merit positions of our students and overall results which are consistently higher in comparison to the results of the Affiliating University.

Over the years, our teachers have continuously improved by contributing substantially towards research and updating regularly in ICT to remain at the forefront of cutting edge technology.

Regular feedback taken from various stakeholders remains an important consideration while formulating plans and policies for the college.

College has evolved a strong bond with community through the involvement of students in community service activities which is a regular feature of the college. A wide range of sports, cultural, curricular and co-curricular activities are organised to create dimension of collective enterprise in all round

development of the students.

Following the Principles and teachings of Swami Dayanand Saraswati, the college is strongly committed to impart quality education to students not only through enhancing their intellectual abilities but also by nurturing their talents and shaping their characters into better citizens enriched with self confidence, skills, patriotism, human and moral values using both modern and vedic ways of learning.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|------|------|------|-------|--------|---------|---------|---------|---------|---------|------|------|------|-------|--------|
| 3.4.2 | <p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>01</td> <td>02</td> <td>01</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has not consider provided certificate of appreciation by HEI.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 05 | 01 | 02 | 01 | 00 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 00 | 00 | 00 | 00 | 00 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 05 | 01 | 02 | 01 | 00 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 00 | 00 | 00 | 00 | 00 | | | | | | | | | | | | | | | | | |
| 4.1.4 | <p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6.99</td> <td>9.37</td> <td>6.59</td> <td>22.01</td> <td>130.22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6.99</td> <td>9.37</td> <td>6.59</td> <td>22.01</td> <td>130.22</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 6.99 | 9.37 | 6.59 | 22.01 | 130.22 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 6.99 | 9.37 | 6.59 | 22.01 | 130.22 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 6.99 | 9.37 | 6.59 | 22.01 | 130.22 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 6.99 | 9.37 | 6.59 | 22.01 | 130.22 | | | | | | | | | | | | | | | | | |
| 4.2.3 | <p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|------|------|------|------|------|
| 1.34 | 1.07 | 0.81 | 0.67 | 0.82 |
|------|------|------|------|------|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1.34 | 1.07 | 0.81 | 0.67 | 0.82 |

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

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

Answer before DVV Verification : 222

Answer after DVV Verification: 44

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 267 | 194 | 125 | 166 | 294 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 00 | 00 | 00 | 00 | 00 |

Remark : Supporting document has not provided by HEI as input 5.1.1

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: C. 2 of the above

Remark : DVV has select C. 2 of the above as per shared report for SI. No. 2 and 3 by HEI.

| 5.2.1 | <p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="304 309 1046 443"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>42</td> <td>27</td> <td>16</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 521 1046 656"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Supporting document has not provided by HEI.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 36 | 42 | 27 | 16 | 12 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 00 | 00 | 00 | 00 | 00 |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 36 | 42 | 27 | 16 | 12 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 00 | 00 | 00 | 00 | 00 | | | | | | | | | | | | | | | | | |
| 6.2.3 | <p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: E. None of the above Remark : Supporting documents has not provided by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 6.3.3 | <p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1496 1046 1630"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>01</td> <td>01</td> <td>01</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1709 1046 1843"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Supporting document not shared by HEI.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 03 | 01 | 01 | 01 | 00 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 0 | 0 | 0 | 0 | 0 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 03 | 01 | 01 | 01 | 00 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 7.1.4 | <p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting | | | | | | | | | | | | | | | | | | | | |

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

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

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select 3 of the above as per provided report of Rain water harvesting, RO System and Construction of tanks and bunds by HEI.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared report of SL No. 1, 2 and 3 by HEI.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations