# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## GOVERNMENT COLLEGE KHARKHARA, REWARI

GOVT. COLLEGE KHARKHARA, TEH. DHARUHERA, DISTRICT REWARI
123106

gckharkhara.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**Government College Kharkhara: A Beacon of Education in Rural India**

Education is not only a fundamental right but also a powerful tool for personal, interpersonal and community development. In rural areas, access to quality education is a boon that can break cycles of poverty, and foster socio-economic growth and can be a harbinger of prosperity. Government College Kharkhara stands as a testament to this belief and proves it by providing accessible, equitable and affordable higher education to the youth of the rural areas of Kharkhara and surrounding villages, empowering them with knowledge, and skills to sustain in the postmodern world.

**Established in 2011**, Government College Kharkhara has been a significant milestone in the educational landscape of rural Haryana and is a catalyst for change, embodying the transformative powers of education. As a relatively young institution, it has quickly grown into a reputable centre of learning, offering diverse academic programs and playing a crucial role in the socio-economic development of the region.

Since its inception, the college has made incredible strides in the field of education. Beginning from a humble start up from a temporary school building, it kept progressing despite numerous challenges such as limited resources, low GER and insufficient infrastructure. But the dedication of faculty members, staff and government's efforts laid a strong foundation for the institution's remarkable growth.

**A significant change came in 2017** when the **College shifted to its own state-of-the-art building.** This shift not only provided the much-needed infrastructure but also marked a new era of educational excellence. **The new campus, well equipped having modern facilities with spacious classrooms,** has greatly enhanced the learning environment and academic excellence.

The college currently offers **Bachelor of Arts (B.A.), Bachelor of Science (Non-Medical), and Bachelor of Commerce (B.Com.)** catering to diverse academic interests, prospects and career aspirations of the students. **From the academic session (2024-25), this College has offered new postgraduate programs i.e. Masters Degree in Geography and Commerce, which marked a new epoch in the short journey of this college.** *Thus, the Government College, Kharkhara has now become a beacon of hope, prosperity and progress in the rural region.*

**Vision**

The vision of the college is to facilitate and empower the students of this region to dream, pursue and fulfil their academic and professional goals and to prepare them to face the challenges of modern life by moulding them into skilled, competent and confident citizens. The College also aims to create an atmosphere of collaborative and multidisciplinary learning with innovative ideas and knowledge skills set in consonance with NEP 2020. The institute adopts an all-inclusive approach that counts on students, faculty, and staff by liaising with all other fields of learning such as humanities, social sciences, commerce including corporate world. It orients students

to excel in academics, sports and extracurricular activities by creating a spirit of enquiry and curiosity among rural students. The institution not only strives to create a diligent atmosphere to pursue knowledge but also shoulders the responsibility of making the nation's dream come true by imparting quality higher education and increasing GER. The College finally, aims to develop such learners who inspire others and create a reflective educational landscape encompassing the core constitutional values such Equality, Fraternity, Celebrating Diversity, Democratic Participation, Justice, Secured Human Rights, Sustainability, and Mutual Respect for all.

**Mission**

Education is a harbinger of social change and is the process of continuous learning and acquisition of knowledge, skills, values, morals, and beliefs that brings human potential to the completion. It is considered to be the single greatest tool for social and individual development which leads towards achieving social justice, prosperity and equity in society.

The mission of this College is to cater the present and future needs of the society i.e to create an ambience of educational development for all the strata of society by focussing on multifaceted talents of the rural youth. It also strives to develop an optimum and meaningful utilisation of human potential, infrastructure and financial resources so as to provide opportunities for sustainable development of students in addition to safeguard the environmental and cultural heritage of the region.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- The College provides the best educational opportunities to educate youth of all feeder areas of nearby villages.

- The College promotes and strengthens holistic education for all with a multidisciplinary approach. Focus is on the development of character, ethical values, scientific temper and spirit of inquiry while inculcating constitutional ethos.

- Participation in volunteer services, creative thinking, negotiations and decision making.

- Develop a spirit of entrepreneurship among the stakeholders by making them familiar with different skills and expertise by holding counselling sessions with corporate houses.

- Develop a holistic approach towards ecological balance, nature, environment and heritage by fostering an awareness campaign towards Green Environment and Green Audit by engaging various stakeholders in the form of different 'clubs' and other awareness campaigns.

- Curriculum up-gradation as per the contemporary requirements so as to make the students ready to face the challenges of global needs.

- Enrolment drives through counselling, personal efforts and through media to increase Gross Enrolment Ratio in higher education.

- Development of Herbal Garden.

- Green Campus, Water Conservation and Rainwater harvesting.

- Future aspiration to use Solar Energy to conserve energy use.

- Qualitative Research enhancements.

- FDPs and Training Workshops for Faculty enrichment.

- MOUs with Industry and a group of Directors and with health care professionals to facilitate the stakeholders and students.

- Maximum involvement of stakeholders in the feedback process to evaluate the progress of the Institution from time to time.

- Registration and interaction with Alumni.

- Involvement of students in sports activities and yoga fitness programs as well as self-defence classes for girls students.

- Involvement of stakeholders in different job oriented training programs.

- State of art infrastructure like sports centre, Computer Labs, Maths Labs and English Language labs for students.

- Proper Grievances redressal mechanism for complaints and issues pertaining to students and staff.

- Various scholarship schemes for benefiting students of weaker sections of the society.

- Craft and skill development programs in the College women cell.

- Continuous awareness program pertaining to gender equality and other legal issues.

**Institutional Weakness**

- Acute shortage of class four employees in the College premises to upkeep maintenance activities Also a shortage of non-teaching staff including laboratory assistants that hampers Administrative & Laboratory work in the College.

- The most students belong to rural areas of nearby villages, having less orientation towards study due to some or other familial problems and responsibilities. They later contribute to low pass percentage and drop outs.

- The college faces a great difficulty in tracking Alumni as maximum students belong to other states like

Rajasthan,U.P, Bihar etc., who later shift due one or other responsibilities to their native places.

- Parents in rural region are also less educated and have economic problems, so they always search for any job opportunity for their wards and encourage them to join any job rather than sending them to college and finally students either fail in exams or drop out from college without completing the program.

**Institutional Opportunity**

- Opportunities to join seminars, workshops, and Faculty Development Programs for the College Teachers as to enhance their teaching and presentation skills.

- Exploration of Alumni for assistance and institutional development.
- To develop more sports facilities for the students of rural areas as they have more potential to excel in the sports..
- More MOUs are planned to be signed with more corporate houses for jobs and internships as the college is situated between the Industrial hub of Bhiwadi, Bawal and Dharuhera.

**Institutional Challenge**

- **GC Kharkhara situated on NH 8 and the nearest bus stop Dharuhera, is approximately 2 to 3 kms away from the College, due to which the girl students face commutation problems to the College.**
- **Conservative thoughts of parents belonging to the rural backgrounds who restrict girls for education.**

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The Institution ensures effective curriculum delivery through a well-planned and documented process. The College has an efficient curriculum delivery mechanism which is accomplished by the faculty members in accordance with the university academic calendar. The academic session starts with the timetable which is formulated by a committee as per the work-load guidelines prescribed by the DGHE, Haryana. The faculty members of all the respective departments prepare semester-wise lesson plans and carry out their teaching accordingly. The prescribed syllabus is exhaustively covered and a revision of the same is also ensured. Various assignments, class tests are conducted for an objective assessment of the performance of students during the session. A record of internal assessment / marks of all the students is displayed on notice board before its updation on the university portal. At the end of each semester, the university conducts both theory and practical exams for the final evaluation. Thus, a well-planned curriculum delivery is ensured through careful execution and documentation.

One Certificate program "Computer Awareness L-I" offered during the last five years.

Total 54.75% students enrolled in Certificate program "Computer Awareness L-I" as against the total number of students during the last five years.The institution integrates crosscutting issues into the curriculum through

interdisciplinary courses and practical projects. The institution integrates these issues through Women Cell, NSS, Legal Literacy Cell and Eco Club, ensuring comprehensive ethical and social education.

45% of students have participated in project work and surveys. B.A. 6th semester students conducted a socio-economic survey under the supervision of Geography Department, while 1st-year students completed an environment survey as a compulsory paper.

Feedback was collected from four key stakeholders: students, teachers, parents, and alumni through both online and offline modes. The feedback then analyzed by a dedicated committee. Based on the analysis, an action taken report was prepared to address the identified issues, problems and to implement improvements. This report was subsequently reviewed and signed by the competent authority, ensuring accountability and transparency in the process. This comprehensive approach ensures that the institution remains responsive to the needs and suggestions of its community, fostering continuous improvement and engagement.

**Teaching-learning and Evaluation**

The college is dedicated to the holistic development and inclusive education of its students, recognizing achievements in academics, sports, and cultural activities through annual prize distribution and other falicitation ceremonies. Significant accomplishments include students ranking in Indira Gandhi University merit lists, winning at district and university-level competitions, and getting medals in state and national sports events. The college also successfully organised its second convocation ceremony in January 2024 with remarkable presence of students. The most important thing in teaching learning process of this institute is ability of its teachers to create enthusiasm, ignite passion and generate curiosity among the students. The teachers are deputed off and on to participate in various, conferences, seminars and symposia, orientation and Refresher courses to hone their teaching skills so that they can make their teaching methods more innovative, interesting and effective. The whole process of education is student-centric, and different units are framed in the College to facilitate different aspects. The lesson plan is given well in advance to enable the students to be mentally prepared for the topics to be taught during the session. Teaching methods like Student-centric approaches (e.g., project-based learning, flipped classrooms), Innovative methods (e.g., technology integration, gamification), Use of learning resources (e.g., library, online resources), Encouragement of critical thinking and problem-solving are being used. Diversification in student intake (e.g., gender, socio-economic background), Support services for students (e.g., academic advising, counselling) Evaluation of program outcomes (POs) and course outcomes (COs) is conducted using quantitative methods (class tests, assignments, quizzes) and qualitative methods (co-curricular activities, personality development). A significant portion of the assessment is based on University Examinations (80%) and Internal Evaluations (20%). The college ensures the communication and accomplishment of POs and COs through faculty efforts, orientation programs, and displaying information on the college website. Feedback from stakeholders is used to improve the educational environment, aligning with the curriculum committee's goals and practices. IQAC of the College is supported by senior faculty members who monitor all the curricular, co-curricular and extra-curricular activities in the College which ensures all the necessary support to teachers and students for better teaching and learning outcomes.

**Research, Innovations and Extension**

At Government College Kharkhara, we prioritize research, innovation, and extension activities to foster academic growth, professionalism and community engagement. Our faculty and students are actively involved in various research and extension initiatives that enhance their academic and social contributions.

- **Faculty Research and Publications**

Faculty members are encouraged to engage in research and innovations so as to contribute to their academic knowledge and excellence. They are financially supported and encouraged in writing and publishing research papers, particularly in UGC CARE-listed journals. The college provides opportunities for faculty to participate in Seminars, conferences and workshops, enabling them to stay updated with the latest advancements in their fields and to network with peers.

- **Student Participation in Extension Activities**

Students are actively involved in extension activities, contributing to societal welfare and gaining practical experience. Through the National Service Scheme (NSS), students participate in various outreach programs, including rallies on "Say No to Tobacco" and "Save Environment." These activities raise awareness and promote positive societal changes.

- **Outreach and Collaboration**

The college has signed three Memorandum of Understanding (MOUs) to enhance its outreach efforts. and programmes. One MOU is with an industry partner, providing students with practical exposure and opportunities for internships. The other two MOUs are with healthcare professionals, focusing on dental health and gynecology. These collaborations offer students and the community an access to essential health services and educational programs.

- **Recognition and Contributions During COVID-19**

The college's commitment to community service was particularly evident during the COVID-19 pandemic. Government College Kharkhara served as a COVID-19 center, and the Deputy Commissioner of Rewari recognized our efforts with an Appreciation letter. This acknowledgment underscores our dedication to serving the community during critical times.

**Infrastructure and Learning Resources**

- Our College is well set up in approximately 8.5 acres/69 Kanal 13 Marla of land and provides a comprehensive infrastructure with 13 classrooms, 11 specialized labs, and a Language Lab. Facilities include two smart class room, one Seminar Hall, 1 auditorium.
- For administrative and operational purposes, the college features a staffroom, two staff toilets, and various offices such as the SC Cell, Placement Cell, Sports Office, Bursar's Room, SPIO Office, Registrar's Office, IQAC, and the Principal's Office.
- Accessibility features ramps, six bathrooms for differently-abled, and drinking water stations. Emphasizing sports, the 2-acre ground supports various activities and events. Additional amenities include a library, gym, and health room. The campus also boasts three parks, a guardroom, generator, and CCTV surveillance, fostering a holistic educational environment.
- The library at Govt. College Kharkhara, is well equipped with SOUL 2.0 software, offering a range of advanced facilities. It houses 5,164 books across various core and multidisciplinary subjects, including History (152), Geography (114), Mathematics (354), Political Science (303), Science (978), Hindi

(252), General Topics (838), Commerce (1,578), Physical Education (85), English (420), and Economics (90).

- The library, fully air-conditioned, provides digital resources, internet access, and a photocopy machine. Additional departmental libraries support specialized needs. The college was also a member of the N-LIST program, enhancing research and academic resources.
- Govt. College Kharkhara is well-equipped with IT tools and infrastructure. It features five computer labs for various disciplines, a Language Lab, and maintains its website with all information. There are 123 computers for student usage.
- The college utilizes a 50 mbps leased internet line and has a JIO Wi-Fi network with limited bandwidth. Facilities include a seminar hall with IT amenities, two smart classroom, and a multipurpose hall with advanced audio-visual equipment.
- Security of the premises is managed by 31 cameras and an NVR system. Aadhar-enabled biometric attendance, and various online portals enhance operational efficiency. Future plans include expanding smart classrooms and IT enabled resources.

## Student Support and Progression

### Student Support Systems at Govt. College, Kharkhara

- **Scholarships:** The college provides several scholarships to support student educational needs. Girl students achieving at least 60% marks in 10+2 and pursuing general degree courses also get scholarship. The Haryana State Meritorious Incentive Scheme rewards students who excel in annual university exams. SC scholarships offer financial aid to Scheduled Castes students, enhancing educational opportunities. The Post-Matric OBC Scholarship supports students from Other Backward Classes at the post-secondary stage. Over the last five years, approximately 1900 students have benefited from these scholarships.
- **Capacity Development and Skills Enhancement:** To inculcate skills in students various activities such as essay writing, Quizzes and poster making are organized. Training sessions on skill development, language and communication skills, and self-defence training, yoga training, lectures on crime against women, nutrition, health, hygiene are held to boost students confidence and moral.
- **Guidance for Competitive Examinations and Career Counselling:** The college has organized numerous workshops on career counselling, interview preparation, and CV writing, which have been proved highly benificial for studentsto boost their careers. Students have attended job fairs as scheduled by the DGHE, leading successful placements in various comanies.
- **Grievance Redressal:** The college has established several cells and committees, including the Grievance Redressal Cell, Anti-Ragging Cell, and ICC, to transparently and efficiently address student grievances. A Discipline Committee maintains campus discipline, and teachers perform proctorial duties during their vacant periods. The Registration branch handles university-related grievances while the nodal officer of Admission Committee addresses admission-related queries.
- **Awards and Participation in Sports/Cultural Events:** Many students have participated and secured positions in various cultural and sports events. Approximately 66 students have got prizes at district, state, national, and university levels in sports and cultural programs.
- **Student Progression:** Numerous students have been placed in jobs both in public and private sector while others progressed to higher education. 16 students have qualified in various State, National, and International-level examinations.
- **Alumni Engagement:** The college has its own Alumni Association named as "Samarpan Association". The association fosters alumni connections, addresses college needs, and contributes to

community projects such as tree plantation and providing online admission guidance.

## Governance, Leadership and Management

The administrative set-up of the college is well headed by the Principal, who follows the rules and regulations of the Higher Education Department of Haryana and the Indira Gandhi University, Meerpur, Rewari. The college follows a democratic and participative system of governance in which the Principal of the institute conducts various meetings of the teaching, non-teaching staff and students throughout the academic year and discusses the problems and challenges before the institution. The faculty members of the college follow the advice given by the Principal and interact as and when required to work for a better academic environment in the college. The College Council takes all important decisions under the chairpersonship of the Principal.

The college has an IQAC cell headed by the Principal. In the meetings of IQAC, topics like preparation of academic and activity calendar, formation of Mentor-Mentee Groups to ensure weekly mentor classes, formation of alumni association, extension/ upgradation of existing infrastructure, maintain the records of teachers who attended OC/RC/STC/Workshop/FDP etc, organizing seminar/workshop for capacity building of teaching and non-teaching staff, to finalize API Performa of teaching staff etc are discussed.Feedback from students, parents, alumni and teachers is taken to ensure that corrective measures are taken to improve the teaching-learning environment and for implementing University policies and plans. The following steps have been implemented by the IQAC to improve learning outcomes:

1. Smart Classrooms

2. Lesson Plans

3. Mentor-Mentee System

4. Feedback Mechanism

5. Tests, Seminars, Assignments and House Exams

6. Workshops/Extension Lectures

7. Group Discussions

8. Collaborative Activities

The heads of all departments and the senior faculty members are actively involved in the decision-making ensuring a firm role for each member of the department.

There are considerable number of parameters to assess the performance the teaching and non-teaching staff. The performance of each and every employee is assessed after the completion of academic session. Systematic measures are adopted to gauge the capabilities and efficiencies of both faculty and staff. some of the specific parameters to assess teachers' annual performance as employed at present are,  ACR, API and feedback.

**Institutional Values and Best Practices**

Government College Kharkhara (Rewari) values institutional values and best practices in its all walks of life. first of all the college is highly dedicated to promote gender equality, environmental sustainability, student safety and to increase GER. It also includes energy conservation, green practices, rain water harvesting and waste management. Throughout the year, the college organizes multifaceted programs and activities to ensure best practices and values.

Newly admitted students are introduced to institutional rules and regulations in the beginning of each academic session so that they can understand norms and adher to institutional standards.

The Anti-Ragging and Discipline Committee in the college works diligently to promote a conducive teaching & Learning environment, for the freshers while protecting them from any harassment and misconduct.

The college also provides a separate common room for female students, ensuring their comfort and safety.

Effective waste management systems are in place to handle solid, liquid, and electronic waste. Additionally, a rainwater harvesting system supports water conservation efforts.

The Women Cell, Placement Cell, and NSS wings contribute significantly to instilling moral and social values in students. The various cells focus on personality development, awareness of constitutional rights gender sensitivity, career Councelling, safety, and discipline.

Monthly mentor classes provide students with a platform to discuss their problems and issues with their mentors. The use of ICT tools and smart classroom teaching in the college is encouraged to enhance the teaching & learning experience.

Two of the college's best practices include the 'Stitching Sustainability Program' and the 'Campus Shield for Girls initiative' which are aimed at women empowerment.

Through the Stitching Sustainability program, students actively participate in stitching cloth bags, promoting the use of reusable bags and saying no to single-use plastics.

The Campus Shield for Girls initiative focuses on creating a safe & secure campus by providing self-defence training to the female students empowering them with the skills to protect themselves.

The distinctiveness of Government College Kharkhara lies in its commitment to the all-round development of students. This is achieved through the organization of various socio-cultural functions, enriching the students' college experience and fostering a vibrant campus life.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | GOVERNMENT COLLEGE KHARKHARA, REWARI |
| Address | Govt. College Kharkhara, Teh. Dharuhera, District Rewari |
| City | DHARUHERA |
| State | Haryana |
| Pin | 123106 |
| Website | gckharkhara.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Archana Soota | 01274-9466325917 | 9466325917 | - | gckharkhara@gmail.com |
| IQAC / CIQA coordinator | Sidhanshu | 01274-242077 | 9466325917 | - | sidhanshu24@gmail.com |

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

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

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

| Establishment Details | |
|---|---|
| | |

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

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 18-04-2019 | View Document |
| 12B of UGC | | |

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

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

**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 | Govt. College Kharkhara, Teh. Dharuhera, District Rewari | Rural | 8.5 | 7600 |

# 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,Arts,English HIndi Political Science Physical Education History Economics Geography Mathematics | 36 | Senior Secondary | English + Hindi | 320 | 250 |
| UG | BCom,Commerce, | 36 | Senior Secondary | English + Hindi | 160 | 100 |
| UG | BSc,Science, Physics Chemistry Mathematics English Hindi | 36 | Senior Secondary | English | 80 | 35 |

## Position Details of Faculty & Staff in the College

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 2 | | | | 28 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 10 | 11 | 0 | 21 |
| Yet to Recruit | 0 | | | | 0 | | | | 7 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 6 |
| Recruited | 3 | 0 | 0 | 3 |
| Yet to Recruit | | | | 3 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 6 |
| Recruited | 3 | 3 | 0 | 6 |
| Yet to Recruit | | | | 0 |

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 1 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 0 | 5 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/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 | 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 | 372 | 162 | 0 | 0 | 534 |
| | Female | 375 | 98 | 0 | 0 | 473 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 108 | 86 | 107 | 131 |
| | Female | 96 | 107 | 125 | 147 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 220 | 193 | 188 | 144 |
| | Female | 168 | 164 | 159 | 162 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 194 | 214 | 245 | 249 |
| | Female | 213 | 212 | 193 | 196 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 999 | 976 | 1017 | 1029 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Our college is well-prepared & equipped for the multidisciplinary/interdisciplinary teaching as recommended by NEP 2020. The college aligns with the Higher Education Department, Haryana, and Indira Gandhi University, Meerpur, to implement NEP 2020. A workshop was held from 15 June 2022 to 17 June, 2022, to orient the faculty members on NEP 2020. A workshop on NEP 2020 was also attended by the then Principal Smt. Sharmila Yadav and Assistant Professors Dr. Mahesh Kumar, Dr. Mukesh Kumar, and Mrs. Manya Bhola of our college which held from June 20 to June 22, 2022 at IGU, Meerpur, Rewari as a part of sensitisation program on NEP. This three-day workshop and |
|---|---|

| | |
|---|---|
| | orientation program was designed to integrate diverse subjects for a holistic education experience. Additionally, all faculty members have attended UGC-Approved Professional Development Program (PDP) on NEP 2020, conducted by IGNOU, New Delhi, through online mode, ensuring they are well-versed in the new educational policies and approaches. The college, offering Arts, Science, and Commerce streams, plans to expand with P.G. courses and U.G. optional subjects. The proposed M.A. Geography and M.Com courses received approval for the session 2024-25. Skill-based courses and multidisciplinary programs will be introduced, with a credit-based system replacing marks. The curriculum will support multiple entries and exits, awarding certificates, diplomas, or degrees based on years completed, ensuring flexibility and holistic education. |
| 2. Academic bank of credits (ABC): | In NEP 2020, ABC (Academic Bank of Credits) is proposed to provide students with flexibility in choosing courses across disciplines. It enables accumulation and transfer of credits earned from different institutions, promoting multidisciplinary learning and enhancing educational mobility and flexibility for students pursuing diverse academic interests. Under NEP 2020, the Academic Bank of Credits (ABC) is managed by the affiliating university, IGU, Meerpur. The college does not register or maintain records for ABC. Students enrolling under NEP 2020 guidelines are required to create their ABC as per university regulations. In our college this system, fully effective from the 2023-24 academic session, facilitates credit accumulation and transferability across institutions, supporting multidisciplinary education and academic flexibility as outlined by IGU, Meerpur. |
| 3. Skill development: | NEP 2020, implemented by the state government in colleges affiliated with IGU, Meerpur from the 2024-25 academic session, emphasizes skill development through integrated curriculum reforms. The policy mandates the inclusion of diverse skill enhancement and value-added courses in accordance with IGU norms. This initiative aims to equip students with practical competencies essential for employment readiness across sectors. By integrating skill development into the syllabi, NEP 2020 aims to foster holistic education that meets contemporary |

| | industry demands, enhancing both the employability and overall competency of graduates. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | According to NEP 2020, the college ensures the appropriate integration of the Indian Knowledge System by using both English and Hindi as mediums of instruction across all courses. Teachers are proficient in both languages, seamlessly transitioning between them to cater to lesson requirements and student needs. This bilingual approach not only enhances comprehension but also promotes cultural inclusivity. Additionally, the college incorporates elements of Indian culture and heritage into the curriculum, utilizing online courses and resources to provide a comprehensive understanding of India's rich knowledge traditions. This method aligns with NEP 2020's vision of fostering a holistic and inclusive education system. The college is set to organize a two-day national conference in the 2024-25 session, focusing on the Indian Knowledge System in alignment with NEP 2020. This conference aims to delve into various aspects of Indian heritage, culture, and traditional knowledge, emphasizing their relevance in contemporary education. It will provide a platform for scholars, educators, and students to discuss and explore the integration of these elements into modern curricula. The event aligns with NEP 2020's vision of fostering a holistic, multidisciplinary educational approach that honors and incorporates India's rich cultural legacy |
| 5. Focus on Outcome based education (OBE): | According to NEP 2020, the college emphasizes Outcome-Based Education (OBE) despite not being autonomous in creating its own curriculum. The college follows the curriculum prescribed by the affiliating university. However, the faculty members actively engage in developing Programme Outcomes (POs) and Course Outcomes (COs) for each subject. These outcomes are meticulously crafted to ensure that they align with the overall educational goals and the specific objectives of each course. The college takes proactive steps to communicate these outcomes to students through the college website and personal interactions. This approach ensures that students are aware of the expected competencies and skills they should acquire upon completing their courses. By focusing on OBE, the college aims to enhance the quality of education and ensure that students are better prepared for their future careers and societal |

| | contributions. This method aligns with NEP 2020's vision of providing a holistic, flexible, and multidisciplinary education that prioritizes learning outcomes and student achievements. |
|---|---|
| 6. Distance education/online education: | According to NEP 2020, while the college does not offer Distance or Online education, it actively motivates students to enroll in online courses. The college encourages students to utilize online platforms to enhance their learning and acquire additional skills. By promoting online education, the college aims to complement traditional classroom teaching and provide students with diverse learning opportunities that align with the NEP 2020 vision. |

**Institutional Initiatives for Electoral Literacy**

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | An Electoral Literacy Club (ELC) was established in the College in 2019. Its mission is to promote awareness and understanding of electoral processes among students through various educational initiatives. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The appointment of Campus Ambassador Sumit Kumar, B.A 1st year, was done as per letter no. 2024/265 dated 27.02.2024 received from the District Election Commission Office, Rewari, indicates the College's commitment to electoral literacy. Student coordinators and committee members are appointed by the College to ensure the functional and representative nature of the Electoral Literacy Clubs (ELCs), overseen by Nodal Officer Sh. Sushil Kumar. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The college actively participated in electoral awareness activities, including declamation, rangoli, and poster-making rallies in 2019. Eighty students received appreciation letters during "Haryana Ka Mahotsav" assembly elections as per the letter by DGHE in 2019. voter pledge ceremonies are held on January 25th every year. Notices for new voter registrations are issued every year as per district election office schedules. An essay competition on "Recognizing Democracy: Vote, Voter, and Voting" was organized in 2020-21 as per the direction/ schedule given by district election office Rewari. All |

|  | staff members' Aadhar cards were linked with voter cards to streamline electoral processes effectively as per letter number 2022/603 dated 12.8.2022. Staff members enhanced participation among underprivileged sections like disabled persons and senior citizens by visiting their homes during general assembly elections, following Election Commission instructions. They also fulfilled roles as flying squad members and sector supervisor |
|---|---|
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Certainly! Colleges often undertake various initiatives to promote awareness and participation in electoral processes. Awareness Drives: Organizing rallies, workshops, and seminars to educate students and the community about voting rights and responsibilities. Content Creation: Developing educational content such as posters, rangoli competitions, and essay writing contests on democratic values and electoral literacy. These efforts play a crucial role in fostering civic engagement and promoting democratic ideals among students and the broader community. "On Voter Day, students and staff pledge to uphold democratic values, exercise voting rights responsibly, and promote electoral participation." |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Students above 18 are yet to enroll as voters. Electoral Literacy Clubs (ELCs) play a crucial role, organizing voter registration drives, workshops, and awareness campaigns. Colleges institutionalize mechanisms by collaborating with election authorities, conducting registration camps, and integrating voter education into curricula to empower eligible students to participate in democratic processes. |

# Extended Profile

## 1 Students

**1.1**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1007 | 1029 | 1010 | 984 | 998 |

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

## 2 Teachers

**2.1**

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

**Response: 28**

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

**2.2**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 23 | 24 | 24 | 25 | 21 |

## 3 Institution

**3.1**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 7.51 | 6.76 | 98.29 | 21.67 | 7.78 |

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

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

Govt College, Kharkhara, Rewari (Haryana) has an efficient and effective curriculum delivery plan which is adhered by all the faculty members as per programs and courses. The planning is done at the start of the academic session by the time table committee in due consultation with the head of the institution and all the respective departments. Following are the steps taken to ensure proper planning and implementation of curriculum delivery:

**1. Time Table:** A committee is constituted at the beginning of the academic session which makes the time table in accordance with the work-load guidelines as laid out by the Department of Higher Education, Panchkula. The time table incorporates and facilitates all the components of the curriculum i.e Theory, Practicals, Composition (in case of languages) and Map Work (History) including experiential activities like visits & educational tours.

**2. Teaching Plan:** The faculty members of all the respective departments make their semester wise teaching plans and carry out their teaching work according to it. The syllabus is evenly distributed through the semester and proper revision is ensured after the completion of course.

**3. Internal Assessment:** Proper guidelines as prescribed by the university are followed in letter and spirit in awarding internal assessment to the students. Research based assignments are given to the students and monthly class tests are taken so that an objective assessment of performance of students can be made.

**4. Documentation:** The faculty members keep a record of their curriculum, Syllabus, lesson plans, student assignments, attendance and all other aspects relating to effective syllabus completion and revision.

**5. Exam:** At the end of each semester, both theory and practice exams are conducted as per the university guidelines and schedule.

**6. Smart Class Rooms:** The use of latest aids in teaching like the smart classrooms is also encouraged for the better and more effective dissemination of learning. Both Mathematics and Language Labs are used to enhance the learning experience of the students.

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

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 1

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

**1.2.2**

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

**Response:** 27.98

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 285 | 313 | 269 | 265 | 275 |

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

# 1.3 Curriculum Enrichment

## 1.3.1

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

**Response:**

The institution is committed to fostering a holistic educational environment by integrating crosscutting issues such as human values, gender equity, environmental sustainability, and professional ethics into its curriculum. This comprehensive approach is achieved through a combination of interdisciplinary courses, seminars, practical projects, and dedicated organizational units like the Women's Cell, NSS (National Service Scheme), Legal Literacy Cell, and Eco Club.

### Human Values

Human values are a cornerstone of the institution's educational philosophy. The College emphasizes these values through the celebration of days of national and international significance, including Republic Day, Women's Day, Independence Day, International Yoga Day, Voter Day, and Youth Day etc. These events are organized with the active participation of the NSS and YRC (Youth Red Cross), which conduct activities such as slogan and poster making competitions, rallies, democracy pledges, value education lectures, blood donation camps, and the Run for Unity Marathon. These initiatives aim to instill values such as justice, respect, empathy, and democracy in students. Additionally, human values are embedded in the curriculum through subjects like English and Political Science, which promote critical thinking and ethical behavior.

### Professional Ethics

Professional ethics are integrated into the curriculum through semester-wise study units, ensuring that students understand the importance of ethical conduct in their professional lives. Courses on topics such as the Indian Constitution, electoral reforms, governance principles, RTI (Right to Information), consumer protection, and constitutional structures provide a strong ethical foundation for students. These subjects help students develop a sense of responsibility, pride and integrity which is crucial for their careers advancement.

### Gender Equity

The institution promotes and ensures gender equity through the proactive efforts by its Women Cell. This cell organizes extension lectures and workshops focused on raising awareness about gender sensiitisation, issues and supports and overall development of female students. Activities such as self-defense training and lectures by eminent speakers empower female students and promote a safe and

inclusive environment in the campus. The College is committed to gender equity and ensures that all students have equal opportunities for progression and development.

**Environment and Sustainability**

Environmental sustainability is a key focus of the institution, actively promoted by the NSS unit through various initiatives on campus and in adopted villages. Participation in national campaigns like the Swachh Bharat Abhiyaan and tree plantation programs are pivtol to the institution's environmental conservation efforts. Celebrations of Earth Day and Environment Day, along with the establishment of a Nature Interpretation Centre and the Eco Club, further underscore the institution's dedication to environmental awareness and sustainability. Additionally, the university mandates a compulsory Environmental Studies paper across BA, B.Sc., and B.Com programs, ensuring that all students gain a comprehensive understanding of environmental issues.

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

**1.3.2**

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

**Response:** 49.45

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

Response: 498

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

## 1.4 Feedback System

**1.4.1**

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

**Response:** C. Feedback collected and analysed

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 73.05

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 385 | 423 | 378 | 374 | 427 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 560 | 560 | 480 | 560 | 560 |

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

**2.1.2**

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

**Response:** 72.7

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 119 | 159 | 140 | 203 | 170 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 224 | 224 | 192 | 224 | 224 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 43.78

## 2.3 Teaching- Learning Process

**2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Most of the students belong to the rural background who come from nearby villages. The College has fairly protected the interests of such students by imparting quality education since 2011. Various efforts are made by the teaching staff to encourage participative, collaborative and experimental learning for maximised benefits

- Problem Methodologies are employed to enhance the learning experiences of the students. New Teaching Aids like projectors smart boards, Power-point presentations are used to make the learning experimental interesting and effective.
- Computer education has been made compulsory for all the students of the College not only to enhance their learning skills and to make learning experimental but to enhance their employability.
- The College has state of art laboratories of Geography, chemistry, physics for the Students benefits. From time to time students are encouraged to participate in Science exhibitions that are held at College level, district level and state level.
- Field visits/ Excursions are organized to connect the theoretical knowledge with the practical one.
- Interactive sessions are organized by the departments from time to time to make the students' learning more effective. Various departmental activities like quizzes, seminars are also organized with an objective to ensure the maximum participation of the students.
- College administration has always been ready for innovations and introduction of innovative teaching learning methods. The following measures are taken to transform the learning environment towards more creativity.
- The subject societies of the College throughout the academic session take innovative efforts by organizing online Quiz, Poster Making Competition, Essay Writing Competitions, Slogan Writing Competition etc.
- There are 3 IT enabled class rooms and two computer labs which are well equipped with sufficient computers and all students are encouraged to learn ICT tools ass per their interest & schedule.
- Automated library isequiped with latest software Soul 2.0. Inflibet to acess online study material is subscribed by the college. College was registered under N-list to acess online study content by faculty members and students.
- During zonal youth festival cultural and literacy videos are used to fine tune the talent of studnets.
- Whatsapp groups has also been created which facilitates constant interaction between the teachers and the students.
- In order to prompt academic responses, queries and redressal of grievances, the students are allowed to contact telephonically with the concerned teachers andcan also post their complaints/ suggestions in suggestion/ complaint box kept in the college premises and can forward their concerns through the college website.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 90

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 30 | 30 | 24 | 25 | 21 |

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

**2.4.2**

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

**Response:** 94.02

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 21 | 22 | 24 | 23 | 20 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

Internal assessment for all courses and subjects is done strictly as per university guidelines and norms . The College conducts internal assessment throughout the session. The class teachers ensure the consistency in performance of the students by constantly monitoring their results. The internal assessment of 20 marks for UG (B.A/B.Com/B.Sc ) classes are awarded as under:

1.Class Test: 10 marks

2.Assignment: 5 marks

3.Attendance: 5 marks

- Periodic Surprise tests are conducted to ascertain the progress of students in their studies  as per the discretion of class teacher, generall once or twice in a semester.
- Class Assignments  offer teachers a chance to assess students in more innovative ways.
- To ensure transparency, the students are provided with an internal assessment schedule from time to time. Final score is also put on the Notice Board.
- Allotment of internal marks is decided by the Class teacher and checked by the HODs and the Principal before updating it on the University Portal. After evaluation , the record of assessment is maintained by the concerned teacher.
- The academic performance of the students is evaluated continuously by the teachers  through various means such as performance in class test, presentations, group discussions, project reports etc.
- The College strictly adheres to the academic calendar as per the University norms. The institution is committed to ensure value education and provides an academic atmosphere free from unfair-means. The menace of using unfair means in exams is totally curbed  with the help of faculty members , flying squads  and university authorities. The principal has also constituted a committee of senior faculty members to check and control any kind  of malpractice  during the University examinations.
- The College has adopted three tier system to address the examination related grievances of the students. Depending upon the nature of grievances, the three tiers include Department/faculty level, College administration level . At the College level, a committee  of senior teachers has been constituted to take up the grievances of the students regarding filling of online examination forms, result-late issues, re-evaluation issues and any discrepancy observed in the mark sheet of the students. Apart from these, Discipline committees are appointed by the College administration for the smooth and fair conduct of university semester examinations. The College administration ensures the proper and timely display of exam related notices such as date sheet, any revision in the date sheet, issuance of admit cards and code of conduct on College Notice Board. At University Level, grievances related to semester examinations conducted by the affiliating University include wrong/non-declaration of result, non-receipt of awards, showing absent in examination, misprinting/anomalies in the DMC, anomalies in the results are taken up by the College administration and forwarded to the concerned University Officials in time with the request to resolve the issue at the earliest.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

- Programme Outcomes (Pos) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on the website and attainment of POs and COs are further evaluated
- The college follows the POs and COs prescribed by the affiliated university for all types of courses.
- Soft copy of all the courses has been displayed on the website of the college and the hard copy of the same is available with all the department heads of the college. The content, objectives and results of the courses of even and odd semesters are clearly stated and explained. This process helps students to prepare properly for various subjects. This makes the students realize the importance and relevance of the course.
- During the orientation programme, the content of the courses, importance and relevance are explained to the students in detail.
- Students are made aware of what types of jobs opportunities are available for them and what new vistas of career are opened to them after successful completion of the course.
- Their queries were resolved from time to time and are given the opportunity to choose their courses to fulfil their aspirations in an enjoyable and judicious manner and could satiate themselves for their passion in their professional life.
- They are informed about all kinds of activities that are organised by various cell clubs and committees of the college. Participation in these activities provides all-round development and opportunities to hone talents of the students.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The College is committed for holistic growth, inclusive education and overall development of the students.

- Merit holders in academics, best YRC, N.S.S volunteers, cultural activities position holders and students having sports achievements are honoured in the annual prize distribution function. Moreover, the Annual report of the College also reflects the attainment and evaluation of programme outcomes and course outcomes.
- In addition to the display and communication of course outcomes (COs), Programme specific outcomes (PSOs) and Programme Outcomes (POs), all the faculty member of the College ensures the accomplishment of these outcomes with its goal of providing quality education to the students.
- The program outcomes are assessed with the help of various methods like home assignments, class tests, and university examinations, practical's, group discussion, participation in class activities.
- Students are motivated to participate in various competition, seminars and conferences etc.
- The efforts are made by the faculty members to achieve the outcomes as envisaged by the curriculum committee. During the orientation the content of the course, its importance and relevance is discussed in details.
- **The College adopts the following two frameworks to assess the Cos and POs:**

1. **Quantitative Framework-** This framework is based on the performance of the students in day to day classroom teaching -Learning process. Outcomes of the students are assessed through class test, assignments, quizzes, attendance, Level of Interaction and Curricular activities. The students are encouraged to develop their strategies to perform better.

2.**Qualitative Framework-** The Qualitative framework outcomes involve the co-curricular activities, participation of the students and focussing on overall personality development of the students. These outcomes are attained by organizing different types and levels of competitions like:

- Talent Search Competition.
- Literary Competition organized by various subject societies.
- College Level Cultural Fest.
- University Level Youth Fest.
- Workshops based on skill and knowledge.
- Participation in Various Sports competitions.

For attainment of PO and CO, 80% weightage is given to university examination and 20% weightage is given to internal evaluation at UG level.

Further the suggestions and recommendations on the POs and COs are collected through the feedback designed by the IQAC at the end of academic session from all the stakeholders and subsequently, constructive measures are taken by the IQAC to improve the holistic environment of the College.

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

**2.6.3**

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

**Response:** 39.11

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 32 | 82 | 146 | 126 | 169 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 290 | 283 | 299 | 264 | 283 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.51

| File Description | Document |
| --- | --- |
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

Government College Kharkhara has developed a comprehensive ecosystem for innovation, incorporating the Indian Knowledge System (IKS) to foster an environment conducive to learning, creativity, and technology transfer. Key initiatives include awareness programs about Intellectual Property Rights (IPR), the establishment of an IPR cell. These efforts have led to visible outcomes in the creation and dissemination of knowledge and technology.

**IPR and Research Initiatives**

In August 2023, an IPR/IKS committee was constituted to address and guide faculty and students on copyright issues and plagiarism in research papers. This committee plays a vital role in maintaining the integrity and originality of academic work. Faculty members are advised to attend the workshops/FDP to understand IPR/IKS, ensuring that their creations are legally protected and are ethically sound.

**Indian Knowledge System (IKS)**

The college promotes the Indian Knowledge System through various activities:

- **Hindi Book Stall**: stall featuring Hindi literature was set up to encourage reading and appreciation of regional language literature.
- **Extension Lecture on Entrepreneurship**: Special lecture was organized to inspire and educate students about entrepreneurship, leveraging traditional knowledge and modern practices.
- **Workshops on Vedic Mathematics**: Faculty members have attended workshops on Vedic Mathematics, which offer insights into ancient mathematical techniques, promoting their application in contemporary education.
- **Soil Testing Training**: One faculty member has been trained in soil testing, enabling the college to offer practical knowledge in agriculture and environmental science.

**Cultural and Wellness Activities**

The institution places a strong emphasis on holistic development through cultural and wellness programs:

- **Yoga and Mental Wellness**: Regular yoga sessions are conducted under the National Service Scheme (NSS), with special events on International Yoga Day. Faculty members have also attended workshops on yoga wellness and mental health, enhancing their ability to support student well-being.
- **Cultural Competitions**: Students actively participate in cultural activities such as Haryanvi folk dance, achieving accolades at the zonal youth level. These activities preserve and promote regional cultural heritage.

**Environmental Initiatives**

Environmental awareness and sustainability are integral to the college's mission:

- **Tree Plantation Drives**: The college organizes tree plantation drives to promote greenery and environmental conservation.
- **Earth and Environment Day Celebrations**: Events are held to educate and engage students in environmental protection, fostering a sense of responsibility towards the green planet.

**Infrastructure for Knowledge Transfer**

The college provides robust infrastructure to support these initiatives:

- **Library and Smart Classrooms**: Facilities such as a well-equipped library and smart classrooms facilitate the creation and transfer of knowledge. Separate laboratories for various departments ensure students gain practical experience in their respective fields.
- **Workshops and Seminars**: Various departments organize workshops and seminars to stimulate intellectual curiosity and provide platforms for knowledge exchange. For instance, the Department of Science hosted a State Level Awareness Quiz on COVID-19.

**Future Plan**:

A national conference on Indian Knowledge Systems (IKS) is scheduled for the upcoming session 2024-25 to sensitise the faculty members on ethics and cultural value of system through aligning the pedagogy with Indian knowledge system, making it most essential parameter.

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

**3.2.2**

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

**Response:** 1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 |

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

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.36

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 3 | 7 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [View Document](#) |
| Link to re-directing to journal source-cite website in case of digital journals | [View Document](#) |
| Links to the papers published in journals listed in UGC CARE list or | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.3.2**

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

**Response:** 0.14

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 0 | 0 | 0 | 2 | 2 |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

The College has constituted various clubs and societies like **YRC, RRC, NSS, Women Empowerment Cell, Placement Cell, Legal Literacy Cell** etc which conduct various extension activities during the last five years. The list of activities conducted by the College is given as under:

1 **Tree Plantation Drive** through rallies by the College Students.

2. Extension activities on **Health and Hygiene**.

3. Organizing **Blood Donation Camp** by the NSS of the College.

4. **Sanitation and cleanliness drive** in the College by the volunteer students and spreading the cleanliness message through **nukkad natak and rallies** in nearby villages.

5. **Awareness on Road Safety and Traffic Rules** through extension lectures, posters, wall painting and rallies organized by the Road and safety committee.

6. Various awareness programs regarding **Women Empowerment, Women Safety Act, Self Defence Training, Gender Sensitisation and HIV/AIDS Awareness** Programme through Documentary films, Mobile app were organized under the women's cell committee to make girls aware of their rights and self- independent.

7. **Drug Abuse Awareness** through **Nukkad Natak and rallies**.

8. College Women cell organized "**Beti Bachao Beti Padhao**" and Students enthusiastically participated in this campaign, rallies & marches and also intracted with people living in neighbourhood slum areas to spread awareness about the declining girl child ratio in India.

9. **Run for Unity (Marathon).**

10. College has organized various awareness programs i.e. **Women Empowerment, Women Safety Act, Self Defence Training and Gender Sensitisation** under the women's cell committee to make girls aware of their rights and self-independent.

11. Under **Swachh Bharat Abhiyan**, College has adopted five villages, orphan home (Asha Kiran at Nandrampur Bas), conducted workshop on **'Swatchta Action Plan and Jal Shakti'** and faculty & students spreading awareness about the role of clean environment in their lives and to motivate them to keep their surroundings clean through door to door campaign in villages to create a eco-friendly environment around us all.

12. Awareness on Social Issues through **Nukkad Natak** about the awareness of proper vaccination.

13. Workshops on **Cooking and wellness** for the girl students.

14. Organizing activities i.e. Slogan and Poster Writing to spread awareness on social issues.

15. **Pledge** for Participation in Democracy (**Voting Rights**).

16. **Educational Tour** for the students for enhancing their knowledge.

17. Organised different Competition like poster making, slogan writing etc.

18. **Health Awareness Week.**

19. **Best out of Waste Workshop** activities for the students by Women Cell.

20. **Yoga Day Celebration** on International yoga Day for the Physical Development and to make student aware of the benefits of YOGA and exercise in their daily life.

21. **Fit India Movement**.

College departments constantly motivating its students to participate in various activities relating to national development, social responsibilities and also helps in developing sensitivities towards community issues, inculcating values and commitment to society and country.

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

**3.4.2**

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

**Response:**

The information about total no. of awards and recognition received for extension activities from government/government recognized bodies' year wise during the last five years is as under:

| Year | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|---|
| Total no. of awards and recognitions received by Students from extension activities | 32 | 10 | 05 | 08 | 10 |
| Total no. of awards and recognitions received by College and Faculty from extension | 03 | Nil | 01 | 01 | Nil |

activities

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

**3.4.3**

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

**Response:** 75

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 19 | 18 | 09 | 16 | 13 |

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 7

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| List of year wise activities and exchange should be provided | [View Document](#) |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

Our College is situated on an expansive 8½ acres (69 Kanal 13 Marla), offering a well-equipped and diverse infrastructure to support both academic and extracurricular activities. The campus is designed to cater to a wide range of needs, ensuring a conducive environment for learning and development.

**Academic Facilities:**

The academic infrastructure includes 13 classrooms that are well-equipped for interactive learning. The college boasts 11 specialized laboratories catering to various disciplines: three for Geography, two each for Physics and Chemistry, two Computer Labs, one math lab and one Commerce Computer Lab. Additionally, there is a Language Lab designed to support language learning and proficiency.

**Teaching and Learning Spaces:**

For enhanced teaching and learning experiences, the college has two smart class rooms equipped with advanced IT resources to support modern educational methods.The Seminar Hall, with a seating capacity of 90, is used for workshops, guest lectures, and academic presentations. The auditorium/multipurpose hall serve as venues for larger events, including cultural activities, and convocations.

**Accessibility and Amenities:**

The campus is designed with accessibility in mind, featuring ramps for differently-abled individuals to ensure ease of movement. There are six bathrooms, split evenly between boys and girls, each equipped with five seats. For differently-abled persons, there are six specially designated bathrooms. Additionally, the campus includes three motorized drinking water stations to ensure ample hydration for students.

**Sports and Recreation:**

Our college places significant emphasis on sports and physical education. It has a 2-acre ground area that accommodates various sports facilities including a playground for Kabaddi, Kho-Kho, Cricket, and Volleyball, as well as an athletic track. There is also open space designated for Yoga. The college organizes an annual two-day sports athletic meet in the month of October or February, and also celebrate National Sports Day. Students participating in these events receive necessary sports kits

and materials, and travel reimbursements are provided as per government norms.

**Additional Facilities:**

The campus is equipped with a range of additional facilities to support student and staff needs.

- These include a well-stocked library, a gym, a girls' common room, and a health room.
- For administrative and operational purposes, the college features a staffroom, two staff toilets, and various offices such as the SC Cell, Placement Cell, Sports Office, Bursar's Room, SPIO Office, Registrar's Office, I.Q.A.C., and the Principal's Office.
- There is also an administrative block for managing day-to-day operations. For security and backup, the campus has a guardroom, a generator set, and a reliable electricity supply.The whole campus is covered  under the surveillance of CCTV.

**Green Spaces:**

In addition to these facilities, the college grounds include three parks, offering green spaces for relaxation and leisure. The aesthetic and functional design of these parks contributes to a pleasant campus environment.

Overall, Our College offers a holistic educational experience with advanced academic resources, robust support facilities, and a strong focus on sports and recreation, ensuring students achieve both academic success and personal growth.

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

---

**4.1.2**

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

**Response:** 82.31

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 3.09 | 18.84 | 90.74 | 2.07 | 2.15 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The library at Government College Kharkhara is a cornerstone of the institution, providing extensive resources and a conducive environment for learning and research. It is a vital asset, supporting the educational and research needs of its students and faculty With its extensive collection of books, dedicated reading spaces, departmental libraries, and advanced digital resources, the library plays a central role in the academic life of the college. By providing these comprehensive resources and services, the library contributes significantly to the institution's mission of fostering knowledge, learning, and academic excellence. Equipped with the advanced SOUL 2.0 software, the library efficiently manages its vast collection and various services, ensuring seamless access to information for students and faculty alike.

**Resources and Collection**

The library boasts a collection of over 5,000 books, covering a wide range of subjects. This extensive collection includes both reference and textbook materials, catering to the diverse academic needs of students across various disciplines. The library also subscribes to a selection of magazines and newspapers, keeping students and faculty updated with current events and developments in their fields of interest.

**Facilities and Services**

The library provides a separate reading room for teachers, offering a quiet and focused environment for academic preparation and research. For students, the library is equipped with a photocopy machine, facilitating easy access to required materials. The availability of this service ensures that students can efficiently reproduce necessary documents and study materials for their academic work.

**Departmental Libraries**

In addition to the main library, various departments within the college maintain their own specialized

libraries. These departmental libraries supplement the central collection by offering subject-specific resources, ensuring that students have access to the most relevant and up-to-date materials in their field of study. The departmental libraries play a crucial role in supporting the academic endeavors of students, providing tailored resources that align with their coursework and research projects.

The library includes specialized books for the Placement Cell and Women Cell, offering resources to aid in career development and gender studies, ensuring comprehensive support for students' professional and personal growth.

Alumni have generously donated books to the library, enriching its resources and supporting current students' academic growth.

Government College Khakkhara has a well-furnished library with the following facilities:

1. The library has **5164** books.

2. The library uses **Soul Software 2.0**. (All the staff are trained in using the soul software to search any book).

3. Our college was a member of the N-LIST program.

4. Different departmental liabraries are available like **Liabrary of geography department,women cell, placement cell liabrary**, which are used to issue the books to the needful students.

**List of books available in the liabrary- (Subjectwise)**

| History | 152 |
|---|---|
| Geography | 114 |
| Mathematics | 354 |
| Political science | 303 |
| science | 978 |
| Hindi | 252 |
| General topic | 838 |
| commerce | 1578 |
| Physical education | 85 |
| English | 420 |
| Economics | 90 |
| **Total** | **5164** |

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

In the present scenario the use of IT Tools and Gadgets is one of the basic needs of smooth and progressive life, the same is proved during the past crucial time of Covid-19 Pandemic. Not only routine Life IT supported well in crucial period. The field of Education is also blessed with its strength and versatility.

- In Govt. College Kharkhara there are five computer labs i.e. Two computer labs for Arts and Science Stream and one Computer Lab is for Commerce Students and one computer lab is for the students of Mathematics, for the betterment of communication skill college established a Language lab . These labs are governed by the well qualified staff under the observation of higher authorities. The maintenance work of the labs are done by the Local technical support from Dharuhera or Rewari.
- College is maintaining it's website properly and all the relevant and important information are uploaded in the interest of Students and Staff members and the users.
- By the direction of D.G.H.E, Haryana, the college has 50 MBPS Lease Line for Internet Connectivity. The wired connectivity is provided in all the rooms to access the Internet.
- JIO Wifi network is also available in college but it is under the constraint of very low data limit and bandwidth of 8-10 MBPS only.
- College has one well furnished seminar hall , having IT facilities like Projector, Sound System, Podium and a wall screen Guest Lectures, meetings  and on line broadcastings .
- There is one smart class room having Podium and Smart Board and Internet Connectivity.
- College has one multipurpose hall for the cultural, academic events. This hall is equipped with the wall mounted Projector , A strong sound system of 7 wired mic and two cordless mic and a sound mixer of 16 channels along with a amplifier and four wall mounted speakers. This multipurpose hall is connected with 50 MBPS Internet Line.
- For the security purpose college is covered with 31 cameras governed by one NVR of 32 channels and 8 POE and a Hard drive of 1 TB.
- For attendance college is running Aadhar Enabled Biometric Attendance System, Two FM220 U Startek finger print scanner are installed in college office.
- The college Library has a Computer system along with Printer Scanner and UPS for the smooth functioning of Library System. Soul 2.0 is installed in the library for the book searching, issue and return and many other Library related process. More than four thousand books are being managed and supported by Automation System.
- Many departments and cells like Placement Cell , RTI Cell , Bursar, Registrar , N.S.S, Commerce, Geography, Physics, and Principal's Office are using Computer , Printer and scanner along with Internet.
- On line Admissions, ACR , MIS, HRMS,ERP, AISHE, AEBAS , Various Scholarships etc. are

being run and governed by On line Portals. In the future number of smart class rooms, Announcement system, Computers are to be established in coming session .

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

**4.3.2**

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

**Response:** 8.19

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

Response: 123

| File Description | Document |
|---|---|
| Purchased Bills/Copies highlighting the number of computers purchased | [View Document](#) |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 16.43

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)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 4.75 | 9.55 | 0.88 | 4.08 | 4.07 |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 21.04

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 218     | 225     | 214     | 204     | 197     |

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

**5.1.2**

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

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

**Response:** A. All of the above

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

## 5.1.3

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

**Response:** 24.16

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 246 | 377 | 263 | 142 | 187 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document]() |

## 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 20.9

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 20 | 41 | 18 | 31 | 6 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 32 | 82 | 146 | 126 | 169 |

24-10-2024 04:05:23

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

**5.2.2**

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

**Response:** 3.19

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 8 | 4 | 1 | 0 | 1 |

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 38

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 17      | 3       | 5       | 6       | 7       |

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

### 5.3.2

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

**Response:** 7.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 13      | 2       | 5       | 1       | 15      |

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Samarpan Association of Government College Kharkhara represents a significant advancement in strengthening the connection between the institution and its alumni. This initiative, fueled by a profound sense of responsibility among graduates, aims to give back to the College that has been instrumental in shaping their personal and professional lives. By leveraging their accumulated expertise and experiences, alumni are positioned to make meaningful contributions to both their alma mater and the broader community.

Government College Kharkhara is renowned for producing accomplished professionals across various fields, including teaching, law, chartered accountancy, business, military service, law enforcement, contracting, banking, social work, and entrepreneurship. This legacy of excellence and service is further enriched by the formal establishment of the Samarpan Association, as authorized by memo no. 2024-05-002705. The creation of this association signifies a structured commitment from alumni to support the College's ongoing growth and development.

The Association is led by President Mr. Pawan (Batch 2017-18 Arts), Vice-President Mr. Jilani (Batch 2021-22 Arts), General Secretary Mr. Lucky (Batch 2021-22 Arts), Joint Secretary Ms. Mahima (Batch 2022 Commerce), and Treasurer Mr. Chander Prakash (Batch 2013-14 Commerce). These leaders are responsible for guiding the Association's activities and ensuring that it fulfills its objectives efficiently.

Operating under a well-defined framework, the Samarpan Association includes parameters such as aims and objectives, eligibility criteria, membership fees, administration, and the roles and rights of office bearers and members. This structured approach ensures transparency and organization, promoting accountability and active participation among its members.

The core objectives of the Association are:

1. **Reconnect Alumni:** The Association seeks to bring together former students, facilitating the exchange of memories, ideas, and experiences. This reconnection helps maintain a strong bond between alumni and their alma mater, fostering a sense of community and belonging.

2. **Address College Needs:** Regular meetings are held to discuss and address the needs and requirements of the College. This collaborative approach enables alumni to contribute valuable insights and solutions, supporting the institution's development and innovation.

3. **Support Students:** A major focus of the Association is to provide financial and academic support to current students. Through scholarships, resources, and mentorship, the Association aims to help students overcome challenges and achieve their educational and personal goals.

4. **Promote Societal Betterment:** The Association is committed to societal improvement through various initiatives, including environmental projects such as tree plantation drives, guidance on online admission processes, and organizing ceremonies to honor and celebrate alumni achievements.

Additionally, some alumni participate in the College's Internal Quality Assurance Cell (IQAC), offering innovative ideas to enhance educational standards and the College's overall impact.

In summary, the Samarpan Association embodies the strength of alumni engagement and collaborative effort. Through its well-structured framework and dedicated leadership, the Association not only fortifies the connection between the College and its graduates but also plays a crucial role in supporting current students and advancing societal progress. Its initiatives reflect a commitment to continuous improvement and community upliftment, capturing the essence of giving back to the institution that has significantly shaped its members' lives.

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

**Vision:**

The college envisions empowering students to pursue diverse and inclusive academic and professional passions. By fostering innovation across various fields and promoting core values such as equality, diversity and sustainabilty, the institution aims to drive personal and social change, while contributing to the nations educational aspirations and global community impact.

**Mission**:

- Education drives social change, fostering continuous learning and personal growth. Our college mission is to meet societal needs by creating an educational environment that nurtures rural youth's multifaceted talents. We aim to maximize human, infrastructural, and financial resources, promote sustainable student development, and protect the region's environmental and cultural heritage.

**NEP Implementation:**

The college is aligned with NEP 2020, attended workshops and PDPs to integrate multidisciplinary approaches. It plans to expand with new P.G. and U.G. courses, introducing skill-based programs and a credit system for flexible, holistic education from session 2024-25.

Under NEP 2020, IGU Meerpur, the Affiliating University manages the Academic Bank of Credits, enabling flexible, multidisciplinary credit transfer and accumulation from 2023-24.

**Sustained Institutional Growth:**

- Since the inception, Government College Kharkhara has seen sustained growth with significant developments in all areas
- A new math lab and seminar hall were developed enhancing academic facilities.
- The library has expanded, offering more resources and study space.
- Additionally, new course Physical Education at UG level has been introduced in the session 2019-20, broadening educational opportunities.

- Placement Cell and Women Cell organised various workshops and extension lectures for skill

development, experiential learning, and  to improve academic quality, and overall student experience.

**Decentralization and Participation:**

The college promotes a culture of decentralization and participation in institutional governance at different levels through below given practices:

- The college promotes a culture of participative management through the involvement of all the faculty members in one or the other committee or the designated cells which are decided in the beginning of session.
- The College Council, led by the Principal, makes key decisions. Regular staff meetings ensure effective collaboration, enhancing coordination of activities and programs for improved institutional functioning.
- The IQAC, formed as per UGC norms, employs a participatory management approach. Under the Principal's chairmanship, teachers from various streams are involved in the process of decision-making based on consensus on important issues related to the all-round development of the institution.
- During the admission process, the Nodal Officer manages communication between DGHE, the college, and students. Senior faculty lead Admissions Committees to verify eligibility and authenticate documents.
- The meritorious and needy students are given opportunities to work in labs/depts through Earn While You Learn scheme.
- Faculty of each department mentor a group of the students.

- Student representatives from Cultural and NSS maintain discipline during  functions in the college.

    **Institutional Perspective Plan**

Keeping in view the Vision and Mission, Institutional Perspective plans are prepared by IQAC and deployment is ensured

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

**Policies:**

- As a government institution, GC Kharkhara is supervised and overseen by the Director of Higher Education, Haryana. The Chief Secretary and Director set policies for colleges, and GC Kharkhara follows administrative, financial, and role-based standards.
- The college adheres to appointment and service rules of Haryana's Higher Education Department.
- The college adheres to UGC guidelines and the policies of the affiliating university, IGU Meerpur.
- Under the Principal's leadership and IQAC guidance, the Institutional Perspective Plan and policies are effectively implemented, ensuring efficient execution and alignment with strategic goals.
- The college has well-formulated policies on E-Governance, Conduct, Grievance Redressal including Sexual Harrassment and Anti ragging, Examinations, Scholarship.

**Administrative Setup:**

- The Principal and College Council serve as the highest decision-making body for the institution.
- The IQAC is significant administrative body manages quality matters, prepares the Academic Calendar, implements quality initiatives, take feedback from all stakeholders and conducts regular meetings to enhance standards.
- The Principal, supported by various committees, implements academic and administrative plans for smooth college operations. Committees oversee areas like admissions, registration, discipline, workload, library, scholarship, and extracurricular activities. Additional cells like SC cell, Women Cell,Placement cell student redressal cell etc handle specific tasks, ensuring student participation and involvement.

**Office Administration:**

The non-teaching staff, headed by the Clerk looks after all official works along with computer instructor, JLAs, and LAs, Peons, Sweepers, and Chowkidars. Although the Deputy Superintendent is the head in non-teaching staff but in our college the post is vacant.

**Finance Administration:**

• The bursar, a teaching staff member, manages internal finances and assists the Principal with daily financial affairs.

**Deployment of Institutional Development Plan :**

- To boost enrollment, pamphlets were published in newspapers and posted in nearby villages to reach potential students effectively.
- The college has proposed new PG courses and additional UG programs to DGHE to enhance academic offerings and provide further educational opportunities in this rural area.
- Faculty are prepared for NEP through workshops, equipping them with the necessary knowledge and skills for effective implementation.
- The college has applied for IIQA and is preparing the SSR for NAAC accreditation. All faculty members has attended relevant meetings and lectures for this.
- To enhance teaching effectiveness, the college is upgrading lecture theatres and ICT facilities, ensuring more modern, well-equipped environment that support interactive and efficient learning.
- The faculty members are also pursuing Ph.D and doing more research-based activities like seminars/conferences/faculty development programmes/capacity building programmes related to their subjects of specialization and pedagogy.
- The college organized "Spectrum" fest, featuring student-run food stalls. Activities included showcasing indigenous knowledge, arts, crafts, and cultural heritage to promote and celebrate local traditions and skills.

- The college library has been relocated and now offers more space and improved facilities, including additional reading areas and enhanced resources for students.
- Internet connectivity is available across all departments, the library, and computer labs in the college.

- MOU has been signed
- Alumni has donated the books in the library
- A proposal has been sent to DGHE for upgrading the staff room and girls' common room.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

**Performance Appraisal**

There are considerable number of parameters to assess the performance of the teaching and non-teaching staff. The performance of each and every employee is assessed after the completion of academic session. Systematic measures are employed to understand the ability of the person. The parameters which are designed to assess teachers' performance are stated below:

- **ACR**
- **API**
- **Feedback**

The ACR are online w.e.f. 2018-19.The performance appraisal reports are reviewed by the Principal and Higher Authorities. The Higher Education Commissioner is the final Accepting Authority of the Appraisal.

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

There is prescribed Academic Performance Indicator (API) Performa for self-appraisal filled by the faculty members and verified by the IQAC. The teachers are required to obtain minimum API score covering all the three categories of API Performa for the promotion under Career Advancement Scheme of UGC and Haryana Government.

At the end of academic session feedback from the students is obtained containing the qualitative and quantitative parameters of teaching learning. The outcome of the feedback analysis is conveyed to each

teacher for their encouragement and to take necessary action for improvement if necessary.

Being a Government College, the Government of Haryana offers the following welfare schemes for all its employees. The orders are issued by the Department of Higher Education, which the college strictly follows. The institution places a significant emphasis on ensuring the well-being and job satisfaction of its teaching and non-teaching staff through a well-rounded framework of effective welfare measures. These measures are pivotal in fostering a positive and conducive work environment, ultimately enhancing the overall effectiveness and productivity of the entire staff.

**Welfare Measures**

- Regular salary increments, promotion & Retirement benefits Plans for the College Staff (Teaching and Non-Teaching).
- Planning and executing programmes that address professional, personal development of staff members.
- Departmental rooms, Staff rooms equipped with all basic amenities like lockers, cupboards, refrigerators, computers etc. are provided.
- Summer and winter vacations both for teaching staff.
- Maternity (180 days), Child care leave (2 years) and paternity (15 days) leaves, both for teaching and non-teaching staff.
- Casual leave of 10/15/20/days for the employees.
- Provision of LTC as one month's salary once in four years to the staff.
- Group Insurance scheme for the College Staff (Teaching and Non-Teaching).
- Provident fund/NPS for the employees of the college.
- Medical reimbursement facility for the regular employees of the college.
- Availability of Wheat Loan, Education Loan, Computer Loan, Medical Claim, House Building Advance, Marriage Advance etc. to the staff as and when needed.
- There is a provision of maternity leave for six months twice for a female Faculty member.
- Duty leave is given for seminars/conferences and other duties.
- Internet facility is available for every member of the staff.
- Provision of two years of paid study leaves.

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

**6.3.2**

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

**Response:** 2.56

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**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 2 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | [View Document](#) |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.3.3**

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

**Response:** 42.17

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 8       | 16      | 17      | 12      | 17      |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 12      | 11      | 12      | 7       | 7       |

| File Description | Document |
|------------------|----------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the certificates of the program attended by teachers. | [View Document](#) |
| Annual reports highlighting the programmes undertaken by the teachers | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

**Mobilization of Resources:**

The College adheres to Haryana's accounting standards and laws and having two source of income: one is receiving financial support from the Haryana Government and the other is fee received from students

admission under various funds like AF, Youth Welfare, Magazine, University, commerce fund etc. some times college also receive items like computers, computer table, books etc.directly from the Higher Education Department

**Utilisation of resources:**

The Principal discusses departmental needs in staff meetings, with teachers and committee conveners submitting their demands. An estimated proposal budget, prepared according to government norms, is sent to the Competent Authority for approval, ensuring ongoing maintenance and enhancement of labs, library, and facilities.

To utilise the grant and funds Principal forms a purchase committee as per grant instructions, strictly adhering to government financial rules for procurements. Purchases are preferably made through GEM (Government e-Marketing) to ensure transparency. The committee can also invites quotations, compares rates, and obtains approval from the Principal, issuing supply orders to the lowest bidder. Purchased items are recorded in the stock register after physical verification by the committee for effective fund utilization. At the session's end, a stock verification committee, appointed by the Principal, reviews the available records. This committee may recommend auctioning non-operational items. The office staff maintains the cash book, which is regularly verified by the Bursar and attested by the Principal.

The Principal, Bursar, and clerk handle financial documentation and bills transparently and efficiently.

**Audit:**

**External Audit:**

The audit team of the Accountant General of Haryana and the Higher Education Department, Panchkula, periodically review financial records, use of grants as per norms, and general fund revenues and expenses to ensure accuracy and compliance. The report of Audit is submitted in college and in case of discrepancy report will be sent to Higher authorities and clarification is submitted by the college to remove the audit para.

**Internal Audit:**

The college's Bursar verifies and confirms all transaction vouchers according to the budget and available various funds, ensures financial integrity, and advises the Principal on record-keeping. The college Bursar plays a crucial role in verifying and examining the fees collected from student admissions across various funds, such as the Computer Fund, AF, Youth Welfare Fund, RK Fund, University Fund, and EVS Fund etc. During the admission process, students submit their fees online, which are initially credited to the Higher Education Department's account. Upon completing the admission process, the department transfers the collected amount to the college, after deducting any applicable late fees. The FTR (Fee Transfer Report) Committee then prepares a detailed FTR report, summarizing the transferred amounts. The Bursar reviews this report to ensure accuracy. If there is a discrepancy between the amount received and the expected amount based on student enrollment, the Bursar prepares and submits a demand for the correct amount to Higher authorities .

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

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

**The Internal Quality Assurance Cell (IQAC)** at Government College Kharkhara is meticulously structured in accordance with NAAC guidelines, ensuring high standards of academic and administrative quality. The IQAC's composition includes the **Principal as the Chairperson**, **senior faculty members, student representatives, and external members from industries,** which brings in diverse perspectives and aligns the institution with industry requirements.

**Functions of IQAC:**

1. **Preparation of Academic/Activity Calendar:** The IQAC formulates a comprehensive academic calendar at the beginning of each academic session. This calendar outlines key dates and events, ensuring a well-planned and organized academic year. This systematic approach helps in the smooth functioning of academic and extracurricular activities. Departments are guided to set clear objectives and timelines for their activities, enhancing overall productivity..
2. **Lesson Plan Development:** Teachers are guided by the IQAC to develop detailed lesson plans. These plans ensure that the curriculum is delivered systematically and effectively, covering all necessary topics within the stipulated time. This structured approach to teaching helps in maintaining consistency and quality in education.
3. **Teaching-Learning Activities:** The IQAC oversees the implementation of innovative teaching-learning activities. This includes integrating modern pedagogical approaches and technology to enhance student engagement and learning outcomes. Methods such as project-based learning, use of ICT tools, and interactive sessions are promoted to make learning more effective and enjoyable.
4. **Mentor-Mentee System:** Each student is assigned a mentor who provides academic and personal guidance. The mentor-mentee system fosters a supportive learning environment, with weekly mentor classes organized to discuss and address students' concerns.
5. **Policy Making:** The IQAC acts as a policy maker, formulating strategies and policies to continuously improve the quality of education and administrative practices at the college.
6. **Feedback Mechanism:** A robust feedback mechanism is established to collect inputs from various stakeholders, including students, alumni, parents, and teachers. The feedback is analyzed by the IQAC, and action reports are generated to address identified issues and enhance performance.

**Cultural and Support Activities:**

1. **State-Level Cultural Activities:** The IQAC organized state-level cultural events such as 'Indradhanush,' providing students with a platform to showcase their talents. This events fostered a vibrant cultural environment and encouraged student participation in cultural activities.
2. **Support During COVID-19:** During the COVID-19 lockdown, the IQAC played a pivotal role in ensuring the continuity of academic and administrative functions through virtual platforms. Online classes, virtual meetings, and digital resource sharing were effectively managed, ensuring minimal disruption to the educational process.
3. **First Cultural Fest - Spectrum:** The college's first cultural fest, 'Spectrum,' was organized under the guidance of the IQAC. This event celebrated diverse cultural expressions, enhancing the cultural fabric of the college and providing students with an opportunity to engage in and appreciate various cultural activities.

**Annual Performance Indicators (API):** The IQAC also ensures that the teaching faculty's Annual Performance Indicators (API) are maintained and processed efficiently. This includes keeping records of faculty achievements, research contributions, and participation in professional development activities. Timely submission and processing of promotion cases are managed by the IQAC, supporting career advancement for educators.

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

**6.5.2**

**Quality assurance initiatives of the institution include:**

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

**Response:** B. Any 3 of the above

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

Women empowerment and gender equality are one of the primary concern at Govt. College Kharkhara. The college is trying to bring a positive change in the attitude of society and support the gender equality inside the institute and the outreach in the society. Its basic objective is to promote harmony, tolerance, inclusiveness of the women empowerment among the staff and the students.

**curricular perspective:**

- In Hindi and English literature, gender equity is promoted by highlighting women's voices, contributions, and struggles, integrating diverse perspectives. History and political science curricula analyse women's roles and contributions across different eras and addresses gender disparities in representation and policy impacts, advocating for women's involvement in governance. Geography examines gender-related spatial inequalities, including resource access and environmental impacts. Economics and commerce focus on gender wage gaps, employment disparities, and women's economic contributions, promoting equitable policies and equal participation in the business world.

**Facilities for women:**

**Safety and Security**

- Anti-ragging committee, internal complaints committee, sexual harassment committee, grievances redressal committee has been constituted in the college from the beginning as per the guidelines.
- Main gate and entry points are screened through CCTV camera. All the teaching staff performs proctorial duties throughout the campus area, corridors etc to check the activities of the anti-social elements.
- Police Security (PCR) at the college gate enhances safety by preventing unauthorised access, responding to emergencies.

**Common Room**:

There is a girl common room in which sitting facilities available for girl students so that they can study or relax in the common room. Mehandi competitions were also organized in common room.

**Suggestion Box**

The college has a suggestion cum grievances box for students for their suggestion or grievances related to college.

**Co-curricular activites:**

- In session 2019-20, an extension lect. by Dr. Ritu and Dr Inderjeet on the topic health and Hygiene so as to aware students about the healthy life style.
- Durga Shakti app has been installed by SHO Sudhir Kumar in the session 2019-20 and he explained about the use of Durga Shakti app.
- An extension lecture by Dr Preeti on women empowerment and role of women in Indian society.
- An extension lecture by Dr Seema Mittal (Gynecologist) in the session 2020-21 about menstrual hygiene and prevention and cure of hormonal syndromes.
- Online surveys was being conducted by Women Cell every year to calculate prevalence of anemia and low BMI and about menstrual hygiene in girl students along with all the female members of their family and their neighbourhood.
- For the safety and security of girl students every year self-defense trainings have been organized by women cell under the guidance of Dr Deep Chand. Main objective of the training is to create awareness and empower femlale and ensure safety of girls with the cooperation of public, police and society.
- various competition were organised under women cell, NSS, YRC etc like poster making, slogan writing, Rangoli &mahendi.
- various lectures were organised under Placement cell for skill enhancement of girl students.
- NSS Girls Wing aims to develop a sense of social responsibility in girls.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [View Document](#) |

**7.1.3**

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

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

**Response:** B. Any 3 of the above

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

**7.1.4**

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

**Response:**

Educational institutions play a crucial role in shaping future citizens, providing a nurturing environment where students and staff are prepared to tackle life's challenges. Our institution embraces this role by fostering an environment where students learn the essence of being responsible citizens through a blend of academic rigor, cultural enrichment, and personal development.

Central to our approach is the promotion of scientific temper, humanism, and a spirit of inquiry and reform. We emphasize the importance of safeguarding public property and rejecting violence, guiding students to live with integrity and strive for excellence. By encouraging both individual and collective achievement, we aim to contribute to the nation's ongoing progress and development.

A cornerstone of our institution's philosophy is the celebration of national and international commemorative days and festivals. Events such as Holi, Diwali, Independence Day, Republic Day, Mahatma Gandhi Jayanti, Constitution Day, National Unity Day, International Yoga Day, International Women's Day, International Mother Language Day, NSS Day, National Science Day, National Mathematics Day, and Hindi Diwas are celebrated with great enthusiasm. These celebrations not only honor our cultural heritage but also provide students with platforms to showcase their talents, develop discipline, and foster a cooperative spirit.

Our institution also focuses on raising awareness about students' rights and responsibilities through various programs. The Orientation Program for new students, Hindi Day Celebrations by the Hindi Department, and Talent Search Programs are integral to our curriculum. Competitions such as declamation, essay writing, and rangoli are organized to engage students with diverse themes, enhancing their skills and understanding.

The Women Cell is instrumental in addressing gender issues. It organizes activities such as slogan writing competitions on female feticide, women empowerment, and the Beti Bachao, Beti Padhao initiative. These programs aim to raise awareness and promote gender equality among students.

The Electoral Literacy Club educates students about the importance of voting through campaigns like "Mera Vote, Meri Dhrohar." Additionally, the National Service Scheme (NSS) conducts activities such as poster making, slogan writing, tree plantation drives, and awareness rallies on themes like voter awareness, environmental conservation, and national pride. These initiatives instill a sense of civic duty and environmental stewardship in students.

Motivational lectures by eminent personalities are a key aspect of our strategy for developing well-rounded individuals. These lectures help students understand and embrace the values of social and communal harmony, national integration, and personal responsibility.

In addition to academic and cultural activities, our institution provides excellent infrastructure for various sports activities. Recognizing the importance of physical well-being, we ensure that students have access to facilities and programs that promote a healthy lifestyle.

Overall, our institution is committed to fostering an inclusive environment where cultural, regional, linguistic, and socio-economic diversity are celebrated. By sensitizing students and employees to constitutional values, rights, duties, and responsibilities, we aim to create a community of responsible, engaged citizens. Through a combination of academic excellence, cultural celebrations, and personal development initiatives, we prepare students not only for professional success but for a meaningful and responsible life.

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

1. **Stitching Sustainability: Promoting Eco-Friendly Practices at Government College, Kharkhara**

**Evidence of Success**

**Achievements in Self-Defence Competitions**

The effectiveness of the self-defence training programs is highlighted by the remarkable achievements of female students in various competitions. Students have participated in and won medals in several Taekwondo competitions at district and state levels, demonstrating the success of the training initiatives and the dedication of the students.

**Continuous Training and Empowerment**

Self-defence training is an ongoing process at the college, with regular classes conducted to keep students updated with the latest techniques and practices. Certified trainers focus on practical skills, situational awareness, and mental preparedness, ensuring that students are well-equipped to protect themselves in any situation.

**Problem**

Students stitching cloth bags to save the environment is a commendable initiative. However, they might face some challenges, such as:

1. Limited durability: Cloth bags may not be as durable as plastic bags, requiring more frequent replacements.
2. Higher cost: Cloth bags can be more expensive to produce than plastic bags, making them less

accessible to some.

3. Time-consuming production: Stitching cloth bags can be a time-consuming process, especially if done manually.

**Additional Support Systems**

**Internal Complaints Committee (ICC)/Anti-Sexual Harassment Committee:** In compliance with the POSH Act, the ICC addresses issues of sexual harassment, ensuring a safe and respectful environment for female students. The committee conducts awareness programs and provides a platform for students to report incidents without fear.

**Self-Defense Training Programs**

**Regular Self-Defense Classes:** The College organizes regular self-defence classes for female students, covering basic to advanced techniques to equip them to handle physical threats. **Taekwondo Training:** Expert trainers conduct Taekwondo training sessions, teaching students martial arts for self-defence, physical fitness, and mental discipline.

**Problem**

1. **Limited resources**: Village colleges may lack adequate facilities, equipment, or qualified instructors.
2. **Cultural or social barriers**: Some communities may have cultural or social norms that discourage self-defense training, especially for women.
3. **Safety concerns**: Inadequate training or supervision can lead to injuries.

**2. Campus Shield for Girls: Ensuring Safety and Empowerment at Government College, Kharkhara**

**Title**

Campus Shield for Girls: Ensuring Safety and Empowerment at Government College, Kharkhara

**Objective**

The primary objective of the "Campus Shield for Girls" initiative is to ensure the safety and security of female students on campus while empowering them through self-defence and personal security programs. The initiative aims to create a secure, supportive, and empowering environment for girls, enhancing their confidence and overall well-being.

**Context**

At Government College, Kharkhara, the safety of female students is of utmost priority. Recognizing that a secure environment is essential for academic and personal growth, the college has implemented several measures to ensure the safety and empowerment of its female students. The initiative aligns with the institution's commitment to providing a safe and nurturing space for

all students, particularly female students, who may face unique challenges and threats.

**Practice**

**Girls' Security Initiatives**

**Campus Surveillance:** The college campus is equipped with CCTV cameras strategically placed to monitor all critical areas, deterring potential incidents and ensuring quick action if necessary.
**Emergency Helplines:** Emergency helplines have been established for students to report incidents or seek help at any time. Helplines numbers are displayed at various points in campus.
**Dur:ga Shakti App:** The App has been installed in girls mobile.

**Title**

Stitching Sustainability: Promoting Eco-Friendly Practices at Government College, Kharkhara

**Objective**

The primary objective of the "Stitching Sustainability" initiative is to reduce the use of single-use plastics by encouraging students to create cloth bags from leftover fabric. This program aims to promote environmental stewardship, resourcefulness, and eco-friendly habits among students.

**Context**

In response to the growing environmental concerns caused by single-use plastics, Government College, Kharkhara, has embarked on a mission to foster sustainable practices within its community. The initiative aligns with global efforts to minimize plastic waste and encourages students to participate actively in environmental conservation.

**Practice**

Recognizing the detrimental impact of single-use plastics on the environment, the college launched a project where students stitch cloth bags using leftover materials from their homes. This practice embodies the concept of "best out of waste," where discarded fabrics are repurposed into useful products. The initiative involves both male and female students, fostering a sense of responsibility and encouraging them to adopt eco-friendly habits in their daily lives.

**Exhibition cum Sale on Environment Day**

To celebrate and showcase the students' efforts, an exhibition cum sale of the stitched cloth bags was organized on World Environment Day, June 5th, 2024. The event aimed to raise awareness about reducing plastic use and demonstrate the significant impact of simple, everyday actions on environmental conservation. The exhibition featured a variety of uniquely designed and meticulously crafted cloth bags made from leftover fabrics.

**Evidence of Success**

The "Stitching Sustainability" initiative is considered one of the best practices at Government

College, Kharkhara, due to its numerous positive outcomes:

**Environmental Conservation:** By creating and using cloth bags, students contribute to reducing single-use plastics consumption, minimizing plastic waste and its harmful effects on the environment. **Resourcefulness:** The practice of using leftover fabric teaches students to be resourceful and find value in materials that would otherwise be discarded. This approach promotes a circular economy, where resources are reused and recycled. **Skill Development:** The initiative provides students with opportunities to develop and enhance their stitching and crafting skills, fostering creativity and innovation as they design and create unique bags. **Community Awareness:** The exhibition cum sale event raised awareness among the college community about the importance of sustainable practices, demonstrating how collective efforts can lead to significant environmental benefits. **Empowerment:** By involving both boys and girls, the initiative promotes gender equality and empowerment, encouraging all students to take active roles in environmental conservation efforts.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Response:**

**Title of the Practice**: Co-curricular Activities and Value-Based Education

**Objectives of the Practice**:

To emerge as an institute based on traditional moral and ethical values.

To impart value-based education as an amalgamation of traditional Indian values with a scientific temper.

To inculcate the importance of Indian heritage and culture and to instil moral values of life in the minds of youth.

To promote leadership qualities and to develop entrepreneurial skills amongst students. To groom students to become socially responsible citizens

To create a strong learning environment. To provide holistic education.

**The Context:**

The need for amalgamating value education within the modern education system is the need of the times. Value-based education aims at inculcating highly commemorated values such as service, devotion, contentment, love, peace, truth, and wisdom in the minds of students. The successful implementation of a value-based education system engages with all aspects of human existence like emotional, moral and spiritual arenas. It helps in developing a sense of compassion for the community, the nation and the family. It builds the qualities of humility, strength, and honesty in students who are shaped to become better citizens of our country. The Institute has been shouldering the responsibility of providing it at the right time to students. The skills they imbibe during their study of multiple discipline not only help them to get a place in reputed universities but also help them to get jobs in different fields. As part of extension activities, students are taken out to get along with society there by apprehending the actual social stratum its issues.

**The Practice:**

The College attempts to align regular teaching with co-curricular activities through various competitions, rallies, lectures and celebrations of national festivals like Independence Day, Republic Day, Gandhi Jayant and national unity day. The extension lectures on various topics related to the importance of human values, voting rights etc., are organized on the campus in which the resource persons deliver lectures to students underlining various issues related to them. The cells in the institute, such as N.S.S, Women Cell, YRC cell, Placement cell etc., regularly organize competitions on many burning issues related to gender, health, hygiene, dowry, constitutional rights and duties etc., to make students aware of the multiple aspects of the issues. Yoga days, plantation drives etc., are celebrated in the college to create health awareness and the importance of plants in sustaining human life on this planet. The college ensure that there are absolutely no instances of ragging or sexual harassments. Agriculture is significant for multiple reasons. Due to the advent of science and technology, people pay the least attention to farming and farmers.

**Evidence of Success:**

The college students enthusiastically participate in all these programmes and thus hone their skills and understanding of various social, and cultural issues of their times. The participation of students in awareness programmes about voting rights, cleanliness, water conservation, adult education etc., creates a positive impression in the minds of the society and a perceptible change occurs in village communities. The students through the NSS and YRC conduct various programs about the I'll effects of drugs. The importance of water conservation, Blood donation, vote casting, Rally etc. When they interact with their community, they are able to identify the problem faced by people. The rural area in and around kharkhara village conduct social awareness and cleanliness campaigns. The institution is brimmed with pride and happiness to witness the successful implementation of a value based education system where in the students are taught to engage with all aspects of human existence like emotional, moral and spiritual.

**Problems Encountered and Resources Required:**

The college does not face any significant problems in the implementation of Co-curricular Activities and Value-Based Education. There are sufficient funds available in the form of grants from the Department of Higher Education, Haryana, to conduct these activities. One of the major challenges faced in this regard is to change the mindset of the students from the curriculum to community service. As the world

speedily paces after materialistic sophistication, the students of the present generation have been well trained at home itself to compete with challenges pertaining to economic growth.

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

# 5. CONCLUSION

## Additional Information :

Additional Information:

1. **Establishment and History:** Govt. College Kharkhara was founded in July 2011, initially starting with UG courses BA and B.Com from the GSSS Kharkhara building. B.Sc Non-Medical began in 2013, and the college moved to a new building in 2017.
2. **Affiliation Changes:** Originally affiliated with MDU Rohtak, the college has been affiliated with IGU Meerpur, Rewari, since 2017.
3. **Sports Achievements:** The college promotes active student participation in sports, resulting in several students winning gold and silver medals at National, State, and University levels.
4. **New Courses:** To enhance student opportunities, the college introduced Physical Education at UG level in 2019. In 2023-24 send proposal for many new courses at UG and PG Level. on consistent efforts college got permission to start two new PG courses from session 2024-25
5. **NEP Preparedness:** Govt. College Kharkhara is actively preparing for NEP implementation from the session 2024-24 as per guidelines of Affiliating University by updating curricula, enhancing faculty training, and upgrading facilities.
6. **NSS Units:** The college has two NSS units (for boys and girls), promoting community service and the "Not Me But You" spirit among students.
7. **Extracurricular Activities:** Societies and cells at the college organize extracurricular activities, fostering student development and leading to achievements at various levels.
8. **Lectures and Workshops:** The college conducts lectures and workshops aimed at enhancing capacity building, job opportunities, and instilling moral values in students.
9. **Dedicated Faculty:** The college boasts a committed teaching faculty with strong academic credentials, expertise, and experience, providing students with innovative ideas and understanding.
10. **E-Governance:** The college utilizes e-governance across all functions to ensure transparency, accountability, and efficient institutional operations.
11. **Green and Energy Policy:** The college enforces a Green and Energy policy, maintaining a lush campus, using LED lights, conducting environmental protection lectures, and managing rainwater harvesting and compost pits.
12. **Alumni Relations:** An active Alumni Association, established in 2023-2024, maintains strong bonds with graduates, celebrating their achievements across various fields.
13. **Continuous Improvement:** The college works diligently to convert weaknesses into strengths and limitations into challenges, striving for ongoing improvement and institutional success.

## Concluding Remarks :

Government College Kharkhara is strategically situated in a rural area, surrounded by villages and near the Rajasthan border. The college plays a vital role in serving the educational needs of students from these villages and from Bhiwadi, many of whom come from labor-class families. The institution's commitment to uplifting the future of these students is evident through its dedicated efforts to provide quality education and holistic development. The college ensures girls' security with self-defense training and promotes sportsmanship among all students.

The college's vision and mission focus on providing accessible and quality higher education to underprivileged sections of society. By offering a range of undergraduate and postgraduate courses, the college ensures that students receive a comprehensive education that prepares them for various professional paths. The curriculum is designed to be inclusive and relevant, addressing the specific needs of the student population it serves.

At the core of Government College Kharkhara's success is its dedicated, committed, and competent faculty. These educators work tirelessly to deliver high-quality instruction and mentorship, fostering a supportive and engaging learning environment. Their efforts are complemented by a supportive staff that ensures the smooth functioning of the college's administrative and operational aspects.

The principal's leadership has been instrumental in steering the college towards achieving its goals. Under their guidance, the college has implemented various initiatives to enhance educational quality, infrastructure, and student services. These initiatives include the preparation of a comprehensive academic calendar, the implementation of innovative teaching-learning activities, and the establishment of a robust feedback mechanism to continuously improve institutional performance.

Furthermore, the college organizes state-level cultural activities and provides support during challenging times, such as the COVID-19 pandemic, ensuring that students' education continues uninterrupted. The mentor-mentee system and various extracurricular engagements foster a well-rounded development for the students.

In conclusion, Government College Kharkhara stands as a beacon of hope and progress for the rural and labor-class students it serves. Through the collective efforts of its faculty, staff, students, and principal, the college has reached its current position of excellence, dedicated to transforming lives and communities through education.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>    Answer before DVV Verification :<br>    Answer After DVV Verification :1<br>  Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |
| 1.2.2 | *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*<br><br>    1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years<br>    Answer before DVV Verification:<br><table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>429</td><td>521</td><td>430</td><td>438</td><td>419</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>285</td><td>313</td><td>269</td><td>265</td><td>275</td></tr></table><br>    Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>    1.3.2.1. **Number of students undertaking project work/field work / internships**<br>    Answer before DVV Verification :  451<br>    Answer after DVV Verification: 498<br><br>    Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |
| 1.4.1 | *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* |

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

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 30 | 30 | 21 | 21 | 15 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 30 | 30 | 24 | 25 | 21 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 21 | 22 | 24 | 23 | 23 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 21 | 22 | 24 | 23 | 20 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 2.6.3 | **Pass percentage of Students during last five years  (excluding backlog students)** |
|---|---|

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|

| 32 | 81 | 144 | 132 | 169 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 32 | 82 | 146 | 126 | 169 |

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 255 | 259 | 274 | 247 | 257 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 290 | 283 | 299 | 264 | 283 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**<br><br>    3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**<br>        Answer before DVV Verification:<br><br>| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |<br>|---------|---------|---------|---------|---------|<br>| 1 | 5 | 7 | 0 | 0 |<br><br>Answer After DVV Verification :<br><br>| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |<br>|---------|---------|---------|---------|---------|<br>| 3 | 7 | 0 | 0 | 0 |<br><br>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |
|-------|-------|
| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**<br><br>    3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**<br>        Answer before DVV Verification: |

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 1 | 3 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 2 | 2 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 3.4.3 | *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* |
|-------|---|

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 22 | 18 | 10 | 17 | 13 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 19 | 18 | 09 | 16 | 13 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 4.1.2 | *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* |
|-------|---|

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4.566 | 21.002 | 91.96 | 2.482 | 19.302 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 3.09 | 18.84 | 90.74 | 2.07 | 2.15 |

| | |
|---|---|
| | Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |
| 4.4.1 | *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*<br><br>   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)**<br>Answer before DVV Verification:<br><br>| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |<br>|---|---|---|---|---|<br>| 6.183 | 10.824 | 2.019 | 5.609 | 8.615 |<br><br>Answer After DVV Verification :<br><br>| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |<br>|---|---|---|---|---|<br>| 4.75 | 9.55 | 0.88 | 4.08 | 4.07 |<br><br>   Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |
| 5.1.1 | *Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*<br><br>   5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**<br>Answer before DVV Verification:<br><br>| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |<br>|---|---|---|---|---|<br>| 400 | 419 | 385 | 365 | 337 |<br><br>Answer After DVV Verification :<br><br>| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |<br>|---|---|---|---|---|<br>| 218 | 225 | 214 | 204 | 197 |<br><br>   Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |
| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**<br><br>   5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution  year wise during last five years** |

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 95 | 13 | 70 | 23 | 151 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 246 | 377 | 263 | 142 | 187 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**5.2.1**

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 50 | 41 | 18 | 31 | 6 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 20 | 41 | 18 | 31 | 6 |

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 290 | 283 | 298 | 264 | 282 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 32 | 82 | 146 | 126 | 169 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**5.2.2**

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

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/**

**GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 1 | 0 | 1 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 8 | 4 | 1 | 0 | 1 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

---

**5.3.1**

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 37 | 10 | 10 | 50 | 11 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 17 | 3 | 5 | 6 | 7 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

---

**5.3.2**

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 21 | 11 | 12 | 5 | 15 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|

| 13 | 2 | 5 | 1 | 15 |
|----|---|---|---|----|

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 8 | 4 | 1 | 0 | 0 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | 0 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 9 | 23 | 41 | 38 | 37 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 8 | 16 | 17 | 12 | 17 |

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 12 | 7 | 7 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | **Number of students year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>table:<br><br>Answer After DVV Verification:<br><br>table2 |
| 2.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  26<br>Answer after DVV Verification : 28 |
| 2.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>table3<br><br>Answer After DVV Verification:<br><br>table4 |
| 3.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**<br><br>Answer before DVV Verification:<br><br>table5<br><br>Answer After DVV Verification:<br><br>table6 |

**1.1 — Answer before DVV Verification:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1007 | 1029 | 1010 | 983 | 999 |

**1.1 — Answer After DVV Verification:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1007 | 1029 | 1010 | 984 | 998 |

**2.2 — Answer before DVV Verification:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 23 | 24 | 26 | 25 | 25 |

**2.2 — Answer After DVV Verification:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 23 | 24 | 24 | 25 | 21 |

**3.1 — Answer before DVV Verification:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10.7504 | 31.8273 | 93.9808 | 8.09096 | 27.9164 |

**3.1 — Answer After DVV Verification:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|

| 7.51 | 6.76 | 98.29 | 21.67 | 7.78 |
|------|------|-------|-------|------|