



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**INDIRA PRIYADARSHINI COLLEGE FOR WOMEN,
JHAJJAR**

INDIRA PRIYADARSHINI COLLEGE FOR WOMEN, JHAJJAR NEAR DABRA
MANDIR, BEHIND THE SECRETARIAT, GURGOAN ROAD, JHAJJAR-124103
124103

WWW.IPCJIR.ORG

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Indira Priyadarshini College for Women, Jhajjar is located in the south of the City, Jhajjar, adjacent to district Secretariat and near Dabara Shiv Mandir on a spacious and open area in natural surroundings. It is 28035'52.0"N 76040'05.1"E.

The college is a self-financed college established in July 2011 basically for the dissemination of higher education particularly science education among women in the backwaters of Haryana who had been deprived of this opportunity for various socio- economic reasons. The college has now obtained permanent NOC from the government and is affiliated with M.D. University, Rohtak for all courses i.e. B.A., B.Com, B.S.W. and B.Sc (Medical & Non-Medical). since its inception in 2011 with only ten (10) students in the year 2011, the enrollment has now steadily increased to six hundred eleven (611) in 2018.

The college started its journey with a Noble mission to lift and up-lift the marginalized sections of the society. While it primarily concentrated on reaching the un-rich women in remote areas, it also aims at inculcating value education to a great extent. On the one hand we want to impart formal education, thrust area is self employment on the other hand. We make sincere endeavor to impart holistic education and strive to achieve its goals as guided by its vision and mission statements.

Vision

no education becomes socially productive unless it breaks the barriers of caste, creed and class across society. The institution was started with a vision to empower women to develop a capacity to think, lead and change the society and make this world a beautiful place to live in, through self-realization.

Mission

To provide quality higher education with moral values to strengthen women, especially the rural and less fortunate, who can well bear the responsibilities of the emerging professional environment.

To create, preserve and disseminate knowledge to build competitive capability for social and economic development of women and society at large and contribute to make quality life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Perfection is horizon. Like human beings, each institution has some points of strength and weaknesses.
I. P. College is no expectation.
2. Being ruralites, students are physically strong and emotionally innocent.
3. The college is situated in a locality which is easily accessible by the students and the teachers.

4. The college has sufficient building, spacious library and well furnished canteen.
5. The college has sufficient facilities for sports, in-door and out-door games.
6. The college management ply buses for to and fro for the women students in the college.
7. Some students of this college meet their ends by giving tuitions to the students in their own villages. They belong to poor families and in view of their needs, the principal of the college suggested them to earn while they learn.
8. The programme B.S.W. is land mark in the history of the college. It is the only college in the state that runs this programme. Ms. Nikita student of this programme has bagged gold medal from the university for getting first position in all the three years during the course.

Institutional Weakness

1. Girls students of this college are ruralites and they have to come to college after doing their chores at home and then they do work after college also. they do not have adequate time to study even then they are doing their best.
2. Being ruralites their medium of education is vernacular instead of English. At the college level such students face problem in few subjects and they lag behind the city dwellers.
3. The college is self-financed category and has not been aided by the university or government so far.

Institutional Opportunity

Challenges turn into opportunities, if properly utilized. Girl students are ruralities. They are physically robust and mentally alert. The college provides sport facilities to promote them to be good sports person at the state or national level. The college has a qualified and industrious assistant professor in physical education. The students have been availing the provided facilities, which are open to all.

The college was setup which the vision of empowerment of women in rural areas. The college teachers organize NSS and rural camps in the villages to remove superstition and false beliefs among the rural and illiterate. This is a wide opportunity for college students to work and go ahead in life.

Institutional Challenge

1. Our institution has not had sufficient funds for the purchase of books, science equipments and sports material, since the college has not received any grant so far from the Government or any other agency since its inception. But the sincere efforts are being made by the management to place the college in grant-in-aid category.
2. Most of the students in B.A., B.Com, & B.Sc are ruralites and they are pass-outs from schools having poor background of english and science subjects (Due to shortage of staff). Hence the teaching staff of this college faces a big challenge to cope-up with them.
3. The college administration, at times, faces a greater challenge when the students get married while studying. Sometimes the parents or the in-laws are persuaded to continue the study of their daughter.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated with Maharishi Dayanand University, Rohtak and has been running five programmes- B.A., B.Com., B.S.W., B.Sc (Medical) and B.Sc (Non-Medical). All these are three-year under-graduate programmes with two (02) semesters in each year. Ours is the only college running B.S.W. (Bachelor of Social Work) under M.D. University, Rohtak effectively.

The curriculum of all programmes is designed by the university and further the whole schedule of admissions, teaching days, examinations and holidays etc. are determined by the university and conveyed to the colleges. The college adheres to the schedule and plans to complete the curriculum as decided by the university.

The Principal holds a meeting of staff in the beginning of the new session, the activities of whole year, semester wise division of syllabus, maintenance of teacher diary and issue of internal assessment etc. are discussed and decided in the meeting. The in-charges of different committees are reminded of their duties and the schedule of tutorial classes are decided.

The syllabi of all the subjects are being completed before the preparatory holidays of each semester and the queries of students (if any) are cleared well before the examination. A pre-university examination is conducted as per pattern of university examination for the practice of the students.

Holistic development of the students is the thrust area of the curriculum. The teachers not only motivate and inspire the students but also sensitize them about cross cutting issues related to gender, environment, sustainability, professional ethics and national development (wherever topics in syllabi are related to these issues). The college organizes talent-finding contest, inter class quiz contest, group decisions, debates and cultural activities for the all-round development of the students.

Teaching-learning and Evaluation

admissions in the college are controlled by the Government through the Director, Higher Education, in the state of Haryana. Online applications are invited from the candidates and the candidates are allotted different colleges as per the merit in the programme opted by the candidate, sanctioned seats in the college and the reservation policy of the Government. So the students of different backgrounds and abilities are admitted to the college.

The college plans the teaching-learning process properly. Teachers plan their respective syllabi and maintain their teacher's diary. Teachers use ICT and modern methods of teaching and prepare the students as per the changing scenario of education. The teachers conduct monthly test. The advanced learners and slow learners are identified and taught properly, because the learning level of each student varies. The advanced learners are encouraged to strive for excellence in both academic and co-curricular activities. Remedial classes are held for slow learners.

Extension lectures of eminent and reputed persons from various fields are organized to re-orient the staff and students. It also inspires them to do still better and better further. Teachers take initiative to learn and keep abreast with the latest development in their related fields they continuously improve their work and strive for their excellence.

Teachers regularly participate in seminars, workshops and present papers in the workshops also. All the faculty

members make use of ICT wherever applicable. The students prepare their projects for internal assessment and present themselves through power point presentation.

Research, Innovations and Extension

The college runs under graduate programmes only, yet provides support to the faculty members for research work, projects and for publishing papers. Efforts are made by the institution to promote a research culture in the institution. The required infrastructure in terms of space and equipment facilities for research are made available on the campus for undertaking projects. The college has conducted a workshop on intellectual property rights also on 17.02.2018 in the college campus.

The faculty members are inspired and motivated to take part in research activities utilizing the existing facilities in the college. The administration emphasizes to develop a habit of reading and writing among the faculty members and also among the students.

The college has developed a practice of understanding inter-disciplinary and inter- departmental sharing of knowledge during the preparatories before each semester examination. The faculty members are asked to prepare any relevant topic of their subject, present in the meeting of teachers and then group discussion is held. This practice has developed the basic knowledge of the faculty member in other related subjects and has added to the capacity building of the faculty member.

The institution co-operates the members of staff in sanctioning study leave or leave for submitting their projects/research work. The institution has developed a culture of equality and justice among the members of staff and there is no disparity on the basis of caste and creed. This culture of equality is being transferred by the faculty to the students also which has resulted in successful and attractive personalities of the students which will go a long way to the community also.

Infrastructure and Learning Resources

The college fulfills all the conditions of M.D. University, Rohtak in terms of classrooms, play-ground, furniture, labs and Library etc. for the affiliation of the college. The ICT and other learning resources are adequately available in the institution for the academic and administrative purpose. The staff and the students have access to technology and information on current and relevant issues.

The books Journals and other learning materials in the library enable the students and staff to acquire information, knowledge and skills required for their study programme. The institution has not only the sufficient infrastructure but the periodic replenishment essential for the effective functioning is maintained. There is effective mechanism to keep the campus clean and well maintained. The ground is kept green and the campus is clean.

Student Support and Progression

The student-welfare is the thrust area of the college. Through the mechanism of different committees and cells, the institution executes the policies decided in the meetings of the committees to improve the intellectual level of the students. Inter class quiz contest, group discussions, debate and declamation are organized to aware the

students and improve their learning.

The college has a structured support and monitoring mechanism with different committees and class in-charges to monitor and guide the students. Students voice their requirements, grievances and opinions through their intellectual mentors who in-turn discuss and solve their problems.

The students are benefited through scholarship provided by the government and full care is taken in getting their scholarships sanctioned from the government. The other students belonging to the less fortunate families are given free-ships, free books etc. through a proper channel as per the recommendation of the staff.

The institution is deeply concerned for student progression to higher studies and employment. The advertisement for admission in government and non-government institutions are displayed on the notice board so that the students may send their applications to the concerned department well in time. So many students have sought admission in PG courses in the state and private universities. The students are informed regarding the eligibility of different post in education and civil services through extension lectures by eminent persons. The students seek coaching in different coaching centers, qualify the exams and get placement in various sectors. District officers are invited to sensitize the students regarding eligibility, recruitment, and their experience of public life in various services of the State. The students learn a lot from their behavior and attitude towards life and things that they explain in the assembly of the students.

Governance, Leadership and Management

I.P. College for women, Jhajjar was founded and is governed by Capt. Hiralal Memorial Society consisting of four (04) office bearers and three (03) other persons. The society adheres to the rules and regulations of M.D. University, Rohtak regarding the formation of the governing Body to run the college.

The elections of the governing body are held after every three years under the supervision of the vice-Chancellor Nominee. It is note worthy that till now the elections have been held unanimously. After the election, the governing body is formed consisting of eleven members (11) (four office bearers, two representative of teaching staff, one from non-teaching and one nominee of the university). The formation and election of the governing body is being approved by the university. The governing body of the college keeps a tab on the day-to-day affairs of the college. Thus the governing body serves as the bridge between the society (the highest body) and teaching and non-teaching staff of the college. It is a matter of pride that there has been a cordial relation between the society , teaching and the ministerial staff at the college.

Undoubtedly the society runs the college as per the instructions of M.D. University, Rohtak. the management of the college has evolved its best policies and best practices to create a better, safer and healthier place for studies.

The society does not allow dropout due to economic constraint of the student. The morning assembly is the best practice introduced by the teachers and adopted by the students at this college.

Institutional Values and Best Practices

The institution believes that the value of life is not in its duration but in its donation. The ultimate value of life depends upon awareness and power of contemplation rather than upon near survival.

The college has evolved to best practices internally which have positively affected the regular functioning of the college. Firstly, the college organizes morning assembly daily and starts the day with positivity, sounds of harmony and peace. Important information is given to the students after the prayer. This gives an opportunity to remember the great personalities on the day of their birth/ death anniversary. Secondly, the proper utilization of preparatories by exchanging views of the faculty members has motivated the teachers to learn more. This has resulted in the interdisciplinary approach. The discussion on the social issues has resulted in sensitization and understanding of each other. This has created healthy, co-operative and cordial working condition in the college.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INDIRA PRIYADARSHINI COLLEGE FOR WOMEN, JHAJJAR
Address	INDIRA PRIYADARSHINI COLLEGE FOR WOMEN, JHAJJAR NEAR DABRA MANDIR, BEHIND THE SECRETARIAT, GURGOAN ROAD, JHAJJAR-124103
City	JHAJJAR
State	Haryana
Pin	124103
Website	WWW.IPCJJR.ORG

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	BALA DHANKHAR	01251-254040	9812369999	01251-	ipcw2010@gmail.com
IQAC Coordinator	NEELAM RANI	01251-9812372786	9812372786	01251-2504040	NEELAMRANI1251@GMAIL.COM

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		01-01-2011		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Haryana	Maharishi Dayanand University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	INDIRA PRIYADARSHINI COLLEGE FOR WOMEN, JHAJJAR NEAR DABRA MANDIR, BEHIND THE SECRETARIAT, GURGOAN ROAD, JHAJJAR-124103	Semi-urban	5	2556.5

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,Indira Priyadarshini College For Women Jhajjar	36	Senior Secondary	Hindi	240	219
UG	BCom,Indira Priyadarshini College For Women Jhajjar	36	Senior Secondary	Hindi	180	70
UG	BSc,Indira Priyadarshini College For Women Jhajjar	36	Senior Secondary	English,Hindi	180	158
UG	BSc,Indira Priyadarshini College For Women Jhajjar	36	Senior Secondary	English,Hindi	180	145
UG	BSW,Indira Priyadarshini College For Women Jhajjar	36	Senior Secondary	Hindi	90	26

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				25			
Recruited	0	0	0	0	0	0	0	0	0	25	0	25
Yet to Recruit	0				0				0			

Non-Teaching 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				11
Recruited	4	7	0	11
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	5	0	5
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	0	16	0	16

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	0	1
PG	0	0	0	0	0	0	0	8	0	8

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	0	1
PG	0	0	0	0	0	0	0	1	0	1

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	0	0	0
	Female	611	0	0	0	611
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	97	46	30	45
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	94	124	27	29
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	389	341	221	165
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		580	511	278	239

3. Extended Profile

3.1 Program

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

Response: 180

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
05	05	05	05	03

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
580	511	334	239	75

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
125	125	125	125	110

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
103	155	28	33	10

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
25	26	23	21	15

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
25	26	23	21	15

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 1

Number of computers

Response: 50

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

2017-18	2016-17	2015-16	2014-15	2013-14
3774169	2971955	3040532	1165406	435871

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Our colleges is affiliated with m.d. university Rohtak that has complete control of syllabus, schedule of admissions, schedule of teaching days, schedule of exam and winter and summer vacations. College is supposed to follow the prescribed syllabi, which are prepared by the university as per changing scenario in the education system. The college implements the prescribed course contents, teaching schedule and activities as decided by the university. However the teachers may send their suggestions to the university, regarding syllabus in their respective subjects.

Curriculum is the basic requirement of the institution--- teacher and the taught. the teaching staff of the college is very particular and pays special heed towards it. The principal conducts meeting of the teaching staff in the month of June end or July every year before the admission process starts. The teachers are advised to download the curriculum of their respective classes and subjects from the University web site. teachers are asked to study and understand the syllabus properly, prepare the teaching plan and complete the syllabus before the university examination. The teachers emphasize the ethics and moral values while teaching their topics and make sincere efforts for the holistic development of the students. The college follows the feedback system for the students and the teachers.

After every month, the teachers give test to the students as per the syllabus taught by them. Students are encouraged to ask questions in the class room and teachers solve their problems.

A pre-University exam is held before the commencement of each university semester i.e. 1st, 3rd and 5th Semester (Nov/ Dec) and 2nd, 4th and 6th Semester in (Apr/May) to prepare the students for University exams. Proper record is maintained of class tests, attendance and projects prepared by the students. All the members of teaching staff prepare their teachers diary, divide the syllabus and cover the syllabus as per its division. The syllabus of all the classes are being completed on time before the exams. The management of the college is appreciative of the results of each class being higher than the M.D. university results.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 40

1.2.1.1 How many new courses are introduced within the last five years

Response: 02

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 0

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

In the classrooms, the teachers explain the title of the chapter, the content of the chapter and the purpose thereof. History and life of the writer is discussed because circumstances, environment and the society in general impress every author. Teachers are asked to relate every story or the chapter with the day-to-day life of the students and the society.

Values are the dynamic and the driving force of life. These are the values that make human life valuable. So special thrust is given to inculcate human values among girl students. First, they are taught meaning and importance of discipline as discipline is a crucial element for education. To a good disciple, discipline is must. If she obeys the rules of the college and obeys her parents, she is a good disciple or a student.

The teaching staff focuses on all the 31 human values in India (26th human values in Geeta and 5 human values developed by Indian Society). Humility and the fearlessness are specially focused. students are advised to be humble and fearless in every act of life. human life is directly related with the environment. If environment is good, life is better hence, the students are advised to plant trees in their college and homes. The teachers explain the importance of the cleanliness in human life as un-cleanliness brings

diseases and death.

Ethics have a bigger role in life. These make our life viable and sustainable. Students are advised to be courteous and practical in life. They are taught how to be well behaved in their life. Treat others as they themselves want to be treated by others.

Students are taught that the gender bias concept is meaningless. Girls are not inferior to boys rather they are stronger and mentally more alert and physically more cute than their counter parts being closer to nature. Nature has favored the girls in the matter of patience and tolerance and few students in the society have proved this fact.

File Description	Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 1

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 01

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 23.45

1.3.3.1 Number of students undertaking field projects or internships

Response: 136

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 44.52

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
580	511	334	239	75

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
870	870	750	630	510

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 15.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
191	171	119	74	31

File Description**Document**

Institutional data in prescribed format

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**Response:**

Learning level of each student varies, no doubt. Even then the fundamental of each subject is expected to be learnt by both the slow learner and advance learner. After admissions in the college, class test are held as per calendar of M.D. University, Rohtak. In the beginning of the session in the month of august after the class test, the students are directed to do better as per their performance in the test. Test are held per month till the semester exam of the university. Pre university exam are also held to assess the learning level of the students and to aware the students regarding the pattern of questions paper in the university exam---in the month of December and April.

Remedial classes are held for two months i.e. October and November and February and March in the subject of English and Mathematics in the Art classes and in other subjects where ever required. For advanced learner special classes are held in each stream twice a week. Questions are invited by the teachers and then the students are encourage to give their answers. A few students are no less than the teachers in their questions and answers. Generals and magazines in the college library are easily accessible to them. Brilliant students are advised to consult dictionary, reference books and Britannica Encyclopedia. It is a matter of pride that a few students biographies and auto-biographies. Such students are allow to borrow books to college library and they are financed in every possible way.

File Description**Document**

Link for Additional Information

[View Document](#)**2.2.2 Student - Full time teacher ratio****Response:** 23.2

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

A student is a centre of all aspects of education. The chief aim of education is to lift, uplift and over lift the student. So student centric methods are employed to get the end.

1. Learning by doing is a method used by the teacher. The students are asked to pronounce the particular word in English and then to write its spelling in English on the board of the classrooms. Every student is advised to reach the board, add to her vocabulary in English and Hindi both. Secondly practicals are conducted in all science subjects where ever required. Hence she learns it by doing herself.
2. Quiz contest among the class at the college level is another method to improve the intellectual of the students.
3. Group discussion 'A class is divided in three four groups in view of the number of the students. A topic from syllabus is given for discussion and then one group explains the topic, concept of the topic, and the second group puts questions. Hence the students learn from their peer classmates. The method involved all the students and involvement leads to inclusive education.
4. project method is implemented in our college. The teachers give topic to the students to prepare the project on any topic of the syllabus. The topic is explained by the teacher and then the students prepare the project and present in the classroom. The students ask the question pertaining to the topic and the speaker answers the questions. The students articulate in the discussion and open their minds addressing the teacher in a reciprocal way and this form a dialogue between the teacher and the taught. The dialogue form is the best method to remove mis understanding, mis information and mis construction in the minds of the budding scholars.
5. Rationality is a remedy for all problems in classrooms and out of classrooms. Teachers at this college discourage cramming of the content or the syllabus. They try to ignite the minds of the students instead of filling their minds with information alone. Inductive and deductive method are used to sort out the problems in classrooms, playground and canteen.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 0

2.3.2.1 Number of teachers using ICT

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 580

2.3.3.1 Number of mentors

Response: 1

2.3.4 Innovation and creativity in teaching-learning

Response:

This deals with the efforts of an institution to serve students of different backgrounds and acridities through effective teaching-learning experience. Interactive instructional techniques that engage student in higher order 'thinking' and investigation on through the use of focused group discussions, debates, projects, presentation, experiments, practicals etc. are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programme of the study. The teaching-learning modalities of the institutions are relevant for the learner group. The learner centre education facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative. The teachers employ interactive and participatory approach create a filling of responsibility. In learning and making learning a process is a of construction of knowledge. Teachers in I.P. College initiate innovative methods of teaching as they educate students in preparation in PPT (Power Point Presentation) and encourage teaching on projectors. The college promotes creativity among the students by providing opportunities to contribute articles like poem, short story, compositions etc., which are presented in tutorials. Student prepare the method and participate on district level and inter college competition.

Science and Geography models are presented from time to time on college and district level and also enrolled for position at various levels. The college also organizes Mehendi and Diya making competitions for which materials are provided in the college itself. This enables to arouse student's interest and skills in the extra-curricular activities.

Giving a hike to innovative abilities in technology, students are taught on projector showing various slides related to particular subjects.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 11.82

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	02	02	02

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 2.52

2.4.3.1 Total experience of full-time teachers

Response: 63

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

It is crucial to understand and use both teaching learning and continuous evaluation in tandem, one complementing the other to arrive at realistic picture of students learning and development to help them accomplish the desired goal of education. Since the college is affiliated with M.D. University, Rohtak, the college abides by the university instructions regarding examination and continuous internal Evaluation. There is a pattern of semester examination in each stream i.e. B.A. B.Com B.Sc (Medical & Non-Medical) and B.S.W. The total marks of papers are divided into two parts one theory part of 80 marks and CIE of 20 marks respectively. A teacher conducts C.I.E. of 20 marks of his paper dividing these in three parts i.e. attendance of the students (05 marks), presentation of project (05 marks) and class test (10 marks). All the teachers perform their duties sincerely and impartially. Performance of a student is judged on the basis of her participation in the group discussion, presentation and dialogue in the class. Whenever a student is found negligent to her studies, her parents are informed, called in the college and advised to be careful towards their daughter. It is a matter of pride that most of the student are sincere to their studies and follow the sincere advise of the teacher. Reforms in C.I.E. mostly depends upon the conduct and character of the teacher who is an intellectual mentor of her students. Teacher in the college are excellent in their character and their conduct.

C.I.E. is used by the college to identify the learning needs, difficulties of conceptual gaps to provide timely

and appropriate interventions. his reduces the stress and anxiety of students and enhances learning to help all students progress.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Continuous internal assessment is used by the teacher to reflect, review and improve their teaching and reduce rote learning. The teachers also provide all students with including those special needs and belonging to marginalized groups (with the feedback) to improve their learning so as to bloom their potential fully.

Student's learning does not take place only in classrooms. It goes on all the time ever when they interact in the social setting with their families and community beyond college which does play a significant role in shaping their personality. Therefore evaluation process needs to capture their learning, experience and responses to diverse situations as well. for this purpose not only written evaluation in the form of tests and assignment are given but also regular seminars and group discussions are conducted by the college.

On the basis of test and assignments the teachers indentify the sport each students needs to progress indivisibly. It also support students to assess them through reflection, seeking ways to regulate and improve learning by herself.

The university has prescribed the following pattern for the division of (20) marks of internal assessment: -

1. Test (10)
2. Attendance (05)
3. Project (05)

The processes is totally transparent and robust as every test is shown to the student in the classroom and necessary rechecking or correction etc. is done by the teacher wherever necessary. Absenteeism is conveyed to student regularly after every month.

In the college a senior teacher is being appointed as controller of examination and she is assisted by two other teachers and one clerk who maintain all record regarding examination and internal assessment.

Assignment is given to each student as per the syllabus and she is to present her material on the project in the class. The marks of the project depends upon the quality and contents and her presentation.

File Description	Document
Link for Additional Information	View Document

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

Response:

In the beginning of the session, the students are informed about the internal assessment process as prescribed by the university i.e. division of twenty (20) marks and the schedule of submission of internal assessment. Students are given general instructions regarding evaluation method adopted by the teacher. The periodic instructions (if any) issued by the university are promptly communication to the students. The syllabi, the division of syllabi of each semester are also communicated to the students in the class and they are told to get the same from the university website.

The mechanism of internal assessment is totally transparent as every test is shown to the students in the class and correction is made if required. Attendance of the students are conveyed to them after every month. The faculty members take remedial classes to improve the learning of slow learners and encourage them to do better.

The submission of internal assessment is time bound and is to be submitted to the university for all the semesters separately as per the date given by the university.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The parent university decides the academic calendar, teaching days, examination days etc. every year and informs the colleges to follow the schedule. The university has prescribed the following format for continues internal assessment which is strictly adhered to by the college.

1. Class Test (10)
2. Attendance (05)
3. Project/ Assignment (05)

The internal evaluation and assessment procedure is communicated to all the students in the beginning of the session in the first assembly and is repeated by the faculty members time to time. The students are given general instructions regarding evaluation method of the teachers. The instruction of the university are promptly communicated to the students in the classrooms.

As per the directions of the university the internal assessment of twenty (20) marks is prepared twice a year i.e. first, third and fifth semester Nov/ Dec and second, fourth and sixth semester Mar/ Apr and proper record is maintained of internal assessment.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

I. P. college for women, Jhajjar has been offering three degree courses B.A., B.Com, B.S.W. w.e.f. 2011-12 and B.Sc (Medical & Non-Medical) has been introduced w.e.f. 2014-15. B.S.W. is a novel programme for the students of this area. these students are aware of their social responsibilities and are bringing revolution in their neighbourhood. They conduct surveys in the neighborhood villages and convey the outcomes to the District project officer.

All these programmes have been displayed on the college website and have been communicated to the teachers and students as well. The students opt these course as per their interest and aptitude and complete these programmes as per the norms of the university.

All these degree courses open the doors for higher education and make the students eligible to appear in any competitive exam in india (Bachelors degree is the eligibility for any competitive exam). The degree programme instills self confidence, self respect and human values among the students which make their capacity stronger.

We believe it is more important to be a good human being, a good citizen than to earn more.

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college started to empower the less fortunate rural girls with ethics and morality and educate the real meaning of education. The college has been offering degree courses since its inception in 2011----B.A., B.Com and B.S.W. B.Sc programme has been introduced w.e.f. 2014-15. After completing their bachelor

degree, the students are eligible to seek admission in M.A., M.Com and M.S.W.

Some students have sought admission in B.ed and JBT also. Five students of the college have been selected in Haryana Government Services. One student namely Ms. Priyanka has been appointed as P.A. to V.C. in P.D.M. university, Bahadurgarh. A few students after completing their M.A. and M.Com programme have been working in the nearby schools and earning their livelihood.

Ethics and professional Ethics have been the main focus of teaching and learning process for the college. In all interactive sessions, quiz contests and competitions, teachers and the chief guest explain the significance of moral and ethical values. The management and the teachers provide no space to caste and creed. The students are motivated and aware regarding their duties and rights. The students are taught to achieve their goals in life on the basis of their skills, efficiency and ability, not by dragging others behind.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 92.59

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 125

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 135

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.32

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	00

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

File Description

Document

Funding agency website URL

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The college motivates the students to prepare models, charts, project reports, assignments, survey and quizzes to transfer the knowledge on recent issues. College has arranged internet facilities to impart subject knowledge to the students for example science and technology related activities, important science inventions are shown to students from time to time through projectors and easy access to internet facility is

provided to them, to enhance their knowledge. Faculty members are actively involved with the students to shape their thoughts, ideas and views for their bright future. The college has organized educational trips and tour to facilitate the knowledge among the students. The college has no separate incubation centre but college has provided library facility and internet connected computers as initiatives for creation and transfer of knowledge.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The college has been running Bachelor of social work (B.S.W.) w.e.f. 2011-12 and organizes six days rural camp every year in the neighborhood community. The aim of the camp has been to sensitize the students and the community regarding social issues like gender bias, Alcoholism, female foeticide and domestic violence. During the survey, Alcoholism has been found in almost every village nearby and this leads to domestic violence, disturbance in the family and effects the studies of the children. Gender bias leads to discrimination with girl-child in education and restricts the growth of the child. It also results in female foeticide which results in poor sex ratio. It is the need of the hour to aware every one about the ill effects of the social evils.

The college organizes seven days NSS Camp and outreach programme in the nearby village every year that also aims at sensitizing the students of the social problems and issues in the villages. The students conduct

their own survey and come closer to real life of the villages. Thirdly about 70% of the girls are from nearby villages and are well aware of the social issues and problem in the villages.

During the camps we invite social activists, government officials, protection officer, professors from the university or experts on social problems to address the villagers as well as the students. They not only clarify the issues but also give remedies and explain the policies of the government to solve the problems. The students are benefitted with these programmes which clarify the concepts and lead to their holistic development. This way students are coming out of the backward approach and preaching swachhta, importance of Cleanliness and hygiene and healthy living conditions.

Following the suggestions of the principal and staff, the students of the college help the village children in their studies and skills. In this way it develops the concept, “**earn while you learn**”. No doubt, these camps have not only sensitized the students and but have also made them self-confident. During these camps the aim of the institution has been to sensitize the villagers and aware them regarding burning social issues and self help groups of women working in the State.

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 13

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community

and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	01	02	02

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 16.17

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
221	69	11	11	16

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college is affiliated with Maharishi Dayanand University, Rohtak and has been inspected by the team of M.D. University, Rohtak many times before granting affiliation to the college to run B.A, B.Com, B.Sc (Medical & Non-Medical) and B.S.W. Only after the fulfillment of the conditions of the University, the affiliation is being granted to run the courses. As per condition of the statutory body i.e. M.D. University 1000 books are required to start a college and an addition of purchase of books worth Rs.-30,000/- every year is must. The same has been fulfilled. The college has the adequate facilities for teaching and learning i.e. 16 class rooms, 06 labs, 02 computer Labs computing facilities and spacious library . The science labs are very spacious and have enough science equipment's to meet the needs of the students. There are 2 computer labs with 25 PC each and are very spacious to teach the students and for their practices.

File Description	Document
Link for Additional Information	View Document

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

Response:

The institution has spacious green area and proper playground for Kho-Kho, Kabaddi, Volley Ball and Table Tennis. The students take part in the inter college competition in Kabaddi and Kho-Kho and get positions also. The D.P.E. in the college has specialization in yoga and has created interest of the students in yoga also. The college organizes sports day every year and students participate in athletic games and get prizes.

Talent finding day is organized every year in the month of August and the teacher incharges for different activities note the names of the students for participation in declamation, debate and cultural activities for the session. The students participate in inter college speech competitions. Haryana State Council For Science and Technology Department organizes state level science essay competition every year and the students participate and get good positions also.

The college organizes Prize Distribution Function every year and the University merit holders are distributed prizes. The students take part in Group songs, Quawali and Group Dances which are appreciated by the audience.

File Description	Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 0

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4	0.95	3.95	4	0.75

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Library is not fully automated and not using integrated library management system but a library software has been installed before four (04) years ago and using it for library properly. The books have been updated as per accession. Library as a Learning Resource Library as a Learning Resource Library as a Learning Resource Library as a Learning Resource Library as a Learning Resource

Library as a Learning Resource Library as a Learning Resource Library as a Learning Resource Library as a

Learning ResourceLibrary as a Learning ResourceLibrary as a Learning Resource

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**Response:****Table showing: Rare books**

Sr. No.	Name of Books	Name of Publisher	Name of Author
1.	You Can Win	MacMillan Publishers	Shiv Khera
2.	Knowledge Encyclopedia	Random House Publishers	Prof. Hein Stein
3.	The life of Indira Nehru Gandhi	Harper Collins Pub.	Katherine Frank
4.	Albert Einstein-A Biography	Pigeon Book India	Edited by Kaushal
5.	A Complete Biography of Abraham Lincoln	V. Education of India	Lord Charnwood
6.	My Experiments with Truth- An Autobiography	V. Education of India	M.K. Gandhi
7.	Wings of Fire- An Autobiography	Universities Press	A.P.J. Abdul Kalam
8.	Autobiography of Benjamin Franklin	Little Scholarz pvt. Ltd.	Benjamin Franklin

9.	The Pearson Concise G.K. Manual 2019	Pearson	Edgar Thorpe, Sho
File Description		Document	
Any additional information		View Document	
Link for Additional Information		View Document	

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 54523.4

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
74061	104340	55880	32286	6050

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.98

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 18

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

information technology refers the use of the computer to store, retrieve, transmit and manipulate data or information, especially in a business, large organization or company. IT is considered as a subset of ICT (information & Communication Technology). This institution has well developed IT facilities including Wi-Fi, LCD projectors, facilities for the users.

Some of them are:-

- Adequate number of computers with printers and high speed internet are available in labs, office and library. All the computer units have internet connection via Wi-Fi with speed of greater than 50mbps.
- There are 50PC and many application software's like Ms-Office (excel, Ms-Words, Power-point), Paint, Anti-virus, Internet Brower (like Fire-fox, Chrome), Mysql, Oracle, Ms-Access Installed at different locations in the institution.
- At UG level all the teachers use internet by providing notes and latest information to the students whenever required.
- The college website is monitored and update from time to time by Vision Computer (Info. Solution & Services).
- The institute has Wi-Fi campus providing 24*7 internet facility with latest computers from HPL, Lenovo to impart knowledge in the most Hi-tech environment.
- The computers of the institution are connected with laser printer.
- The computers & printers of administrative block and computer lab are connected in LAN (Local

Area Network).

- The institute has projector and LCD for Power-point presentation of students at UG level for better teaching learning process.
- Maintenance and up-gradation is done regularly as and when required.
- The institute takes the help of experts for maintenance, up-gradation & repairs of computer system and website (Vision Computer-Info. Solution & Services) for the purpose.

Date of up-gradation:- 18.07.2018 Wi-Fi server up-gradation

Nature of up-gradation: At regular basis.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 11.6

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 37.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
661238	974995	659554	705127	234293

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The college has ample infrastructure i.e. 16 class rooms, 2 computer labs with 50PC, a library with sitting capacity of 50 students, an open sports ground, and 6 laboratories. The policy regarding utilizations and maintenance of infrastructure is as follows.

- 1. Classrooms-** As classrooms are meant for teaching-learning process daily, they are cleaned daily and the furniture is properly maintained. Classrooms have been divided among cleaning sahayaks and before the arrival of students, classrooms are properly cleaned and furniture is dusted. The representatives of student council keep watch on the process.
- 2. Computer Labs:** - There are two well-equipped labs in the college. One computer lab is meant for the students of BA, B.Com and BSW. Though as per syllabus of M.D. University 3 periods per week are to be given to B.A. students (for paper level-I computer sciences which carries only 50 marks) yet, the college provides six-periods to each group of 20 students. The lab remains open up to the closing time of the college i.e. 3:30 pm and the students are free to use the lab in their free periods also.

Second Computer lab, which is meant for the students of science stream, the same also remains open till 3:30pm. The science students have the choice of opting either Computer science or Chemistry. Under the guidance and teaching of computer Assitt. Professor, the students learn the theory and practical of computer papers. They are free to use computer lab whenever they are free. The college has contract with Vision Computer Hardware firm, for the maintenance and updation of computers.

- 1. Library:** - The college library is spacious and has 1520 books, magazines, journals, and newspapers for the students and the staff. The students and the staff fully utilize this available material in the library. In the beginning of the session the members of staff of all departments are asked to submit their requirements of books. Then as per convenience of all team members, they go to Delhi to buy the books. Another team buys the science equipment's needed in the labs. The

library is looked after by a junior librarian and a Library attendant. The students are free to get the books issued during college working hours.

2. **Sports Facilities:** - The college has spacious playground and the required equipment for games –Volley Ball, Kho-Kho and Table-Tennis. The college has a regular Assitt. Professor in Physical Education, who prepares teams for participation in various sports, Kho-Kho, Kabaddi, and athletic events. The Assitt. Professor in physical education has specialization in yoga and she prepares students in yoga also. The college has a transparent method for the selection of various teams.

File Description	Document
Link for Additional Information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 4.28

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	21	0	12	7

File Description

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

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 17.71

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
63	100	68	52	12

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 6.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
137	06	07	03	04

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 1.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	3	0

File Description**Document**

Details of student placement during the last five years

[View Document](#)**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 54.07

5.2.2.1 Number of outgoing students progressing to higher education

Response: 73

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
120	80	35	25	14

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Students elections were banned in the state prior to the session 2018-19 and it is only this year that proper election of student's council held in the month of October 2018. Before this session, the representatives from each class were elected by raising hands in the class and one volunteer from each class was nominated to participate in the administrative activities of the college. The students contribute in organizing inter class quiz contest, talent finding day of the college and other programmes being organized from time to time. In some programmes, the students conduct the proceedings of the function and this develops their self confidence, self respect and respect for others.

The students give their suggestions regarding maintainance in the college and thus contribute in the administrative working of the college.

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 12.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	10	15	9	10

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The alumni association of the college was started during the year 2016-17 and only three meetings of the association has been called so far. The college has not initiated/introduced any membership fee for the members. The alumni members meet together present views on the current topic and exchange their views. They are inspiration to the juniors and motivate them to go higher and higher. The alumni association has not contributed in terms of finance but has contributed in sensitizing the juniors for social problems and issues.

File Description	Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Report of the event	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Introduction of the Institution

Our governing body is sincere in executing the plan and policies which aims to fulfill the vision and mission of college.

Vision

no education becomes socially productive unless it breaks the barriers of caste, creed, and class across society. The institution was started with a vision to empower women to develop a capacity to think, lead and change the society and make this world a beautiful place to live in, through self-realization.

Mission

To provide quality higher education with moral values to strengthen women, especially the rural and less fortunate, who can well bear the responsibilities of the emerging professional environment.

To create, preserve and disseminate knowledge to build competitive capability for social and economic development of women and society at large and contribute to make quality life.

The vision and mission of I. P. college for women, Jhajjar relates to the advance in education, and focus on the catering needs necessary for the education system. In regards to the staff to vision and mission focus on the quality of faculty as no biased decision are need on the basis of caste, creed of an individual, which resulted in performance of achievement of students. All the faculty members are equally respected. In relation to the student's vision and mission focus on the following of campus procedures. Students are taught basic rights which reflect them to develop legal understanding between society and themselves. No student is humiliated on the basis of caste.

Effective leadership by setting values and participative decision making process is key not only to achieve the vision, mission and goals of the college but also in building organizational culture. The formal, informal arrangements in the college to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision. The involvement of the leadership in ensuring the policy statement and action plan for fulfillment of the stated mission. The various procedures adopted by the college to monitor and evaluate policies and plans of the college for effective implementation and improvement from time to time are discussed. Details of the academic leadership provided to faculty by the top management, the college strategy to groom leadership at various level.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

I. P. College has a mechanism for delegating authority and provides operational autonomy to all the various functionary to work towards decentralized governing system.

Principal Level

The governing body delegates all the academic and operational decisions based on policies to the academic monitoring committee headed by a diligence of order to fulfill the vision and mission of the institution. Academic monitoring committee formulates common working procedure and entrust the implementation with the faculty members.

Faculty Level

Faculty members are given representation in various committees/cells and allowed to conduct various programme to showcase their abilities. They are encouraged to develop leadership skills by being incharge of various academics, co-curricular and extracurricular activities. For effective implementation and improvement of the institute following committees are formed.

Committee/ Cell	Head of the Committee	Roles and resp
1. Women Cell	Dr. Neelam Rani	To implement female child
1. N.S.S. Cell	Mrs. Sapna	Purposed to inc
1. Cultural Committee	Ms. Gayatri	Planning, exec activities.
1. SC/ST Scholarship Cell	Mrs. Sapna	To uplift stude
1. Grievance Redressal Cell	Dr. Minu Devi	To solve probl the camps.
1. Anti Ragging Committee	Mrs. Yogita	Prevention and
1. House Examination	Mrs. Tamanna	Evaluation of s
1. IQAC	Dr. Neelam Rani	Overall develop
1. Sports Committee	Mrs. Yogita	Enhancing stu activities.
1. Unnat Bharat	Dr. Ritu	Provide the fur
1. Outreach Programme	Mrs. Tamanna	Visit to NGO's
1. Advisory Committee	Dr. Neelam Rani Ms. Komal Mrs. Tamanna	To provide su of campus.
1. Purchase Committee	Mrs. Asha Rani	Related Purcha

	Mrs. Komal		
1. Bursar Committee	Mrs. Asha Rani	Handling issue	
1. YRC Committee	Dr. Savita	To protect heal	

Student level

Students are empowered to play an active role in curricular and extra-curricular activities and social services groups. Students are completely free, they are given opportunities to participate and anchor in all the competition. They contribute to the maintenance of the campus and supervision and inform the authorities in case of any problem.

Participative management

The college promotes a culture of participating management by involving the staff and students in various activities. All decisions of the college are governed by management of facts, information and objective. Both students and faculties are allowed to express themselves of any suggestions to improve the excellence in any aspect of the institute.

Decentralization and participating management is having a significant impact on policy, planning and management of elementary education. At the same time, both are seen as a means of improving the efficiency of education system and quality of educational services. At various levels the college grooms the leadership, governing body, management, principal, Vice-Principal, Teaching Staff, Non-Teaching Staff and students representative jointly empower to propose, design, formulate and execute their plans within the framework of governance.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

I. P. College, for women an unaided private college was formed in 2011 by Capt. Hira Lal Memorial Society. There are numerous achievements to the credit of our college and enjoys a reputation of centre of academic excellence. This strategic plan documents the detail action plan with the implementation schedule for NSS activities for institutional development and resource mobilization.

The NSS wing started in session 2015-16 which is headed by Mrs. Sapna. It contributed towards participation of students in various activities held by the college in the NSS camp. The college started the Swachh Bharat Abhiyan on 21.03.2017 at Village-Silani. 53 students participated in the movement along with two teachers. After that the college made its contribution on 02.10.2017 in the college campus itself. It included 50 students and two teachers in the process. The college made a step ahead on 04.01.2018 in

the Abhiyan at Village-Sikanderpur. It comprised of 64 students and two teachers. In addition to NSS our college also initiates the students for YRC (Youth Red Cross) activities. Students are encouraged to participate in various YRC activities in college as well as outside the camps. On 10.10.2017 YRC certificates were received from the university and were distributed to the students in orientation camp, on 09.11.2017.

Date	Duration	Camp/Workshop
10.10.2017	One Day	Orientation Camp
09.11.2017	One Day	Workshop on Disaster management
24.02.2018 to 28.02.2018	Five Days	District Level Camp
16.03.2018	One Day	Workshop on Health and Hygiene
21.03.2018	One Day	Workshop on Disaster Management
30.05.2018 to 06.06.2018	Seven Days	State Level Health Training Camp
04.01.2019 to 09.01.2019	Five Days	State Level Health Training Camp

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college is being run and managed by Capt. Hira Lal Memorial Society. It comprises of the selection committee, management, teaching staff, non-teaching staff, clerical and administrative staff which is recruited as per norms and conditions of the university.

Governing Body: - president, Vice-President, Secretary, Cashier and total eleven members. (04 bearers and 07 members).

Administrative Setup: - Principal and advisory committee.

Functions of various topics: - Controller of Examination, Administrative office, Non-Teaching Staff, Co-curriculum Bodies (NSS & YRC) and Programme office.

Service Rules: - The college follows service conduct rule in colleges applicable for SFS (Self Financed Scheme) college in Haryana.

Promotional Policies: - If a lecturer is having (Time Period) years of experience in service. He/she is promoted as per the norms of university.

Recruitment: - Staff is recruited as per norms of university. The management committee calls for the application through advertisement in national daily. Selection committee conducts the interviews and demonstration to select the eligible as per the norms of the university and recommendations of the governing body. The Governing Body appoints the recommended candidate for a period of probation than after one services are confirmed.

Grievance Redressal: - The purpose of the grievance Redressal cell is to provide easily accessible machinery for settlement of grievance/issues of the students and staff etc. to ensure expeditions settlement of their administrative and constitutes a senior faculty member of the committee respectively. The student can meet the committee at any time as the accessible has been made easy in the camps. The name of in-charges different committees are put on the notice board for the information of the students. A system has been evolved to enquiry and analysis the grievances in a strictly confidential manner.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: C. Any 3 of the above

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

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The College forms various committees/cells/bodies and their functions are properly defined, considering the overall development of the college. For effective implementation and improvement of the college following committees are formed.

Committee/ Cell	Roles and responsibilities
1. Women Cell	To implement awareness and rights regarding fem
1. N.S.S. Cell	Purposed to include social Welfare in Studer
1. Cultural Committee	Planning, execution and supervision of cultural ac
1. SC/ST Scholarship Cell	To uplift students of lower and backward clas
1. Grievance Redressal Cell	To solve problems of students and staff regarding t
1. Anti Ragging Committee	Prevention and action against ragging case
1. House Examination	Evaluation of students
1. IQAC	Overall development of campus
1. Sports Committee	Enhancing student's interest towards sports acti
1. Unnat Bharat	Provide the funds to uplift villagers.
1. Outreach Programme	Visit to NGO's and Rural Camps.
1. Advisory Committee	To provide suggestions regarding improvement of
1. Purchase Committee	Related Purchasing of all necessary things for c
1. Bursar Committee	Handling issues related cash.

1. YRC Committee	To protect health and human life.
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Minutes of Meeting of YRC: - A meeting of Youth Red Cross Committee was attended by Dr. Savita to represent I.P. College for Women, Jhajjar. Further details are given below: -

Date	Headed By	Place
12.10.2017	Mrs. Sadhana Gupta Principal (MACW, Jhajjar)	Jhajjar
26.10.2018	Principal of V.A. K.M.	V.A.K.M. Bahadurgarh

The basic agenda of these meetings is to convey the college level activities as decided in the meeting of university Youth Red Cross Committee, M.D. University, Rohtak and also other issues relevant to YRC.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

1. Faculty members are promoted for self development and higher education.
2. Group committee scheme for teaching and non-teaching staff.
3. Various leaves available to teaching and non-teaching staff, vacation leave, casual leave, maternity leave for ladies staff.
4. Transport facility for teaching and non-teaching staff.
5. Eco friendly campus with least air population and green trees provide fresh air to breath in.
6. The institution insures hygienic working Enviourment with a provision of hygienic sanitation for both staff and students.
7. the management regularly upgrade the office furniture as per the changing needs. The faculty staff room is totally renovaded recently as per the needs of the hours.
8. R.O. plants are installed at all the coolers available in the college for providing pure and safe drinking water to the staff and students.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response: 1**

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response: 0**

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

I.P College believes in the performance appraisal process which provides opportunities for staff development and encourages the professional growth of each staff member while acknowledging and affirming the efforts, involvement and achievement of all employees.

The performance appraisal process will strive to ensure that all employees perform in a competent and caring manner, value quality of learning for all students and supports positive and respectful environment.

It works systematically to achieve organizational goals: -

- Aligning performance with college goals.
- Identifying personal development.
- Assisting personal development.
- Ensuring that the college' development plan goals are met.
- Giving specific feedback to staff.
- Providing a basic for senior staff to make organizational decisions.
- Identifying high performance.
- Succession planning.

This system applies to all support staff in the college.

- Performance appraisal is the Principal's responsibility, but is something delegated to senior staff members.
- Each staff member has a job description, which forms a basic of performance management system. Progress and performance is assessed during the appraisal interview.
- A support staff appraisal questionnaire is used at the appraiser's discretion.
- Meeting takes place whenever necessary, throughout the year.
- All appraisal reports are confidential to the appraiser, appraisee and the Principal.
- A review process is available to staff who are dissatisfied with the result.

Teacher's evaluation is an essential outset to determine the performance of each and every faculty member. The rigorous evaluation of teaching is one of the most significant characteristics of a healthy and conducive teaching environment that leads to remarkable improvement in teaching practices.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Indira Priyadarshini College for Women, Jhajjar was set up in July 2011 basically for the dissemination of higher education particularly science education among women in the backwaters of Haryana who were deprived of this opportunity for various socio- economic reasons. The college has now obtained permanent NOC from the government and is affiliated with M.D. University, Rohtak for all courses i.e. B.A., B.Com, B.S.W and B.Sc (Medical & Non-Medical). since its inception in 2011 with only ten (10) students, the enrollment has now steadily increase to six hundred eleven (611).

The college is managed by the family of educated persons that started first English medium CBSE affiliated school in the city in the year 1991. The same family started the first Ravindera Bharti teacher's training college in 2006 in view of the demand of the students of this area passing graduation. The same peer group started this women college in view of the growing demand of students who could feel comfortable here in a women college. The Bachelor in Social Work was started for all round development of the girls students of the remote villages.

The college started its journey with a Noble mission. While it primarily concentrates on reaching the unreached women in remote areas, it also aims at inculcating value based education to a great extent. On the one hand, we want to impart formal education, while thrust area is self employment and capacity building of women on the other. We make sincere endeavors to impart holistic education for perfection in one's personality.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response:

I.P. College is a self financed college where the funds are generated through the fees paid by the students. Additional funding is obtained by taking advance from the management. The funds are utilized for research and laboratory development.

The institute has a well defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic process and infrastructure development.

Institutional budget is prepared by principal along with two teachers every year taking in to consideration of recurring and non-recurring expenditure. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year.

All the major financial transactions are analyzed and verified by the governing body under different heads like: -

1. Research and Development
2. Training and Placement
3. Software and Internet Charges
4. Library Books-Journals
5. Repair and Maintenance
6. Printing and Stationary
7. Equipment and Consumables
8. Furniture and Fixture

Financial matters are closely observed by the accounts officer. In case of any need where the financial support is required, proper demand in writing is made from the concerned department for example: - in case of any requirement, the details of requirement of the equipments maintenance, infrastructure etc. are prepared and proper procedure for purchase is adopted.

All the labs (Science and Computer) are properly utilized by students. Labs remain open till the closing of the college and the students made proper use of labs.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

IQAC cell was constituted by the Principal in July, 2017. The meaning, the purpose and the prime task of the IQAC was explained in the meeting of the staff. The IQAC was to develop a system for conscious, consistent and catalytic improvement in the overall performance of college.

IQAC evolved the mechanisms and procedures for ensuring timely, efficient and progressive performance of academic, administrative and financial tasks. The syllabi of all the classes is completed and monthly test are held under the direct supervision of IQAC. The marks obtained in the test are properly recorded and per month progression or regression of each student is viewed carefully and parents are informed accordingly. In case of weak students remedial classes are organized. IQAC holds various inter class quiz contest and other competitions to cultivate quality education among the students. relevant and quality academic programmes, equitable access to and affordability of education to all the sections of students is the aim of IQAC by integrating modern methods of teaching and learning.

The credibility of assessment and evaluation process, ensuring the adequacy, maintenance and proper allocation of support structure and services.

Processes: - Documentation of the various programmers/ activities leading to quality improvement, periodical conduct of academic and administrative. Audit and its follow up, parameters for various academic and administration activities of the institution.

On the suggestion of IQAC, the management of the college arranged bus services to carry the students from the remote villages and four buses with 250 seats are engaged for the purpose. The students reach at college and back in home well in time and they feel safe, secure and comfortable.

The IQAC has contributed significantly in the quality assurance and betterment of the institution.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

In pursuance of its action plan for performance, evaluation, assessment and accreditation, an institute promotes quality assurance cell. The aim of I.P. College is to make quality the defining elements of higher education in Haryana through a combination of self and internal quality evaluation, promotion and sustenance initiatives.

- The college develops a quality system for consigs for conscious, consistent and catalytic

programmer to improve the academic and administrative performance of the college.

- The college promotes measures for quality enhancement through quality culture and best practices.
- The college facilitates the sense of belongingness in the participative mode with various units of the institution.
- The college ensures the education to be effective and efficient with high standards.
- The college organizes an inter and intra workshops seminars on quality related themes and promotion of quality circles.
- The college develops a quality culture in the institution.

In our college, we are following the quality assurance mechanisms by way of providing the following activities.

1. Fire and safety activities.
2. Environmental activities.
3. Anti-Ragging activities.
4. Food quality check.

Yes, IQAC has been dynamically functioning in the college with the thrust on academic excellence. The college imbibes quality standard in all its academic activities. The IQAC takes feedback from the teaching and non-teaching staff, analyses the same to identify the gap and formulates necessary action plan. It also conducts development and training as required. It consistently helps the management to sustain and enhance the quality of the college. IQAC has been implemented properly within a year of its introduction.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

I.P College strives continuously to improve in all activities most often; our work consists of large massive sweeps of improvement tacking with large projects. This calls for the scheduling large increments of time around multiple busy schedules. Daily office work usually includes dedicating checks of time to a project until it's complete.

Right now, the office of continuous improvement is working on a library project, where we are making a standardized activity check out. The office cum library would allow anyone to come in and check out the information and activity to anybody in accordance to his/her needs after being introduced to the concept of incremental improvement, we began looking at how we could break the big projects into smaller steps. We are right now on the first grade of incremental improvement.

The staff is promoted and provided increments on the basis of their performance and feedback every year. The college is steadily going each step, bit by bit. Small amount of time is consistently made to work on the various projects. The progress made is tangible, though there is still a lot more work to do.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 2

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	1	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

College organizes different programme for gender sensitization: -

1. Regularly guard performs his duty.
2. Visit of durga shakti app, the app will enable women to seek immediate help of the police through women help line number -1091 in case of emergency
3. Haryana Government has provided the app facility specially for girls.
4. They have causal visit around the college and is proved to be very secure do to its well maintained security system.
5. Women grievances cell is capable of dealing the cases very confidently with its team and women faculty members.
6. Institution is very concerned about the health and also offer medical care for minor issues and first aid.
7. First-Aid regarding lectures also conducted on the regular basis.
8. Common room for girls with required facilities is also available.
9. Harassment of student is nil due to discipline in the institution.

10. Faculty counselor (Ms. Shikha) is always available to counsel the girls students.
11. The cell also conducted different activity to encourage women to fight against any kind of injustice resulting for gender bias.
12. One day blood donation camp is also organized by the institution and also provides the knowledge about the anemia. up-gradation:- 18.07.2018 Wi-Fi server up-gradation

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 20

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 02

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 10

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid waste management: -Main aim of solid waste management is reducing the adverse impact of waste material of human health and environment to support economic values and better quality of life.

- 80 % students belong from villages and will have an opportunity to create their own biogas generator.
- Students have a basic understanding of biogas behind composting and breakdown of semi-solid organic material.
- Both the type of solid waste i.e. biodegradable and non-biodegradable comes under this category.
- Bio degradable waste is allowed to degrade and a good quality nutrient rich and eco friendly manure is formed and non bio degradable waste are dumped into dumping yards.
- Dustbins are provided though out the college ground.
- Throwing waste anywhere is strictly prohibited.

2. liquid waste management: - Drainage system leading to close collection tank, tank is regularly cleaned to avoid contamination of water and water that is unfit for consumption is used for gardening.

3. E-waste Management: - E-waste management describes discarded electrical or electronic devices. E-waste generated is used for technical education purpose by using the hardware in laboratories. Our students have appropriate knowledge about E-waste management.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

The college has one bore well to meet to general needs of the institution. Soak pits were also constructed at roof and in the college ground to raise water table. In the corner we have a big pit to collect the rain water from the roof and ground. From the roof the rain water is collected though various methods and is used for gardening and several different purposes.

Benefits: -

1. Provide soil moisture
2. By Recycling rain water, it is used for multi-purpose programmes.
3. Improve ground quality for gardening.

4. Used for domestic purposes.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- Students, staff using
 - a) Bicycles
 - b) Public Transport
 - c) Pedestrian friendly roads
- Plastic-free campus
- Paperless office
- Green landscaping with trees and plants

Response:

1. Public Transport: -

- The institution is located just behind the Secretariat. So we encourage our faculty members and students to use public transport for safety and fuel conservation.

1. Plastic free campus: -

- use of plastic bag is strictly prohibited, students groups will educate their peer on the threats of disposable plastic and how to eliminate use of plastic bottle, straw, utensils and different kind of food packaging.
- Usage of steel plates or paper cups are mandatory.

1. Green Landscaping with trees and plants: -

- the institution has taken several efforts to make green campus. 15% of total area covered with trees and different hybrid variety of flowers. Number of medicinal plants also exist at different places in the college. Tree plantation in the campus is the regular activity of the N.S.S. (Mrs. Sapna). The college organizes one day NSS camp for tree plantation and maintenance of ground. All the faculty members along with students are involved in all these activities.

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response: E. None of the above**

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response: 6**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	03	0	0	0

File Description	Document
Any additional information	View Document

7.1.12**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response: Yes**

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website**Response:** No

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** No

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** No

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 21

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	05	04	04	04

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Institution is committed to provide good citizens to the country and thus contribute to national development-social, economic, political and cultural. To achieve this goal the college celebrates almost all the national festivals and birth/ death anniversaries of great Indian personalities. During the daily morning assembly, each important day is celebrated in which the students and teachers present their views and remember the great leaders and pay homage to the departed soul.

India is world-wide known for its cultural diversity and colorful festivals. We in the institution organize cultural activities- group songs, solo songs, group dance, solo dance and even the Haryanvi dance and quawali are of national spirit which gives the message of unity and secularism. The celebration of national festivals, death and birth anniversaries of our great personalities revive the zeal and enthusiasm in us. Great leaders like Mahatma Gandhi, Sardar Patel, Mrs. Gandhi, Pt. Nehru are always source of inspiration to the young ones and to remember them is to revive the respect and love for them. The students are always motivated by the celebrations.

The following days are celebrated: -

- 1.Hindi Diwas
- 2.Independence day
- 3.Re-Public Day
- 4.Shaheedi Diwas
- 5.Teacher's Day
- 6.Women's Day
- 7.Mahatma Gandhi Jyanti
- 8.Children's Day

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains transparency in its financial, academic, administrative, auxiliary functions with the staff. Most of the transactions are done through bank to avoid cash handling. The following methods/procedures is adopted in the working of the college: -

1. **Financial:** - The rough estimate of the budget are prepared by the members of the staff. The requirement of science equipments, computers, books in the library and furniture required in the college etc. are asked from the concerned members and then the amount to be spent on the various items is decided. The staff is fully aware of the total receipt from fee and the expenditure on salary and other heads.
2. **Academic:** - After the admission in the college, the different in-charges of committees and cells are appointed in democratic way in the meeting of the staff. The academic schedule of the year (decided by M.D.U, Rohtak) is adopted and teaching plans are prepared as per prescribed syllabi of different subjects. the teaching papers/ books are distributed among the staff as per their choice and complete transparency is maintained. Time- table is prepared by the time table incharge and it is assured that the syllabus be completed before the semester exam.

Administrative/ Auxiliary Functions: - The administration of the college is being done by the members of staff through different committees. The activity calendar is prepared and all the activities/ programme/ functions are organized by the members of staff with the help of student representatives. The prize distribution function, convocation and sports day are the main functions which are organized by the members of staff. While deputing the staff on duties, care is taken of their inconvenience if any. The staff works as a team in a very healthy and cordial atmosphere. 8.5pt;line-height:115%;font-family:"Bookman Old Style", "serif";mso-bidi-font-family: Arial;color:#333333;background:white'>Teacher's Day

1. Women's Day
2. Mahatma Gandhi Jyanti
3. Children's Day

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Title of Best Practices: -

1. Morning assembly and student's uniform.

1. Objectives of the Practice: -

When the day starts with positivity and sounds of harmony, peace and spirituality, it brings a sense of giving out best for the day. Our college believes why to constraint prayers and morning positive vibes to just schools, let the good habits follow throughout life time.

Five minutes morning assembly charges up the students and teachers for rest of the day. Every day

prayer is sung related to different religions, keeping in mind the importance of secularism. Every religion is at par for every student in our college.

Important days and dates for instance women's day, Hindi Diwas, Mahatma Gandhi Jyanti, Dr. B.R. Ambedkar Jyanti and festivals irrespective of any religion are being acknowledged in the assembly.

Monday and Tuesday dress code is being followed by the students keeping in the mind all the students are equal regardless of their financial status. The students are taught to respect each other on grounds of knowledge and seniority not what pocket says. equality is imbibed through this practice. before third lecture two minutes meditation is practiced which is important for self realization, concentration in learning and heading towards spirituality.

1. The Context: -

The challenges that were faced before implementing these practices were: -

1. students urged that in college morning assembly should not be an obligation but slowly and steadily students themselves started attending the assembly.
2. Students were not in favour of uniform in the beginning but then they realized the importance of equality. Secondly they have to wear for just two days, other days they are free to wear of their own choice. So now this practice is happily practiced by the students and they respect this change.

1. The Practice: -

Education is deeply related to spirituality. When our mind and body is one our concentration increases and this directly help students to learn their lessons fast, this is possible due to morning assembly and meditation.

Positivity makes students fight with their defeat and stand back to fight again and achieve success.

Swami Vivekananda Said, "Awake arise and don't stop until the goal is not achieved."

1. Evidence of Success:

Meditation practice now appears in the personality of students. This lead to excellent result and better participation of students in each and every field along with their studies. And every student to love and respect each other without having any economic gap and they love to share their belonging with each other.

1. Problems Encountered and Resources Required: -

1. For yoga/meditation carpets needed were arranged.
2. Students were reluctant in performing prayers at college level.
3. Even students did not want to wear uniform in college in the starting.
4. Few students did not enjoy meditation session and even did not attend.

Best practice-02

1. Title of Best Practices: -

1. Interdisciplinary lectures.

1. Objectives of the Practice: -

This practice is performed by the staff during the preparatory holidays before the semester exams.

In this practice, teachers prepare a topic of their relevant subject, present the topic before the members of staff and thus share their knowledge. The other teachers ask the questions pertaining to the topic and adds to the knowledge of each other. this way they know about other subjects as well as their own.

This eventually leads to the better understanding of different subjects.

It is always beneficial and helpful to receive knowledge. The teachers become capable in each subject at least they get to know the basics of the subject which builds their confidence.

As APJ Abdul Kalam rightly said,

“Learning gives creativity,

Creativity leads to thinking

Thinking provides knowledge

Knowledge makes you great.”

1. The Context: -

In the beginning the staff was reluctant and did not appreciate the idea of the principal. But gradually they enjoyed the idea. During these lectures the ideas on social problems and issues are also exchanged.

1. The Practice: -

This practice is now appreciated by the staff as this has given them a chance of exposure and has developed their skills. It is always beneficial and helpful to receive knowledge.

1. Evidence of Success:

Teacher strengthened their confidence as they get to know about other subjects as well and many current issues were discussed which increased their knowledge about current affairs.

Now staff is very co-operative and friendly with each other as they get to interact with each other during this interdisciplinary lectures.

1. Problems Encountered and Resources Required: -

1. Teachers thought this would be time consuming and they were less interested in this practice.
2. Some time teachers thought why to study other subjects but they recognized later that this will add to their knowledge.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Knowledge has no equivalence. The college was setup by a group of educated persons with the vision to disseminate knowledge across the society breaking the barrier of caste, creed and religion resulting into universal brotherhood. The management of the college believes in equity, justice and fair play. The management has persons and advisors belonging to different caste and creed namely Dr. H.S. Yadav, Sh. Virender kaushik, Dr. Aruna Saini, Mrs. Anita Singhal etc.

The selections of the teachers are made on merit irrespective of caste and creed and faculty members are from different religion. The college is a amalgamation of tradition and modernity. No one can renounce tradition as it is the accumulated knowledge of the long ages. "Respect to the elders and love for younger" is one such tradition, the students of the college adheres too. Second, they follow the instruction of the teachers and obey their parents. They don't sober and comfortable for their own pleasures instead of pleasures of the others. This is their strength and thus the strength of the college. Vision of the college is realized in this way.

Modernity is the other strategic point that breaks the barrier of caste and creed and make the students liberal, lively and lovable. Rationality is the touch stone of the thought or system. To be modern is to be rationale. To think rationally to behave relationally is modernity. Ritual dogmas, false ideas and superstition have no room in the life of the students. The management is well conversant with the idea that scientific knowledge is the panacea for all these ills and hence science stream was setup in the college in the year 2014-15. It is not enough, the management of the college invites eminent science teachers to expose false ideas and superstition. The aim of the whole exercise is to lift, uplift and over lift the last student to grow into a better world citizen and live a beautiful and peaceful life.

File Description	Document
Link for Additional Information	View Document

NAAC

5. CONCLUSION

Additional Information :

Indira Priyadarshini College for Women, Jhajjar was setup with a mission to reach the enriched women of the surrounding villages. The college which was started with ten (10) students only in 2011-12 has now six hundred eleven (611) students enrolled. The introduction of B.S.W. is the special feature of this women college which was introduced considering the increasing social problems and issues in Haryana, bachelor of social work was introduced to aware and sensitize the students and the villagers regarding these. The syllabi of the programme B.S.W. was prepared under the guidance of M.S.W. department of Kurukshetra University, Kurukshetra, got approved from M.D. University, Rohtak and was introduced. It is noteworthy that a student (Ms. Nikita) has been awarded gold medal by the university in 2017-18 for getting 1st position throughout all classes. The course has been running successfully since then. It is also worth mentioning that a student Miss Nidhi Chaudhary of B.Com has topped the university throughout all the three years (2015-16 to 2017-18).

The college is affiliated with M.D. University and considering the changing national and global extents, the university has made it mandatory for all the students to qualify Environment Studies and Computer Application before getting graduation degree. The paper EVS sensitizes the students about the environmental consciousness and sustainability. Computer Application prepares the students for Digital India and apply online wherever required to compete with the changing scenario.

Concluding Remarks :

The college is self-financed and has not received any grant from government or non-government agency till now. The college could not introduce add on course and certificate course because the college has not been included under 12f and 12b of UGC, Delhi for lack of assessment from NAAC. The NAAC assessment will make the college eligible for the inclusion in UGC as per revised guidelines of M.D. University, Rohtak.

The management has provided all the required infrastructure, labs, library, playground and eligible and competent staff and has every mind to introduce add on courses, certificate courses and other courses as required with the changing education scenario.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification					
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 01 Answer after DVV Verification: 0</p> <p>Remark : Since CBCS hasn't been introduced, the input should be zero.</p>					
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 25 Answer after DVV Verification: 0</p> <p>Remark : No 'geo-tagged' photos of teachers using ICT facilities or links to LMS</p>					
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 25 Answer after DVV Verification: 1</p> <p>Remark : Please provide Copy of circular pertaining the details of mentor and their allotted mentees. 1 added as recommended input because DVV input can't be same as HEI input</p>					
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 25 years Answer after DVV Verification: 63 years</p> <p>Remark : Please provide total experience of all the teachers combined. Please provide experience certificate/ appointment order of full time teachers</p>					
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14
2017-18	2016-17	2015-16	2014-15	2013-14		

01	00	0	0	0
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	0	0

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
03	04	11	14	04

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Please provide Web-link of the research papers, which redirects to the UGC notified listed journal webpage published in UGC website. Consider only UGC approved Journals. 0 added as recommended input because DVV input can't be same as HEI input.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 07

Answer after DVV Verification: 0

Remark : Please provide "Geotagged Photos" of class rooms /seminar halls with ICT. 0 added as recommended input because DVV input can't be same as HEI input.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	0.95	3.95	4	0.75

Remark : No CA certified expenditure extract available.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : D. Any 4 of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : Please provide Web-link to particular program/scheme mentioned in the metric. Option E chosen because DVV input can't be same as HEI input

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	02	0	03	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	3	0

Remark : No annual report from placement cell

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	5	7	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
120	80	35	25	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
120	80	35	25	14

Remark : No pass certificated provided

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level

year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	10	16	9	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
17	10	15	9	10

5.4.3

Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Please provide proceedings of the alumni chapters duly signed by the office bearers. 0 has been added as recommended input because DVV input can't be same as HEI input

6.3.2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
05	03	09	03	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Please provide the following: • Policy document from institutions providing financial support to teachers, if applicable • E-copy of letter indicating financial assistance to teachers • Relevant Budget extract/ expenditure statement • Office order of financial support 0 has been added

as recommended input because DVV input can't be same as HEI input

6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	02	02	02	02	02	2017-18	2016-17	2015-16	2014-15	2013-14	01	01	01	01	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
02	02	02	02	02																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	01	01	01	01																	

6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Please provide IQAC link verification</p>	2017-18	2016-17	2015-16	2014-15	2013-14	01	0	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	0	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	

6.5.4	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit
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Answer before DVV Verification : D. Any 1 of the above
 Answer After DVV Verification: E. None of the above
 Remark : Please change answer to E. None of the above

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
490	420	225	170	55

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	1	0

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13725	22900	24500	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Please provide the budget extract of audited statement specifically towards expenditure on green initiatives and waste management duly certified by chartered accountant/Finance related concerned authority 0 added as recommended input because DVV input can't be same as HEI input.

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students

8. Any other similar facility (Specify)

Answer before DVV Verification : D. At least 2 of the above

Answer After DVV Verification: E. None of the above

Remark : Please provide: • Link to geotagged photos and videos of the resources available • Bills and invoice/purchase order/Annual Maintenance Cost in support of the differently abled friendliness facility Option E chosen as recommended input because DVV input can't be same as HEI input.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
03	03	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Please provide Detailed program report for each program 0 has been added as recommended input because DVV input can't be the same as HEI input.

7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Please provide: • University Code of Conduct for students and teachers and Handbooks, manuals and brochures on human values and professional ethics • Report on the student attributes facilitated by the Institution Option 'No' chosen since DVV input can't be same as HEI input

7.1.13 Display of core values in the institution and on its website

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Please provide link directing to core values in the website. Option 'No' chosen since DVV input can't be same as HEI input

7.1.15 The institution offers a course on Human Values and professional ethics

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Institution should offer a course for the answer to be 'Yes'

7.1.16	<p>The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : Answer can be 'Yes' only if professional code has been prescribed by statutory body and is available in Web link of the HEI website.</p>																				
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 831 1046 965"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1043 1046 1178"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>05</td> <td>04</td> <td>04</td> <td>04</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	6	4	4	4	2017-18	2016-17	2015-16	2014-15	2013-14	04	05	04	04	04
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	6	4	4	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	05	04	04	04																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 05 Answer after DVV Verification : 180</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1621 986 1733"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>05</td> <td>05</td> <td>05</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1812 986 1924"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>05</td> <td>05</td> <td>05</td> <td>03</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	05	05	05	05	03	2017-18	2016-17	2015-16	2014-15	2013-14	05	05	05	05	03
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	05	05	05	03																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	05	05	05	03																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
870	870	750	630	510

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
125	125	125	125	110

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
135	155	28	33	10

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
103	155	28	33	10

3.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 22

Answer after DVV Verification : 1