SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GDC MEMORIAL COLLEGE

P.O. BAHAL, TEHSIL LOHARU, DISTT. BHIWANI
127028
www.gdccollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GDC Memorial College was established in 2011. GDC Memorial College, Bahal is a premier institute in rural Haryana with both undergraduate and postgraduate courses. The college is NAAC-accredited with a grade "B" for Cycle 1 (2018) and affiliated with Ch. Bansi Lal University, Bhiwani.The college was awarded the fifth position in the "Best Swachh Campus Award" throughout India by the MHRD, Govt. of India, in 2018. The college was also awarded the "Best Green Campus Award" at the district level by the Mahatma Gandhi National Council of Rural Education (MGNCRE), Ministry of Education, India, in the session 2020–21.

Our commitment and dedication to providing holistic education have nurtured cohorts of young aspiring minds through academic as well as award-winning extension activities, transforming them into morally upright entrepreneurs, researchers, policymakers, and leaders in India.

The college has a team of forty-five well-qualified teachers to cater to the needs of the students. With well-equipped labs, facilities for different sports activities, and separate hostels for boys and girls, the college is working to provide quality-based education to students. The range of co-curricular and extra-curricular activities, besides teaching, helps students with their all-round personality development. The college has a magnificent past, and efforts are being made for its bright future, therefore, every action is carefully planned to foster the composite cultural heritage of the region. The Institute offers six programmes at the postgraduate level: M.Sc. Physics, M.Sc. Geography, M.A. History, M.Com., M.Sc. Mathematics, and M.Sc. Chemistry, and seven programmes at the undergraduate level: B.A., B.Sc. Non-Medical, B.Sc. Medical, B.Sc. Computer Science, B.Com., BPES, and B.Sc. (Hons.) Agriculture. In addition, the college has an IGNOU study centre.

The congenial atmosphere and positive welfare measures help students from marginal groups as well. The college is working to provide the best possible knowledge, exposure to socio-political issues, an environment to develop critical thinking and analytical skills, a value-based system, ethics, continuous graduation in discipline, a health consciousness focussing on life skills, and easy access to education for all sections of society. The education provided at the college has a deep social and humanistic orientation.

GDC Memorial College was established in remembrance of the late (Smt.) Gindori Devi Chaudhary, beloved mother of Hon'ble Chairman Sh. H.K. Chaudhary. The College came into being to make the youth of this area well-cultured, civilised, and sanskar-oriented by catering to their value-based educational needs and thereby transforming them.

Vision

"Upliftment of society through qualitative, innovative, and value-based education"
Our vision indicates the need to create an environment and conditions for the overall development of students. We provide economic education for social development so that students in this rural area get an opportunity to become self-dependent. The main focus of the institute is to empower the students with sound knowledge, wisdom, and experience for their intellectual development. We also try to inculcate among students the habit of developing thinking skills, personal skills, and interpersonal skills to solve the issues prevalent in society. Discipline and the development of professionalism among students, along with social and humanistic

orientation, are the key aspects of our institution.

Mission

"To prepare worthy, sensible, and responsible citizens capable of transforming society and re-building the nation with the power of knowledge and the fragrance of education."
The mission indicates that the students can be made capable of handling present-day challenges and be responsible not only for themselves but also for society, the state, the nation, and humanity itself.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The following are major strengths of the college:

Well-equipped classrooms, laboratories, libraries, lecture halls, seminar rooms, and administrative blocks.

A well-structured and effective mentor-mentee system to improve the student's performance in academics as well as other activities.

Proactive NSS unit to fulfill Educational Social Responsibility (ESR).

IQAC ensures quality in the planning and implementation of all activities.

The college has a green and clean campus with policies for waste management and eco-friendly practices.

Water and electricity facilities for students, faculty, and staff 24x7 on the campus.

Dynamic, committed, and visionary management.

A good team of well-qualified and dedicated teachers.

Accreditation by AISHE annually as well as accreditation by NAAC.

ISO 9001:2015 was certified in 2014 and the latest was recertified in 2024.

The college was awarded the fifth position "Best Swachh Campus Award" throughout India by the MHRD, Govt. of India in 2018.

The college was awarded the "Best Green Campus Award" at the district level by MGNCRE, Ministry of Education, India, in the session 2020–21.

Monthly planning of the syllabus with a lesson plan along with regular inspection of syllabus coverage.

Active and vibrant Women Cell for gender sensitization and related issues.

Guidance Cell for preparing students for future careers.

A wide range of co-curricular and extra-curricular activities for the overall development of students' personalities.

An effective system of feedback with various stakeholders.

Institutional Weakness

The following are the weaknesses or limitations faced by the college:

Lack of project funding from the government.

Inability to pursue cutting-edge research due to a lack of resources or funding from funding agencies

Low fee structure of local government colleges.

Students' interest in pursuing education and coaching in big cities to get more job opportunities.

Students' interest in getting an education through the distance mode provided by the university.

Poor educational and financial backgrounds of the prospective students.

The majority of rural background students in the college.

No provision for directly enrolling Ph.D. scholars restricts the college's research potential.

Growing competition from a nearby state university.

No autonomy to incorporate changes in the syllabus.

Registration of the Alumni Body.

Need for initiating exchange programmes and collaborations with other universities and institutions, both at the national and international levels.

Institutional Opportunity

The institution can pursue the following opportunities:

Encouraging students to participate in online programmes such as MOOCs, SWAYAM, and NPTEL.

Providing students of rural backgrounds with a platform to expand their skills so they could stand on their own.

Attending more FDPs, STTPs, and national and international level conferences.

Providing students with quality education to fulfill current job requirements.

Providing the students with the latest technology in the field of computers.

Providing an educational environment along with moral and social awareness so the students would become responsible citizens.

Educating the students about the use of renewable energy.

To enhance the number of MoUs and linkages for collaborative research, publications, seminars, symposia, workshops, and the exchange and sharing of resources at the national and international level.

Institutional Challenge

There are some challenges faced by the institution, which are listed below:
The college is in a rural area, so students are from a weaker section of the society.

There is huge competition with well-established, reputed autonomous institutions and several new institutions in the neighborhood.

The lack of a research-oriented culture is due to the lower number of PhD-holding faculty members.

Retention of good teaching faculty is one of the major challenges.

Lack of Roadway transport bus facilities.

Reduced admissions due to a lack of interest in PG courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

GDC Memorial College has contributed to the curriculum development of Chaudhary Bansi Lal University, Bhiwani, the affiliating university, by providing input based on feedback analysis from various sources and assessing local, national, and global needs. Many of the senior teachers are members of the boards of studies and the boards of examiners at Chaudhary Bansi Lal University, Bhiwani. Thrust on the development of knowledge and skills is provided through various programmes in the college, in addition to value-added courses and value-based education.

The college has a diverse range of course options catering to a diverse range of learners in terms of core options, elective options, and add-on courses that are self-financed at the UG and PG levels. Based on societal demands, the college has introduced postgraduate courses in Physics, Chemistry, Mathematics, Geography, History, and Commerce after some years of starting college. The college has introduced market-demanding courses like BPES (Bachelor in Physical Education and Sports) and B.Sc. (Hons.) Agriculture is available in

only a few colleges in the state.

For timely completion of the syllabus, it is divided and executed every month. The institution also specifies certain initiatives for the effective delivery and transaction of the curriculum devised by the affiliating university.

A Choice-Based Credit System is introduced by the university for students, while a multi-disciplinary approach is followed in higher-semester classes. The semester system is followed as per the scheme of CBLU University. Several compulsory interdisciplinary subjects are introduced on topics like Environmental Science and Public Health, Human Rights and the Indian Constitution, Operations Research, etc. ICT is integrated into the curriculum by introducing compulsory subjects like Computer Fundamentals for all UG and PG courses. For Commerce students, Accounting Information Systems and Computer Business Applications like Skill Enhancement subjects are introduced by the university, and Communication Skills courses are introduced for PG courses as compulsory subjects.

Every department has prepared a question bank useful for examination purposes. Conventional teaching methods coupled with ICT teaching pedagogy are followed in the college. Assignments, student seminars, worksheets, field visits, industry visits, and invited lectures from industry and research institutions are organized for student-centered learning methods. For the faculty, some of the career-oriented programmes have been drawn from industry or research institutions. Several co-curricular activities and commemorative day celebrations, like International Women's Day, International Yoga Day, National Environment Day, AIDS Day, etc., are being conducted in the college to enrich students with a wide variety of co-curricular developments. Gender sensitization, environmental issues, moral and ethical values, better career options, and community orientation programmes are regularly conducted.

The institution has no direct role in the design and development of the curriculum, which is solely prepared by the affiliating university on its own, but the college officials and teachers communicate the ground situation to the university through different meetings at an informal level. The college has an effective mechanism for getting feedback from students so that corrective measures can be taken.

Teaching-learning and Evaluation

Teaching, learning, and evaluation:
To maintain transparency in its admission process, the institution provides information regarding its rules and regulations, number of seats, weightage criteria, reservations, etc. in its prospectus every academic year as per Govt. guidelines. Admission is provided on a merit basis, and all merit lists are made public through notice boards. To ensure diversity and inclusion, the institution provides reservations to students coming from the weaker sections of society as per government norms.
After admission, the faculty members check the learning level of the students through verbal and written tests so that the lecture delivery level can be ensured. Through regular class tests and different assignments, teachers evaluate the students's prgrammes.

The institution is committed to making teaching and learning more effective. To ensure it, the syllabus delivery is duly planned with equal spacing for timely coverage at the beginning of every academic session, and the execution of the same is maintained. The IQAC of the college determines the quality of teaching and learning through regular feedback from students and teachers. Different co-curricular activities like quiz contests, group

discussions, projects and assignments, painting, essay writing, slogan writing, etc. are conducted regularly to instill and evaluate the creativity and critical thinking of the students and to maintain their lifelong orientation toward learning.

To meet the academic needs of the students, the college intakes qualified and competent teaching faculty who, with their potential and commitment to teaching and learning, transform the lives of the students.

Research, Innovations and Extension

Research, Innovation, and Extension:

The institution is not a recognized research centre of the affiliating university or any other agency, but our teachers are involved in their respective research work. The institution encourages them to undertake such activities. Workshops and seminars are organized by the institution to orient the students as well as faculty members to research. The primary purpose of the institution is teaching and the overall development of the students. However, science exhibitions, quizzes and competitions, written assignments, field surveys, etc. are some of the means to motivate the students and create their research interest. Special seminars are conducted for PG courses as per the norms of the affiliating university.

Over the past five years, the institution has secured sponsorships from prestigious external funding agencies such as ICHR, SERB, the Ministry of Science and Technology, and the Indian Council for World Affairs, facilitating the advancement of research activities. Notably, GDC Memorial College has hosted 11 seminars and conferences, including events specifically dedicated to research methodology, IPR, and entrepreneurship. This concerted effort has resulted in remarkable scholarly output, with 133 faculty publications in UGC Care-listed journals and Scopus/Web of Science-indexed publications. Additionally, faculty members have contributed significantly to the academic landscape with the publication of two edited books, 11 book chapters in nationally and internationally published books, and 45 publications in conference proceedings.

In addition to its academic pursuits, GDC Memorial College actively engages in extension activities aimed at serving the community. These initiatives encompass a wide range of endeavours, including organizing blood donation camps, observing World No Tobacco Day, leading Swachhata Abhiyan and cleanliness drives, distributing warm clothing, conducting lectures on cybercrime awareness, promoting environmental awareness, and providing assistance in disaster management. The institution's commitment to social service has garnered recognition, as evidenced by numerous awards, including being honoured as one of the best Higher Education Institutions in District Bhiwani for its Swachhta activities and being awarded the title of District Green Champion.

In essence, GDC Memorial College exemplifies a comprehensive approach to education, intertwining academic excellence with a strong commitment to community engagement and social responsibility. Through its robust research endeavours, educational initiatives, and impactful extension activities, the institution continues to make significant contributions towards advancing knowledge and fostering positive societal change.

Infrastructure and Learning Resources

Infrastructure and Learning Resources:

The college is committed to providing every necessary facility to its students to make learning more effective and groom their overall personalities. It has a good infrastructure with well-furnished classrooms, well-equipped labs, and other facilities. For learning resources, the college has a good library with several text and

reference books and books on general interest, along with many newspapers, magazines, and journals. It also has a well-developed IT structure. It provides the facility of ICT resources to staff and students and encourages them to utilize this facility for the utmost benefits in learning.

For effective maintenance and upkeep of the infrastructure, there are the Building Construction Committee and the General Purchase Committee working in the college.

Student Support and Progression

The college provides all the necessary information, like rules and regulations, admission details, number of sheets, reservation criteria, major activities, etc., to the students through the college prospectus published annually. The institution has facilitated the financial aid.

Financial assistance is provided to students coming from weak social and economic backgrounds through various scholarships and concessions. All female students are exempt from the tuition fee. It encourages equal opportunities by helping children with the potential for academic success avoid being restricted in their studies because of financial considerations. The book bank facility in the library and the subsidized bus pass facility are some of the other student welfare schemes adopted by the college. Students of the college are encouraged to participate in different co-curricular and extracurricular activities like quiz contests, group discussions, debates, sports, cultural activities, English communication skills, reasoning, technical knowledge, general knowledge, etc., which are organized throughout the academic session for their holistic development. To facilitate job orientation among the students and to make them aware of career opportunities, the Career and Placement Cell (CPC) of the college organizes various activities. CPC helps them understand the career options they have, and how to pursue them. Career counseling helps them understand their strengths and weaknesses in their present course or profession and lets them know what career they would be suited for.

Different cells and committees, like the Women Cell, the CPC, the Grievance Redressal Cell, and the IQAC, are working to address the academic, personal, career, and psychosocial issues of the students. These cells and committees facilitate student progression to a higher level of education and toward employment by providing proper guidance and counseling to the students. A list of students placed along with placement details as per the template, year-wise has been uploaded. The links or documents relating to placement cells, such as brochures, tie-ups, etc., are uploaded. Students are continuously inspired and motivated to participate in events like cultural, sports, art, etc. activities to enhance their creativity, artistic skills, leadership, team spirit, and sportsmanship. The number of awards and medals for outstanding performance in sports and cultural activities at the university, state, national, or international level during the last five years is summarised in the table as per the format of this criterion.

The IQAC of the college is effective in determining the quality of the efforts made by the college in different spheres. Regular feedback from students, teachers, and other stakeholders helps further improvement.

Governance, Leadership and Management

This criterion collects data on the institutional practices discussing its Governance, Leadership, and Management in the context of Perspective plans, Administrative Setup, Policies, Appointments, Service Rules, Performance Appraisal System, Faculty Career Development, Financial Management, and Quality Assurance.

The college has an elaborate mechanism of committees and designated cells to provide operational autonomy to departments for efficiency. Through regular meetings with the management, college authorities get directions for the improvement of quality. The main focus of the college is on quality measures, not quantity. The principal, as representative of the institution, keeps regular correspondence with the top management for the effective governance of the institution. The outcomes of such meetings or correspondence are duly acted upon for further improvement. The college commits to providing the best facilities within the available means and working for the betterment of society as its goal. To assess, assure, and maintain the quality of its plans and efforts, there is an effective mechanism in the college through which feedback from students, teachers, and other stakeholders is collected. The suggestions are welcomed and duly implemented for the betterment of the institution.

The focus of this criterion is on the following key aspects:

6.1 Institutional Vision, Governance, and Leadership

Effective leadership plays a key role in achieving the vision, mission, and objectives of the institution. The governance of the institution is focused on deploying the perspective plan for sustained institutional growth and implementing strategies to ensure proper coordination between the academic and administrative setups.

6.2 Functioning of Institutional Bodies

The Perspective Plan provided by the leadership is deployed by the academic and administrative units of the institution. The functioning of all the institutional bodies is carried out by implementing the policies of the institution to ensure transparency and improve the overall quality of the institutional provisions.

6.3 Faculty Development Strategies

A Performance Appraisal System is followed by the institution to ensure proper assessment of the professional competence of the faculty by collecting feedback and analyzing the responses. Several facilities are provided to the faculty to ensure their personal as well as professional development. Career growth opportunities are encouraged by providing incentives for the faculty to pursue them.

6.4 Mobilization and Utilization of Resources

Internal and External Audits are conducted by the institution at the end of every financial year to analyze the income and expenditure of the institution and ensure proper budgeting for the next year and optimal utilization of the funds based on the data collected. The institution has also developed strategies to allocate the budget for proper financial management with transparency.

6.5 Contribution of the IQAC

The Internal Quality Assurance Cell (IQAC) of the institution focuses on improving the overall quality and achieving academic excellence. To record the improvement in various activities, the IQAC periodically reviews the teaching and learning process, structures and methodologies of operations, and learning outcomes by conducting academic audits. It suggests and implements any changes required to ensure quality maintenance and improvement.

Institutional Values and Best Practices

Best practices are those that add value to human life and support the main cause of an institution. It helps in the development of an institution—a source of means to perform social responsibility. It can change the lives of the whole institution as well as individual stakeholders. Colleges undertake different types of best practices as per their institutional environment; and try to bring about innovations and new ideas. The use of technology is the driving force in today's education system. The college can turn such technology courses into their best practices, which, as Institutional Social Responsibility (ISR), can boost the educational atmosphere of the college and connect to the ground level; in turn, it could generate social soft power for growth. Best practices reflect the credibility and cheerfulness of a college. These practices can instill a scientific approach to issues or problems in society. There are two best practices, which are given below:

1. **To maintain the greenery and cleanliness of the institute by making it pollution-free.**
2. **To encourage research activities among faculty members and students and/or by organizing national or international conferences every year by the institute.**

The institution has initiated various gender equity programmes among female students, female faculty, and staff members. Various committees are formed, such as the Women Cell, Grievance Cell, Counselling Cell, and Sexual Harassment Committee, to sensitize and equip students with issues concerning gender sensitization, women empowerment, etc.

The institute facilitates several techniques for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse, and recycle the waste.

The institution has facilities for alternate sources of energy and energy conservation measures like solar panels on the roof, biogas plants, the use of LED bulbs and power-efficient equipment, etc.

Various events are celebrated in the form of national and international commemorative days, festivals, activities of NSS, NCC, student clubs, sports, cultural, and other such activities by bringing students and teachers with diverse backgrounds together on a single platform for creating an inclusive environment.

The NSS Cell of the institute regularly organizes cleanliness drives and tree plantation programmes on the college campus as well as in nearby villages every year.

The national or international conferences are organized every year by the institute. This practice promoted research activity in the streams of science, commerce, and the arts. It also facilitates research publications by faculty and students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GDC MEMORIAL COLLEGE
Address	P.O. Bahal, Tehsil Loharu, Distt. Bhiwani
City	Bhiwani
State	Haryana
Pin	127028
Website	www.gdccollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	S.k. Sinha	08059-900253	8059900995	-	infogdc@gdccollege.edu.in
IQAC / CIQA coordinator	Sanjay	01255-265053	9813247036	-	iqac@gdccollege.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Haryana	Chaudhary Bansi Lal University	[View 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				

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	P.O. Bahal, Tehsil Loharu, Distt. Bhiwani	Rural	7	10525.4

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce,	36	Intermediate	English	240	45
UG	BSc,Science, Computer Science	36	Intermediate	English	240	55
UG	BSc,Science, Non Med	36	Intermediate	English	480	48
UG	BSc(Agriculture),Science, Hons.	48	Intermediate	English	60	60
UG	BSc,Science, Medical	36	Intermediate	English	240	25
UG	BPES,Humanities And Social Sciences,	36	Intermediate	Hindi	240	59
UG	BA,Humanities And Social Sciences,	36	Intermediate	Hindi	480	289
PG	MSc,Physics, Physics	24	B.Sc.	English	120	29
PG	MCom,Commerce,	24	B.Com.	English	80	38
PG	MSc,Geography,Geography	24	B.A.	English	80	74
PG	MA,History, History	24	B.A.	Hindi	80	55
PG	MSc,Mathematics,Mathematics	24	B.Sc. and B.A. with Mathematics	English	60	30
PG	MSc,Chemistry,Chemistry	24	B.Sc.	English	40	21

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				1				44			
Recruited	0	0	0	0	1	0	0	1	21	18	0	39
Yet to Recruit	0				0				5			

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				20
Recruited	16	2	0	18
Yet to Recruit				2

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				10
Recruited	9	1	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	4	6	0	11
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	1	0	0	17	12	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	20	5	0	25

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	317	23	0	0	340
	Female	235	6	0	0	241
	Others	0	0	0	0	0
PG	Male	73	1	0	0	74
	Female	170	3	0	0	173
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	52	75	65	32
	Female	36	38	33	23
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	28	27	24	27
	Female	25	21	27	24
	Others	0	0	0	0
General	Male	82	94	124	88
	Female	106	136	161	115
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		329	391	434	309

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A distinctive feature of GDC Memorial College is the sustained effort of its IQAC towards curriculum enrichment through interdisciplinary and multidisciplinary activities, as they provide a social context and perspective to the teaching-learning process and an opportunity to broaden the knowledge gained from regular curricular activities. Recognizing the future paradigm shift of higher education towards a multidisciplinary model, as envisaged in the new education policy of the government, this endeavour of the IQAC reflects foresight and prepares the institution for seamlessly adopting the new policy when it is implemented. For the session 2023-2024, the following points were assigned to interdisciplinary and multidisciplinary activities: GDC Memorial College (GDCMC) has 16 departments spanning sciences, arts and humanities, and commerce and is thus fully prepared and geared up to offer a comprehensive education. The various departments of the college already offer elective papers to students from other departments as part of their curriculum. GDCMC is affiliated with Ch. Bansi Lal University, Bhiwani and completely adheres to and follows the course structure and curriculum as approved by the university. Thus, the college will implement in letter and spirit the curriculum and course structure as formulated by the university as per the NEP. The college will implement and provide courses involving flexible and innovative curricula as per the list approved by the university. The college has a very active and vibrant NSS and Women Cell, under which the college organizes various awareness programmes such as water conservation, gender ratio, cleanliness, blood donation camps, etc. The college has a well-established framework for offering elective courses in which student strengths vary every year, so it is completely prepared for this concept of multiple entries and exits.
2. Academic bank of credits (ABC):	GDC Memorial College is affiliated with Ch. Bansi Lal University, Bhiwani, and completely adheres to the curriculum framework and syllabi as approved by the university from time to time. The Academic Bank of Credits Framework is prepared by the college for implementation after being approved by the university. The college already has a student management system (ERP) in place where all student

	details, including their timetable, internal assessment, attendance, continuous internal evaluation, and examination-related details, are entered. Thus, as and when the university adopts the ABC, the college has the entire necessary infrastructure in place to implement it. Furthermore, the college already offers elective courses in which students can choose which courses they want to take, allowing the college to adapt to multiple entries. The faculty of the college has completely migrated to the blended mode of teaching-learning pedagogy, where the faculty provides tailor-made solutions to their students and has completely implemented the learner-centric approach. Faculty not only provides relevant online and offline resources to the students but also develops and delivers content whenever there are gaps in their understanding, in addition to regular classroom teaching and learning. The faculty of the college is constantly engaged in the creation of online content, including text material, instructional videos, and demonstrational videos, of the latest experiments, workshops, and remedial and tutorial sessions to help the students achieve their potential best.
3. Skill development:	The institution offers various courses of the affiliating university under different programmes of study, such as hobby clubs that educate, sensitize, and help develop a positive, value-based mindset and attitude among students. The college also offers an environmental science course as part of the ability enhancement courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college has one of the multi-language departments affiliated with Ch. Bansi Lal University, Bhiwani, namely (i) Hindi and English, and these departments offer full programmes or courses in different programmes that deal with Indian languages, culture, and the knowledge system, amongst other topics. In addition to these departments, the college faculty also has an interest in doing research in these areas to help students develop an understanding of our traditional ethos. The college specifically offers the following programmes in both English and Hindi: (i) B.A. History; (ii) B.A. Geography; (iii) B.Com. (iv) B.A. Economics, (V) B.A. Psychology, (Vi) B.A. Political Science. The college constantly encourages its faculty to hone their skills in these areas by attending FDPs, refresher courses, seminars, and conferences,

	and also by organizing these for the benefit of all faculties from different institutions across India.
5. Focus on Outcome based education (OBE):	The college has completely adopted the learning outcome-based curriculum framework and will implement in letter and spirit the programme structure and curriculum approved by Ch. Bansi Lal University. The college has established a robust and credible system of continuous evaluation and internal assessment to constantly monitor the progress of all its students, including their attendance. Based on these assessments, the faculty plans their intervention to help the weak students and slow learners so that they can also cope with the rigours of the curriculum. To create the best teaching and learning environment for its students, the college has completely implemented a blended teaching and learning pedagogy. Through the blended approach, the faculty constantly monitors whether the learning objectives and learning outcomes are being achieved or not and accordingly takes the necessary steps to ensure that all students gain the necessary expertise, knowledge, skills, and capabilities.
6. Distance education/online education:	The College has implemented a learning management system and a student management system across all its programmes to ensure that not only our students are provided with a completely online teaching and learning environment, but our faculty can also deliver all their courses in a completely online format to students from outside the institution as was done during the session 2021–22 through Zoom Meet, WhatsApp groups, etc. The college is carrying out its teaching-learning process in blended mode, where continuous monitoring and evaluation are done to ensure that faculty can make timely interventions so that students can understand and remove their weaknesses in a time-bound manner. For this purpose, the college has subscribed to Zoom Meet to develop and deliver the entire teaching and learning process in an online environment in addition to offline teaching and interaction.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Yes, the Electoral Literacy Club has been set up at

set up in the College?	GDC Memorial College with a vision to make the utmost contribution to having an active democratic citizenry originating in integrated civic and voter education and electoral participation right from a young age. The Electoral Literacy Club has set up a platform to engage college students through interesting activities and hands-on experience events. The events primarily focus on sensitizing the participants about their electoral rights and familiarising them with the electoral process of registration and voting. In furtherance of this vision, the Electoral Literacy Club has been established at our college with the following objectives: 1. To educate the targeted population about voter registration, the electoral process, and related matters through hands-on experience. 2. To familiarise the targeted population with EVM and VVPAT and to educate them about the robustness of EVM and the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote and ensure that they exercise their suffrage rights in a confident, comfortable, and ethical manner. 4. To harness the potential of ELC members in promoting electoral literacy in communities. 5. To facilitate voter registration for eligible members who have yet to register. 5. To develop a culture of electoral participation, maximize participation, practice ethical voting, and follow the principles of 'Every Vote Counts' and 'No Voter to be Left Behind'.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, as per the prescribed guidelines, the ELC is constituted at GDC Memorial College with members including faculty and student coordinators.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC of our institution, as an initial effort and for effective implementation to achieve the prescribed goal, has taken measures to implement many innovative programmes. Since our institution has about 830 students, to start with, the ELC, coordinating with each department of our institution, has implemented the innovative concept of operating sub-committees involving one faculty member and four students from each department. These department-level sub-committees are already operational, have been oriented by the ELC, and are guided to conduct department-level programmes in pursuance of the objectives. The faculty and students

	at the ELC and sub-committee levels are actively participating by organising the related activities, participating in discussions with the ELC for effective implementation, and contributing ideas for future innovative Programmes. In furtherance, the innovative programmes are planned through NSS and started in January 2023 in the following manner- First-phase activities: 1. Awareness and sensitization of all students to the public voting system, 2. Sessions on how to get voter ID and ethically voting as our right, Second stage activities: 1. Poster Making Competition, Wall Painting, Debate and Developing Mime/Skits, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC has planned various socially related initiatives concerning advancing democratic values and participation in the electoral process. The initiatives planned are mentioned hereunder: 1. Organising further various activities in the institution concerning Electoral Literacy and Democratic Values, including Awareness Sessions, Guest lectures, skits, mimes, competitions for students, etc, 2. Encouraging students and faculty to take up research projects and publications related to Electoral Literacy and Democratic Values. 3. Conducting more Electoral Literacy awareness sessions with effective, innovative, and result-oriented means of knowledge dissemination. 4. Collaborating with NSS units for widespread conduct of awareness sessions on Electoral Literacy and Democratic Values. 5. Collaborating with Gram Panchayats in the vicinity of the institution and with relevant state authorities for socially relevant initiatives such as Awareness Sessions, Surveys, and Research Projects related to Electoral Literacy and Democratic Values. 6. ELC is also making continuous efforts in planning, organizing, and implementing more and more socially relevant projects and initiatives relevant to Electoral Literacy and Democratic Values, thereby aiming to contribute in our fullest capacity towards the achievement of the prescribed goals.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institution fosters students over 18 years old to enroll as voters by sensitizing them about democratic rights and orienting them about casting votes in elections. The mock polling activity is organized to provide experience-based learning of the democratic setup. Additionally, several other events, such as poster presentations, elocutions, mock parliaments,

	debates, essay writing, and other programmes, are demonstrated and performed to create awareness regarding electoral procedures. The institution collects the enrollment and voter details by circulating the Format-1 e-rool and eligible student enrollment voter lists.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
865	937	886	766	906

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

2 Teachers

2.1

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

Response: 188

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	38	36	38	37

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
161.5	42.9	36.04	62.79	81.56

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

GDCMC is affiliated to CBLU, Bhiwani, and follows the curriculum formed as per the guidelines of UGC, approved by the BOS of the University. The college teaching faculty exhibits its active role and participation in curriculum design and development as representatives in Academic Bodies like Member, BOS, and Member, Academic Council of the University. The College receives regular updates of circulars from the university, regarding the changes or modifications in the curriculum. The Principal informs the concerned faculty about the changes.

At the beginning of the Academic year, the faculty members prepare their individual Academic and Teaching plans which are included in the Academic Calendar. The Timetable Committee headed by the Principal and a senior faculty member draws up a detailed timetable that efficiently deploys the units of time for academic and co-curricular purposes

The college has a semester system and is bound to complete the syllabi within a period of stipulated time so that the students can be prepared to face the University examinations without any pressure or delay. Being self-sufficient for all academic purposes, the college is committed to offering all the skill enhancement courses approved by the University according to the recently introduced Choice Based Credit System in the University.

GDCMC schedules all of its activities, including the performance of CIE (Continuous Internal Evaluation), and adheres carefully to the calendar provided by the University. Every department then creates its calendar after the institute creates an institute-level calendar. Details like the overall number of working days and holidays, CIE dates, and dates for the Institute's flagship programmers are all included in the activities calendar for the Institute. Guest lectures, workshops, industrial tours, and other co-curricular and extracurricular activities are all on the department's agenda. Except for unforeseen situations, all activities academic, CIE, and otherwise are carried out by the schedule of events.

The academic calendars help faculty members to plan their respective course delivery The CIE of students includes seminars, assignments, quizzes, and Internal Assessment (IA) examinations. According to the event calendar, the CIE is conducted according to a clearly defined process. Continuous evaluation and assessments are also done for laboratory courses, project work, seminars, and internships.

The academic committee meetings are a regular forum for the Principal to examine the status of the semester and make appropriate recommendations. If the university alters the academic calendar, the institute makes the required adjustments in accordance.

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

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

1.2.2

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our institution integrates cross-cutting issues of society like moral values, human values, professional ethics, ethical values, gender equality, and environmental awareness, which are inseparable parts of our curriculum.

Gender Sensitization

The Women's Cell and Grievance Redressal Cell are available at the institution to offer counsel to students, advance gender equity among students, and address associated concerns regarding the safety and security of female students, staff, and professors. CCTV and high levels of security are used to protect the college site. To create a secure atmosphere for all the students, there are separate boys and girls hostels on campus.

Environment and Sustainability:

The first year of all UG courses includes a subject called "Environmental Studies" that focuses on ecosystems. This course was required by the university to educate students on the importance of protecting the environment. Environmental sensitivity is essential for both the preservation of the natural world and the continuation of human life. The main goal of this course is to educate pupils on the value of ecosystems for human existence. Along with STP, the college also has an integrated rainwater collection system. The wastewater is recycled for use in campus landscaping. Additionally, floor washing and cleaning are done with the STP water. A significant continuing tree-planting effort is in place. The days of national significance is observed by the college as Earth Day, Environment Day, and Ozone Day. To educate students on the effective use of natural resources, the college hosts workshops and seminars on environmental and ecological issues.

 Human Values and Professional Ethics

The curriculum has focused on the development of human values and professional ethics through the following activities:

1. Scientific Methodology, General Knowledge, and Current Affairs: to nurture a scientific temper and be aware of contemporary developments.
2. Rural Development: to foster a fuller understanding of rural life to properly appreciate the politics and economy of our country and the social forces at work.
3. Agricultural Operations: to inculcate a spirit of working with one's own hands and develop an understanding of the contribution of rural life.
4. Social Service: to engender the spirit of brotherhood of man and to facilitate the establishment of a casteless and classless society.
5. Comparative Study of Religion: to create a spirit of tolerance and awaken the spirit of the Brotherhood of Man and the Fatherhood of God.
6. Co-curricular activities: for all-round development of personality.
7. Environment Studies: for environmental consciousness and its impact on everyday life.

The college celebrates days of national and international importance such as Republic Day, Women's Day, Independence Day, Teacher`s Day, Human Rights Day, International Yoga Day, etc. These celebrations nurture the moral, ethical, and social values of the students.

1.3.2

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

Response: 12.6

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

Response: 109

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 44.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
329	391	434	309	359

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

2022-23	2021-22	2020-21	2019-20	2018-19
910	790	790	790	790

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 37.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	162	119	106	85

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

2022-23	2021-22	2020-21	2019-20	2018-19
364	316	316	316	316

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.18

2.3 Teaching- Learning Process

2.3.1

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

Response:

To enhance learning experiences, the faculty members adopt many methods, for example, the lecture method, interactive method, project and field work method, computer-assisted method, experiment method, etc. Teaching and learning activities are made effective by these practices. Many teachers use the conventional blackboard presentation methods, especially in mathematics, commerce, and economics, where they teach mathematics and statistics as numerical solving. Also, some teachers use PowerPoint presentations and computer-based materials.

The following activities are conducted by institutions to make the teaching-learning process more student-centric.

Experiential learning:

The experimental/laboratory method is used in science subjects to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments. Especially the departments of chemistry, physics, botany, zoology, geography, and psychology use this method. Students take an interest in and learn things through experiential learning.

Project methods:

The project work stimulates students's interest in the subject and provides students with an opportunity for freedom of thought and the free exchange of different views. As per the requirements of the syllabus, the project work is done. For example, the projects are done in PG classes like M.Sc. Geography.

ICT-enabled teaching:

ICT-enabled teaching includes Wi-Fi-enabled classrooms with projectors, language labs, etc. The institution adopts modern pedagogy to enhance the teaching-learning process. The institution has the essential equipment to support the faculty and students. Especially, the PG Department adopts these services.

Interactive methods:

The faculty members make learning interactive with students by motivating student participation in group discussions, subject quizzes, news analysis, educational games, discussions, and questions and answers on current affairs, etc. Classroom discussions on various topics are done under features. Especially, NSS, the Ozone Club of the Geography Department, the Science Club of the Physics Department, and the Dharovar Club of the History Department have organized interactive methods many times.

Student Seminars:

The student seminars are organized by the concerned class teacher and department, where papers are presented by students on the concerned syllabus topics to enrich their learning experience.

Group Learning Method:

The group learning method is now being adopted through WhatsApp groups. Students share their notes and study material through this method. WhatsApp groups are made by a student or by a contract teacher. They share the information.

Black-board presentation:

In this method, each student is given a certain question. The student has to solve this problem on the blackboard. The Department of Mathematics is using this method.

Learning through Co-Curricular Activities:

The students participate in various co-curricular activities that support the teaching-learning process, like industrial visits, educational tours, district-level NSS camps, etc.

Learning through Extension Activities:

The students participate in extension activities like tree planting, blood donation, Swachh Bharat Abhiyan, etc., and COVID-19 awareness programmes, etc. It helps students be responsible citizens.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	38	36	38	37

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

2.4.2

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

Response: 82.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	33	27	30	28

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

A transparent, time-bound, and efficient method is being followed at GDC Memorial College in terms of dealing with internal examination-related grievances. The institution has an efficient mechanism of internal and external assessment which is transparent in the conduct and also in the rectification of grievances. The grievances are solved with utmost priority in a time-bound manner. The institution strictly follows the guidelines of the affiliated university while conducting the internal assessment and end-semester examinations. Broadly, there are two assessments: (1) Comprehensive External Examination (CEE) and (2) Continuous Internal Assessment (CIA). The CEE is controlled by the affiliated university. The role of the institution is to implement the directions from the University. The exam-related activities of CEE such as the preparation of question papers, exam supervision, answer-sheet evaluation, result declaration, etc. are carried out by the university. All information related to CEE is communicated in advance, and the same is communicated to the students accordingly. Various internal examinations are being performed throughout the semester. Some of them are the following:

Internal Assessments (Unit Test):

Immediately, after the unit test, the solution of the test along with the question-wise marking scheme is displayed to the student after the test to maintain transparency and uniformity in the assessment of the internal tests. The faculty evaluates the papers within a week of conducting the test. The evaluated answer sheets are shown to students in class, and faculty undertake individual grievances with a student on the paper if required by the student. At the end of the semester, the average marks of both unit tests are calculated and verified with the students. If any discrepancies are reported by the students, then they are resolved by the faculty immediately.

Assignments:

The faculty evaluates assignments based on the rubric, which is also shared with the students. The rubric consists of criteria such as timely submission, clarity, neatness, etc. The evaluated assignments are given

back to students, thus maintaining the transparency of the marks assigned and resolving any grievances.

Lab experiments:

The experiment performed in the lab by the student is immediately evaluated by the faculty, and the performance marks are assigned based on the lab rubric designed by the faculty. The lab rubric is given in the lab manual, which is shared with the students well in advance before the lab is conducted. The lab submissions are taken in the classroom, and the marks given by the faculty are available to the students immediately, providing a transparent way for students to reflect on their strengths and areas for improvement.

Blackboard Seminar:

Each student is given a certain topic from the syllabus by the teacher. The student has to present the topic on the blackboard. The PG department of the college is using this method of assessment regularly.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In strict compliance with the objectives of outcome-based education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and stakeholders. After the attainment of consensus, the same is widely propagated and publicized through various means, such as display and/or communication specified hereunder.

- Website
- Curriculum and regulations books
- Classrooms
- Department Notice Boards
- Laboratories
- Student Induction Programmes
- Meetings and interactions with employers
- Parent meet
- Faculty meetings
- Alumni meetings
- Professional body meetings
- Library

While addressing the students, the HODs create awareness of POs, PSOs, and COs. The faculty members, class teachers, mentors, course coordinators, and program/ISO coordinators also inform the students to create awareness and emphasize the need to attain the outcomes.

Program-specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at the micro level and by the end of the program. The program coordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The BOS of the affiliated university, including the Head of the Department and subject experts, of the individual departments, will discuss the same and approve it after endorsement by the principal.

Program outcomes (POs) are broad statements that describe the professional accomplishments that the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills, and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. They are specified and communicated. The course outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course.

The POs and PSOs of the program are published through electronic media at individual department sites located on the college website, http://www.gdccollege.edu.in. The COs of the courses are also published through electronic media at the department site located on the college website: http://www.gdccollege.edu.in. In all the interactions with the students, awareness of POs, PSOs, and COs is consciously promoted.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

GDC Memorial College is affiliated with Chaudhary Bansi Lal University, Bhiwani, Haryana. The college offered undergraduate and postgraduate programmes and courses under the Faculty of Arts, Commerce, and Science. For these programs and courses, the institute followed the curriculum designed by an affiliated university. The Programme outcomes and course outcomes are evaluated by the institution, and the same is communicated to the students formally through discussion in the classroom and on the departmental notice board.

After measuring the attainment of POs, PSOs, and COs, it has been observed that the strength of the students as well as the passing percentage of the students are increasing progressively. Besides, students' progression to higher studies, that is, from undergraduate to postgraduate, seems to be increasing consistently and rapidly in the last five years. Similarly, the ratio of students' placements is also increasing. We took the utmost care in measuring the level of attainment of POs, PSOs, and COs and followed formal as well as informal mechanisms for the measurement of attainment of the outcomes. Even so, we took feedback from all the stakeholders in this respect and tried to take the necessary steps accordingly.

Assessment is done through one or more than one processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of course outcomes (COs) and programme outcomes (POs). The process for finding the attainment of Course outcomes and programme outcomes (POs) uses various tools/methods. Student's knowledge and skills are measured directly from their performance in the class/assignment test, internal assessment tests, assignments, semester examinations, seminars, laboratory assignments/practicals, mini projects etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning.

Subsequently, the college takes care of the attainment to measure the POs, PSOs, and COs and implements the mechanism as follows:

1. The institute followed the academic calendar of our affiliated university.
2. All the subject teachers maintained an academic diary every academic year.
3. All the subject teachers prepared semester-wise evaluation reports.
4. The internal examination committee analysed evaluation reports and results.
5. The institute considered feedback from the stakeholders for the attainment of PO, PSO, and CO.
6. The placement committee reviewed the students' progression to higher studies and their placement.

2.6.3

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

Response: 81.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	248	212	243	277

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

2022-23	2021-22	2020-21	2019-20	2018-19
355	312	254	270	316

File Description	Document
Institutional data in the prescribed format	[View Document]

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document]

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.5	1.87	0	0	2.0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

GDC Memorial College, founded in August 2011 with the generous backing of local entrepreneur Sh.H.K. Chaudhary, has been steadfast in its commitment to cultivating a culture of entrepreneurship and innovation right from the start. Choudhary's vision to establish a commerce department opened doors for students with limited means to pursue commerce education locally, thus laying the groundwork for entrepreneurial endeavors within the college. Since its inception, the college has spearheaded numerous activities, webinars, and programmes, all of which continue to yield positive outcomes. Various cells, clubs, and committees like the Career and Placement Cell, N.S.S. Cell, Science Club, Dharohar Club, and Women Cell actively engage students and faculty members in innovative pursuits aimed at honing leadership skills, fostering diverse competencies, and enhancing abilities in planning, budgeting, marketing, and organization. Notably, the Career and Placement Cell (CPC) was established to promote collaborative efforts in training, job placement, research, and the organization of field/industrial visits and campus interviews. The institution consistently organizes research methodology workshops,

publishes biannual newsletters, and fosters a robust research culture among faculty members by encouraging their participation in conferences, workshops, seminars, and Faculty Development Programmes (FDPs). A strong emphasis on ethical values and best practices ensures that students are instilled with moral integrity, empathy, and a sense of social responsibility. Taking a global outlook, the institution offers initiatives such as industrial visits, communication sessions, internships, and field trips to expose students to international value chains and provide them with valuable insights into the workings of the global business landscape, thus nurturing successful outcomes. Human resources are developed through a team of dynamic and highly qualified faculty members who are actively encouraged to pursue Ph.D. programmes and engage in various skill enhancement initiatives. The institution's various clubs provide hands-on experience and exposure to innovative practices through activities such as industrial trips and workshops. A strong focus on innovation and incubation is evident, with the institution providing necessary facilities and guidance to students. Regular awareness sessions, workshops, seminars, and guest lectures on entrepreneurship provide students with direct access to successful entrepreneurs, enriching their learning experiences. Teaching and learning methods are diversified, encompassing lectures, interactive sessions like group discussions and role-plays, quizzes, and ICT-enabled teaching through LCD-equipped and smart classrooms. Experiential learning is emphasized, with practical laboratory work in science subjects and student seminars further enhancing learning outcomes. The institution's commitment to holistic development is underscored by initiatives such as the NSS Swachh Bharat Summer Internship and the use of WhatsApp groups for collaborative learning among students.

In summary, GDC Memorial College strives to create an environment conducive to innovation, entrepreneurship, and experiential learning, equipping students with the skills and mindset needed to navigate the challenges of the modern world. Through collaborative efforts and a student-centric approach, the institution aims to nurture the next generation of leaders and innovators.

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

3.2.2

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

Response: 10

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	20	27	35	29

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	7	29	11

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The GDC Memorial College in Bahal takes pride in its commitment to fostering a sense of social responsibility and holistic development among its students through various extension activities conducted in collaboration with the neighboring community. Over the past academic session, the college has actively engaged in initiatives aimed at sensitizing students to social issues while contributing to community welfare.

The National Service Scheme (NSS) units of the college play a pivotal role in organizing a wide range of extension activities. These initiatives encompass diverse themes such as Swachh Bharat initiatives, Blood Donation Camps, Maa Saraswati Puja, Tree Plantation Drives, Yoga Sessions, Tiranga Relia events, and more. Through participation in events like International Yoga Day, students not only celebrate India's cultural heritage but also become global stakeholders in promoting physical and mental well-being. The regular blood donation camps, conducted in collaboration with local blood banks, serve as a testament to the students' empathy, compassion, and commitment to ethical values.

Furthermore, the college emphasizes the significance of maintaining clean surroundings, promoting hygiene, proper sanitation practices, and effective garbage disposal mechanisms within the community. These initiatives aim at sensitizing both students and the wider community to crucial issues related to environmental sustainability and public health.

The extension activities organized by GDC Memorial College go beyond mere participation; they are designed to facilitate the holistic personality development of the participants. Engaging in community service not only enhances students' empathy and compassion but also instills in them a sense of responsibility toward societal welfare. Through initiatives like blood donation camps, students develop a deeper understanding of the importance of altruism and civic duty.

Moreover, various departments, clubs, and cells within the college are actively involved in organizing

programmes focused on raising awareness about social issues. These initiatives cover a wide spectrum, including environmental awareness, personal health and hygiene, road safety, tree plantations, soil and water conservation, plastic eradication, and more. By participating in these programmes, students gain valuable insights into pressing societal challenges and are inspired to take proactive measures toward addressing them.

The college also emphasizes celebrating national events and observances, such as Independence Day, Republic Day, Constitution Day, Women's Day, and Yoga Day. These celebrations not only foster a sense of patriotism and national pride among students but also provide opportunities for reflection on the values and principles that shape our society. Overall, the extension activities organized by GDC Memorial College serve as a platform for students to engage meaningfully with the community, develop essential life skills such as leadership and teamwork, and cultivate a strong sense of social responsibility. By sensitizing students to pressing social issues and encouraging active participation in community service, the college contributes significantly to the overall development and well-being of its students and the wider society.

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

3.4.2

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

Response:

The institution has received awards and recognition for its involvement in extension activities from the government and government-recognized bodies. The details of awards and recognition received are listed in the attached documents. The institution has garnered numerous awards and recognitions for its extensive involvement in community outreach programmes over the past five academic years. Among the accolades received, Praveen (B.A.I.) secured the top position in Story Writing, while Pawan (B.A.I.) secured the second position in Poetry Writing at a literary workshop organized by the Hindi Sahitya Academy at Sirsa. Their achievements were duly acknowledged by the principal. Furthermore, in a Slogan Writing Competition themed around education, Sharmila (B.Com. III) and Sarita (B.A. I) emerged victorious, attesting to the institution's prowess in literary endeavours. Additionally, the Department of Geography demonstrated excellence by securing third place in a state-level geography Quiz competition. The Institution's commitment to cleanliness was recognized when it secured the 5th rank in the Institutional Swachhta Ranking 2018. A team led by Dr. H. C. Pande (UGC) conducted an inspection, affirming the institution's dedication to cleanliness and hygiene. As a result, GDC Memorial College, Bahal, got the 5th rank among the cleanest higher educational institutions in the country in the college residential category. A total of 6029 colleges and universities participated in the various categories of the event. In academic and intellectual pursuits, the NSS Unit organized a debate on "Mobile Addiction," where Priyanka (B.Com. III) claimed the top spot. Meanwhile, Rekha (B.Com. III) and Shruti (B.Sc. II) secured the second and third positions, respectively. The event concluded with insights from Prof. Upender Prasad on the psychological impacts of excessive mobile phone usage.

Similarly, a Speech Competition on "Women: Economic Independence" highlighted the institution's focus on gender equality. Rekha (B.Com. III) triumphed in this competition, emphasizing the significance of economic empowerment for women. Dr. S. K. Sinha, the principal in charge, emphasized women's capability to shape their destinies. In the realm of sports, the institution excelled at various levels. At the Inter-College Annual Athletic Meet, students secured several medals, showcasing their athleticism. Deepak (B.A. III) also secured a spot in the North Zone Inter-University Powerlifting Tournament. Moreover, students represented the Institution in various tournaments, including volleyball and swimming, both at the national and international levels, demonstrating their prowess in sports. Additionally, students participated in the Nepal International Games 2023, with Amar (M.A. History I) winning a gold medal in athletics. The academic prowess of the institution was further underscored by the success of Priya Kumari and Megha (B.Sc. III) in a District Level Science Essay Writing Competition, positioning them for future participation at the state level. In essence, the Institution's multifaceted achievements encompass academic excellence, literary prowess, community service, and sportsmanship, reflecting its holistic approach to education and development.

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

3.4.3

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

Response: 105

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	25	17	20	7

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 01

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute, with its compulsory core courses and the continuous evaluation scheme, integrates sports and extracurricular activities as essential components. This is done not only for participation but also for the assessment of students.

It has adequate facilities for sports, games, and cultural activities. The total area of sports and games fields is 6 acres. GDC Campus has three large playgrounds with provision for multiple games, such as Athletics (400 mtrs track), Cricket Net practice, Kabaddi ground, Handball, Shooting range (8 lanes,10 meters), Skating rink, Yoga center, Rock climbing, Sports Hall, Football full-size field and mini size field, Hockey ground, Volleyball court, Basketball court and Kho-Kho etc.

Another field provides lawn tennis courts, and Indoor and outdoor badminton courts, a gymnasium, and a swimming pool are available.

The college has well-equipped assembly halls for organizing annual functions and cultural events. Major cultural events are organized at the Swami Vivekanand Auditorium, BRCM Vidyagram Campus managed by BRCM Education Society, Bahal.

National Independence Day and Republic Day are celebrated in the institute by unfurling the national flag, followed by a guard of honor of the Chief Guest by NSS volunteers, an impressive march past of students of all faculties on the beats of the student's band, and organization of athletic events.

Students present cultural programmes on Convocation Day, National and International Conferences, and festivals organized by the Institute.

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

4.1.2

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

Response: 9.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.54	11.33	5.08	7.76	7.54

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Libraries at GDC Memorial College are integrated knowledge resource centres comprising a central library with 10084 books, a 2643-book bank, 4000 e-books, and an e-journal of 5000 covering all major fields of science, commerce, B.Sc. (Hons.) Agriculture, BPES, and arts (UG and PG). The two libraries cover an area of 2608 sq. ft. with a conference room and ample study space. Excellent resources are available for self-learning at the Libraries. The library has membership in the National Digital Library as well. The library has 105 student and teacher seating arrangements for study. It is automated using the Integrated Library Management System (ILMS), computerised with Delnet Open Source Integrated Software. It also has access to DELNET under institutional membership. The library is fully automated with Integrated Library Management Software (ILMS). Through the software, the library provides various services and facilities like OPAC (multiple searching), e-gate, circulation, stock verification, and the preparation of various reports. Users can search the library's online catalogue by author's name, title, subject, and other keywords within the campus through LAN. All the departments are provided with the OPAC facility to search for books, journals, and other reading materials available in the library. All the books, CDs, projects, back volumes, and SC Book Bank Scheme books are accessible with barcode

stickers for automatic scanning during the process of issue and return to the library for the stakeholders. All e-resources are accessible locally within the campus as well as remotely. The College Library building is centrally located, well laid out, and maintains the right atmosphere for learning. Library buildings have provisions for both individual and group studies. Adequate space is provided for browsing and relaxed reading. It subscribes to many journals of national and international repute, along with magazines and newspapers for general reading. The library also houses a rich reference collection, viz., Encyclopaedia Britannica, Encyclopaedia Americana, Specific Subject Encyclopaedias, Year Books, Atlases, and other reference material. Besides these, the library is also equipped with the latest e-journals by the UGC-INFONET Digital Library Consortium, accessible through a campus-wide LAN. The library also provides access to the Internet as well as CD- and DVD-based electronic resources. The library has an adequate number of terminals to facilitate searching for and accessing e-resources, web browsing, and other academic work. Provisions have also been made to allow the downloading and printing of material from these resources. Central Library offers various types of information services to its users, such as 'Web-Based Current Awareness Services', 'Web OPAC', 'Newspaper Clippings, and Digital Library for Digital Collections Seminar and Conference Alerts. Reference/Bibliographical Services. Book Bank Scheme privileges for Reserved Category students (SC students). It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to the Internet. It is also a member of DELNET. Initiatives taken by the college include the following:

1. Free WI-FI, internet access, download, and printout facilities have been provided.
2. Reprographic facilities.
3. Organisation of Book Exhibitions/Display of New Books.
4. A proper system of feedback from users to improve library services.
5. System of recommendation for the purchase of books through departments.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

With the increasing demand for Internet access on educational campuses due to the evolving standard of education and flexibility offered by the Internet, universities, colleges, educational institutes, etc. are keenly stepping forward to set up secure and stable wired or Wi-Fi network campus for their students. As per the current market trend, most of the students like to carry 3–4 devices with them, like mobile phones, tablets, laptops, iPods, etc., to campus.

As these devices devour bandwidth, colleges and universities are struggling hard to keep up with the bandwidth demand. Educational campuses have major requirements for user access control, control over bandwidth consumption, and differentiated policy control for management and faculty's access and students's access. These campuses with wired and wireless internet access require a seamless roaming facility to access the internet from the classroom to the library to the labs and residential areas. Laying out a complete network with different vendor solutions would be a very costly effort and difficult to manage due to technical issues. Education institutes require a cost-efficient, comprehensive solution that offers all the advanced facilities and features on a single platform with a single point of contact for technical support.

We have provided Wi-Fi facilities to students at both hostels as well as on campus. The campus has 100 MBPS of high-speed internet facilities. The institute has a 24x7 Wi-Fi facility on the college campus for students and faculty members to avail of internet connections at any place in the college or hostel. The connectivity through a fully networked campus with state-of-the-art IT infrastructure, computing, and communication resources offers students the facilities of e-mail, net surfing, and up-and-down loading of web-based applications, besides helping them prepare projects and seminars.

There are different digital technological facilities available at the college. A well-equipped computer lab is also functioning at the college. The students at the college have access to the computer lab. The whole college building and the library building are fully facilitated by Wi-Fi connectivity. There is open access to Wi-Fi connectivity for all students and staff members of the college. All the departments of the college are provided with computers and other related accessories. All teaching staff members use ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of a digital device.

The institute has an Internet facility, and it provides its e-mail facility to staff and students. The institution provides free Wi-Fi facilities to the students. They can access the internet freely through their mobile phone, tablet, or laptop on the college campus. Staff are also provided with individual systems (laptop or desktop) with internet facilities.

All departments have internet facilities and access through LAN as well as Wi-Fi. There are well-equipped computer labs with more than 100 computers within the reach of students for the use of Internet services. All departments and administrative offices are connected to LAN networks and Wi-Fi.

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

4.3.2

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

Response: 7.86

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

Response: 110

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 11.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.65	8.25	6.31	6.11	13.72

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 18.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
208	205	162	126	90

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 14.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	30	150	157	259

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 25.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	70	51	59	72

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

2022-23	2021-22	2020-21	2019-20	2018-19
313	255	270	316	295

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

5.2.2

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

Response: 6.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	8	5	3	13

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

5.3 Student Participation and Activities

5.3.1

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

Response: 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	0	2	2

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 10.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	3	1	2	7

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

5.4 Alumni Engagement

5.4.1

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

Response:

NIL

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The management strives to realize its dream, reflected in the motto "**Transforming Values with Commitment."** The institution is governed by the collective efforts of the administrative and teaching staff, keeping the following Vision, Mission, and Objectives in mind:

Vision

Upliftment of rural society through a qualitative, innovative, economical, and value-based education to usher the students into lucrative careers.

Mission

To prepare worthy, sensible, and responsible citizens capable of transforming society and rebuilding the nation with the power of knowledge and the fragrance of education.

Objectives

- To provide a flexible system, keeping in view the requirements and needs of students.
- To provide an eco-friendly educational environment and atmosphere for the overall intellectual development of students.
- To provide a didactic and value-based education to students.
- To inculcate in students a good civic sense, and high values of Indian culture and traditions to mould them into golden citizens.
- To generate and prepare educated and skilled manpower, keeping in view the market requirements for employment or jobs.
- To make the students aware of their inner potential and accordingly provide adequate opportunities for their overall personality development.
- To empower the students through focused learning and provide orientation to students towards research.
- To create and enhance teamwork and leadership qualities in the students by fostering a world of joy through sharing and learning.
- To provide quality education to all students, irrespective of caste, creed, religion, and socio-economic status, to uplift society as a whole.
- To maintain excellent academic standards through innovation and effective teaching and learning methods.
- To promote the faculty towards quality research and examination.

Nature of Governance

The institution's vision is reflected in its distinctive characteristics in terms of addressing the needs of society, the students it seeks to serve, and the institution's traditions. Teamwork and leadership qualities are promoted by projects, seminars, group discussions, industrial visits, educational tours, and a wide range of extension activities. The empowered team of the college includes the principal, committee conveners, teaching and non-teaching staff, the student union, student representatives, stakeholders, and alumni. The principal monitors the administrative and academic processes by using administrative decentralization to allocate responsibilities to the department in charge and committee conveners to ensure the proper functioning of the policies, rules, and action plans of the college. A total of 44 committees work together to achieve the institution's objectives, including the IQAC, Discipline Committee, Cultural Committee, Library Committee, Sports Committee, NSS Cell, Career and Placement Cell, Red Cross, Women Cell, Anti-ragging Cell, Grievance Redressal Cell, Sexual Harassment Committee, etc. From the preparation of the academic calendar, tracking syllabus completion, conducting examinations, and maintaining discipline on campus, these committees successfully tackle all responsibilities. To ensure excellent academic performance, meetings with HoDs and faculty of various departments are conducted. The principal continuously monitors each room individually using CCTV installed for classroom activities, the movement of students in the corridor, and the college premises. The Finance Committee, headed by the principal, deals with the financial assistance received from various grants and other sources for the overall development and maintenance of the institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Administrative Setup

Being an affiliated college, the institution follows the rules and regulations decided by the affiliating university, i.e., CBLU, Bhiwani. The institution was established by the HKC Foundation in 2011. Institutional management has been designed following the top-down approach to management: all the duties and responsibilities are distributed through a hierarchical structure to ensure transparency and accountability at every stage. Institutional management has been categorized into two sections: **academics** and **administration.** At the top of the management is the governing body, which consists of the president, vice president, secretary, and other members representing each aspect of the management. All the members meet annually to discuss the functioning of the institution in the BoG meeting.

All academic as well as administrative management is done under the supervision of the principal. While the UG and PG Incharges monitor all the academic activities, the Administrative Office monitors all the administrative functions. Several committees have been constituted keeping in mind students' welfare and development along with the proper running of the institution; these committees include IQAC, Discipline Committee, Cultural Committee, Library Committee, Sports Committee, NSS Cell, Career and Placement Cell, Red Cross, Press & Media Committee, Hostel Committee, College Bus Committee, Timetable Committee, First-Aid Cell, Literary Committee, Women Cell, Anti-ragging Cell, Grievance Redressal Cell, Sexual Harassment Committee, etc. The principal assigns work to the conveners of different committees to ensure the desired results are achieved through teamwork. To mention a few, the discipline committee and anti-ragging cell ensure that proper discipline is maintained in the institution; IQAC works to ensure constant improvement in the quality of the overall management; and the admission cell ensures that all the university and DHE, Haryana, rules and regulations are followed and admissions are granted only to eligible candidates.

The organizational structure of the institution is given below.

Strategic Plan and Policies

The institution regularly monitors the plans and policies to be implemented. The principal and the UG and PG Incharges inspect the management of lectures by the teaching staff according to the timetable. In the absence of any faculty, a proper alternate arrangement of lectures is made. The academic and administrative activities include quality assurance activities, academic activities, administrative activities, extension activities, career guidance activities, grievance redressal activities, etc.

The various stages of teaching in any academic session include curriculum development (which is done by CBLU, Bhiwani, and the college follows the same), the preparation of an academic calendar, the creation of lesson plans, the preparation of an effective timetable, teaching, and learning, the organization of conferences, seminars, and examinations (conducted by CBLU at the end of each semester). Remedial classes are also arranged for the students requiring additional help. Suggestions are implemented at various levels according to feedback received from students and alumni.

Appointment, Service Rules, and Procedures

Being a self-financing institution, it follows all the service rules and procedures for recruitment and promotion of the teaching and non-teaching faculty as per the guidelines issued by the Department of Higher Education, the Government of Haryana, and the affiliating university, i.e., CBLU, Bhiwani.

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution's appraisal system works on two types of performance-based evaluation: **PBAS (**Performance-Based Appraisal System) and **ACR** (Annual Confidential Report). The PBAS requires teaching faculty members to complete the prescribed self-appraisal format, which is then checked and verified by department heads, IQAC, and the Director. The appraisal report is based on the annual performance of the employee based on their academic, research, and other extracurricular activities. The format contains four sections. Part-A: General Instruction, Part-B: Academic Performance, Part-C: Other Related Information (duly signed by the principal), and Part-D: Comment on the Self-Assessment Management.

The ACR is filled with all the teaching and non-teaching employees. It has two parts; the first part is filled out by the employee, while the second part is the evaluation done by the principal. It comprises 32 parameters; each one of them is graded on a seven-point scale, i.e., Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average, and Poor. The two reports are then sent to the management to proceed further with the annual assessment and appraisal. The objective of these reports is not only to objectively evaluate the performance as per established norms but also to identify potential aspects for improvement. On satisfactory performance, all employees are granted promotions and financial upgradation under the ACP (Assured Career Progression) Scheme.

Welfare Measures for Teaching and Non-Teaching Staff

The institution effectively implements several welfare schemes for teaching and non-teaching staff. For their career advancement, the college arranges schemes such as Earned Leave Encashment, Maternity Leave, Medical Leave, Gratuity, Provident Fund to IV Class employees, Financial Support and Duty Leave for projects or conferences, Permission to Attend Orientation Programmes, and so on. The following benefits are given to teaching and non-teaching staff:

- Staff quarters with minimal maintenance costs and 24-hour power backup (100%) through solar power plants are provided to the residential staff on campus.

- Recreational centers have been established for the campus residents, and the institution celebrates all the festivals together.
- Free education is provided to the wards of the staff up to 10+2.
- A Wi-Fi facility is provided to the residential staff.
- A fraternity lunch is provided to the staff on the eve of the college's annual function.
- Recognition and awards of excellence for teaching, research, and extension are given to deserving staff on Teacher's Day.
- An incentive is given to the staff in the form of a salary hike for completing their Ph.D. degree.
- Transport is available for the staff at a reasonable cost.
- Indoor and outdoor games facilities are available on campus for the staff to recuperate after a hard-working day.
- Automation of attendance and leave is done using a biometric system.
- FDPs (faculty development programmes) and skill development courses are organized for the skill enhancement of the staff.
- Summer and winter vacations are given to the staff for their work-life balance.
- Other facilities include a fully equipped Gymnasium, Grocery Store (Tuck Shop), Dispensary, Canteen, and Shuttle Services.

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

6.3.2

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

Response: 24.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	0	17	7

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

6.3.3

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

Response: 19.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	9	12	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	5	7	7

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization and Optimal Utilization of Funds

Being a self-finance institution, the college receives funds from the following sources:

- Fees collected from the students of self-financed streams.
- Various funds were received from funding agencies such as ICHR, DST, etc.
- Government Scholarships for SC and OBC Students.
- Renting of the college's infrastructure for conducting government exams.

The mobilization of funds relies on a centralized system in which the trust allocates a budget for the college every year. The entire process of regulating the financial process, preparing budgets, mobilizing resources, monitoring expenditures, maintaining accounts, and conducting internal verification and external audits is managed through a centralized channel for all the sister institutions running under the umbrella of the BRCM Education Society; this ensures optimal utilization of funds. The annual budget for the college is decided through internal and external audits.

Internal and External Audits

The institution conducts internal and external audits of all the financial transactions of the year to ensure financial compliance. The internal audit is conducted every six months by the Internal Financial Committee, which thoroughly verifies the income and expenditures; the compliance report is then submitted to the management through the principal. The external audit is conducted once a year by an external agency. The mechanisms put in place to monitor effective and efficient use of financial resources are as follows:

Before the commencement of every financial year, the principal submits a budget proposal, considering the recommendations made by the heads of all the departments, to the management. For example, the Purchase Committee requests quotes from vendors for the purchase of equipment, computers, books, and so on. The budget is scrutinized and approved by the top management and the BoG (Board of Governors) based on parameters like pricing, quality, terms of service, etc. The expenses throughout the year are then monitored by the accounts department, including the depreciation costs of various things, to compare the allocated budget and expenses at the end of the financial year. The intervention of management is sought in cases where the expenditure exceeds the budget. The college budget includes recurring expenses such as salary, electricity, internet charges, maintenance costs, stationery, other consumable charges, etc., and non-recurring expenses such as lab equipment purchases, furniture, and other development expenses.

Internal Audit Procedure

All the vouchers are audited by the internal financial committee on a half-yearly basis. The expenses incurred by different heads of various departments are thoroughly checked by verifying the bills and

vouchers.

External Audit Procedure

The accounts are audited regularly by a chartered accountant as per government rules. The auditor ensures that all payments are duly authorized, and the report is submitted to management for review. Any queries occurring in the audit process are addressed immediately within the prescribed time limits. The institution has not come across any major audit objections during the preceding years. All these mechanisms exhibit transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Functions of IQAC

The IQAC is a major policy-making and implementing unit, an effective and efficient internal coordinating and monitoring mechanism that works towards improving and maintaining the quality of education, identifying and suggesting new teaching aids, developing suitable infrastructure, and offering suggestions for new courses. It strives to maintain and enhance the quality of the institution and suggests quality enhancement measures to meet the growing needs of students. The IQAC at G.D.C. Memorial College was constituted on September 9, 2017, and since its inception, the cell has been performing the following tasks regularly:

- Improvement in the quality of teaching and research through regular input from all concerned based on feedback from students.
- Providing input for best practices in administration for efficient resource utilization and better services to students and staff.
- Reviewing the teaching-learning process, structures and methodologies of operations, and learning outcomes.
- Providing input for academic and administrative audits.

IQAC also ensures the following:

- Based on the academic calendar of the affiliating university, viz., CBLU, Bhiwani, the institute prepares its academic calendar well in advance before the session to ensure regular teaching and learning and to accommodate events like seminars, guest lectures, workshops, FDPs, hands-on series, etc.
- The teaching faculty prepares lesson plans for the subjects to be taught in the semester before the semester to enrich the curriculum with guest lectures, industrial visits, and internships.
- The teaching faculty prepares and submits lecture details, as well as the topics covered, to an online portal every day.
- A regular evaluation of the teaching faculty is done by students via feedback forms on teaching methodologies, course delivery, attitude, strengths and weaknesses, and difficulties faced in the subject. The principal and management also monitor the feedback system and take appropriate corrective actions.

IQAC Review Process

The IQAC meets every quarter to plan, direct, implement, and evaluate the teaching, research, and publication activities of the college. It carries out Academic Inspections to assess the quality of academics involving:

- Review of healthy academic practices.
- Mechanisms to identify and reform academic practices.
- Review of departmental facilities.
- Implementation of innovative methods in the departments.
- Self-development of faculty members.

It strategically plans and assigns the key responsibilities to sub-committees, which include Academic Results, Student Technical Training, Student Soft Skills Development, Placement Support, Faculty Development Programmes, and Research and Development. The sub-committees then implement the IQAC guidelines and report with their respective feedback. The students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box installed at the college, or through an email to the IQAC Coordinator at iqac@gdccollege.edu.in. Based on the feedback, various innovative activities and reforms have been introduced, including the introduction and implementation of the Student Mentorship Scheme.

IQAC also monitors student learning outcomes, ensuring the following:

- Semester System of Examination with mandatory 75% attendance.
- Maintaining an effective internal examination and evaluation system.
- Regular class tests and interactions.
- Timely redressed of students' grievances.
- Extra classes for weak students to solve their problems.
- Analysis of students' performance after semester result declaration.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equality is the belief that men and women should be treated and perceived as equals in society in all areas such as education, employment, and decision-making positions. It is a fundamental human right and a necessary foundation for a peaceful, prosperous, and sustainable world. The institute has set all the standards for building a healthy environment. It observes high ethical standards in all its activities, specifically to empower and strengthen gender equity. The institute follows a "zero tolerance" policy against sexual harassment and gender bias at work. Various committees are formed for this purpose, such as the Women Cell, Grievance Cell, Counselling Cell, and Sexual Harassment Committee, to sensitize and equip students with issues concerning gender sensitization, women empowerment, and so on in the institute.

To promote gender equality and awareness among female students, female faculty, and staff members, the institute has been consistently organizing various interactions with experts. The issues addressed are maladjustment, academic performance anxiety, decision-making, underachievement, peer pressure, relationship handling, women's issues, absenteeism, malpractice, low self-esteem, emotional instability, etc. Awareness programmes and workshops emphasizing the rights of women, health, hygiene, and self-defense are also conducted. An ambulance is available on campus 24 hours a day, seven days a week to respond to medical emergencies. Physical workout facilities are provided for students in the girl's and boy's hostels separately. Safety and security on campus are ensured by the Proctor Committee, which installs CCTV cameras and provides round-the-clock security.

The institution celebrates remembrance days, events, and festivals through the Women Cell, Cultural Committee, and NSS Cell. The cultural activities are informal and intended to sensitize the academic world to other dimensions of human experience and knowledge. This would enrich students' lives by making them aware of their social responsibilities and the consequences of their actions.

National Nutrition Month was celebrated by the institute with all the female students and professors of the college. Dr. Sharmila Boora, Manav Kalyan Hospital, delivered a lecture on the importance of nutrition and the prominence of malnutrition in youth. Mehandi Rachao Competition was also organized by the Women Cell to celebrate the festival of Karwa Chauth.

A lecture was delivered by ADGP Mamta Singh from the Police Department of Haryana, discussing the prevalent issues of cybercrime and drug consumption. Students and professors of the institute attended the lecture. She appealed to the audience to bridge the gap created by fear between the police and the public. An awareness programme on child marriage prevention and anti-ragging was organized to

enlighten the students about the deleterious consequences of child marriage on an individual's health and education.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: E. None of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

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

Response:

The institute takes numerous initiatives to provide an inclusive environment towards tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. Committees are constituted session-wise to ensure an inclusive environment in the institute, for example, the cultural committee, sports, road safety club, grievance cell, NSS cell, Dharohar club, etc. The college makes continuous efforts to inculcate Indian values among the students, such as respect for parents, teachers, and elders and love for humanity, and to channel the heritage that our forefathers have bequeathed us. For promoting girl education and women empowerment, there is an active Women Cell and Career Placement Cell that helps the students appear in various competitive exams.

The NSS Cell conducts special camps in villages for NSS volunteers. These camps are directed towards various social issues impacting the lives of the people in the community by including social and cultural values among the young students. The volunteers mainly undertake awareness-generation activities about social issues. A seven-day camp was conducted in Paryavaran Bcchao Jivan Bacchao in Sorda village, Haryana.

The institute also organizes various cultural programmes to celebrate the cultural diversity of India, including Haryana Diwas, Hindi Diwas, Fresher, and Farewell Programs. Students from various regional and cultural backgrounds participate in such programmes and present their regional or cultural folk songs and dances.

All possible initiatives are taken by our institute in organizing various events and programmes to create awareness among students and staff to become responsible citizens of the country by sensitizing them to the constitution of the country. As responsible citizens of the country, the students are motivated to take part in various activities of the college. The college encourages the students to take part in blood donation camps, and study tours that make them understand the importance of protecting the cultural heritage of the country.

Each year, Constitution Day is celebrated on November 26th, and Republic Day is celebrated on January 26th by organizing activities highlighting the importance of the Indian Constitution. Independence Day is also celebrated each year to highlight the struggle for freedom and the importance of the Indian

Constitution. The celebration is attended by students, teaching and non-teaching staff, invitees, guests, and any other attendees. Flag hosting with the national anthem and oath of national integrity, followed by the distribution of sweets, is the regular decorum of the programme.

The students are encouraged to participate in activities aimed at spreading awareness among citizens about social issues like road safety. A rally on road safety was carried out in Bahal village by students. A poster-making competition was organized by the road safety club of the institute to create awareness about road safety rules to be followed by the public in India.

Students are made aware of the code of ethics, human values, rights, duties, and responsibilities as citizens of India during induction, as well as other programmes throughout the year.

The following official committees regularly organise various talks, national and international days, events, festivals, and cultural activities to foster tolerance and harmony among the students, faculty, staff, and other stakeholders.

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

7.2 Best Practices

7.2.1

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

Response:

1. **Among the two best practices, the first is to maintain the greenery and cleanliness of the institute by making it pollution-free.**

The effects of climate change are dramatically terrifying. In most colleges, the initiative for activities to make the planet safer comes from administration faculties. However, every student and essay writer can help to protect our planet by taking even small steps.

To achieve this goal, a committee is formed consisting of students and staff of the college to deal with waste management and cleanliness on campus. A sense of hygiene among students is promoted through cleanliness rallies, cleanliness drives, and plantations carried out by NSS Cell throughout the year.

The institute had successfully adopted and implemented the Swachta Action Plan in the campus.

For this, the institute was awarded the **"District Green Champion Certificate"** by MGNCRE, Ministry of Education, India, for the academic year 2020–21.

The NSS Cell of the institute regularly organizes cleanliness drives and tree plantation programmes on

the college campus as well as in nearby villages every year. A two-day NSS camp was organized by the NSS Unit under the convenership of Mr. Man Singh, NSS Programme Officer, on October 18 and 20, 2022. The theme for the camp was **"Plastic Mukt Avam Swachh Bharat Abhiyan."** The camp included a cleanliness drive in Bahal by 100 NSS volunteers of the college under the **Swachh Bharat Abhiyan 2.0**. The volunteers attempted to make the surroundings of Bahal plastic-free and successfully collected two quintals of plastic and trash, which were then handed over to the gram panchayat of Sudhiwas to be disposed of properly. In continuation, the NSS Unit of the college also organized a seven-day special camp following **"Azadi Ka Amrit Mahotsava"** from February 8th, 2022, to February 14th, 2022, with 45 volunteers under the convenership of Mr. Man Singh, NSS Programme Officer, at Village Patwan and college premises.

Creating eco-friendly rules on campus:

1. Planting trees at regular intervals and protecting the already existing plants.

2. Regular cleaning of the college and hostel campus by service staff and organizing cleanliness campaigns by NSS volunteers.

3. Separate dustbins for liquid and dry waste collection and proper dumping.

4. Green boxes for disposal of e-waste in the college.

5. Organizing rallies, poster-making and slogan-writing competitions, and extension lectures on environmental issues.

6. Under the Swachh Bharat Abhiyan the college organized a cleanliness drive in villages and in the college.

7. Transition from normal bulbs to power-conserving LED lighting.

8. Employment of sprinkler-based watering systems in its gardens and sports fields.

9. Proactive monitoring of lights and fans left switched on.

10. Minimizing the energy consumption through systematic monitoring.

11. Promotion of public transport and carpooling.

12. Ornamental plants in the pots are planted.

13. Civic sense is cultivated.

14. Lectures, essay competitions, seminars, workshops, poster making, and slogan competitions are held to raise awareness of the eco-friendly environment awareness to the students.

15. Whitewashing is regularly done.

16. NSS volunteers give SHRUM DAAN to level the ground and weed out the extras from plants.

b). The second best practice is to encourage research activities among faculty members and students by organizing national or international conferences every year at the institute.

This practice promotes research activity in the streams of science, commerce, and the arts. It also facilitates research publications by faculty and students.

The Department of Physics, of the institute successfully organized the **"International Conference on Advances in Basic Sciences (ICABS19)"** during February 7-9, 2019. The conference covered a wide range of topics in the fields of basic sciences like condensed matter and material science, mathematics, chemistry, etc. in the form of invited talks and contribution papers. In addition, there were talks by Young Achiever Award nominees and presentations of Ph.D. theses, as well as presentations of M.Sc. projects, also included in the conference.

The proceedings of ICABS19 were published by the AIP (American Institute of Physics) Conference Proceedings with a volume number, ISBN, and ISSN, and also registered with the Library of Congress. There were a total of nine technical sessions in which scientists, faculties, research scholars, and students (UG/PG) from institutes in different states of India as well as from abroad participated. In this conference, a total of 520 research papers were received.

Another national-level seminar was organized by the Department of History with the sponsorship of the ICHR (Indian Council of Historical Research, New Delhi) on the topic "**??????? ??? ??????? ????? ?? ????????: ????????? ???? ??? ?????????? ??????-   1803-1947 "** under the convenership of Shri Ashok, AP of History during 03-04 December, 2021. Prof. R. K. Mittal, Vice-Chancellor, presided over the function as a Chief Guest, along with Dr. Surender Sharma, Vice-Chairman, as Guest of Honour, and Dr. Rajesh Kumar, Director, ICHR, New Delhi, who shared his views as Key Note Speaker of the Inaugural Day of the Seminar.

A two-day National Conference on "**Natural Resources Sustainability and Geospatial Technology**" sponsored by **SERB, Department of Science & Technology, Govt. of India, New Delhi,** was organized by the Geography Department of the institute from April 21 to April 22. More than 200 research papers were presented by scholars, researchers, and scientists from 21 different universities in seven states in a total of four technical sessions. The chief guests for the inaugural ceremony were Prof. Rajender Kumar Anayath, Hon'ble Vice Chancellor, Deenbandhu Chhotu Ram University of Science & Technology, Murthal, and Dr. Pravin Kumar, Director Technical, Mission for Clean Ganga, Ministry of Jal Shakti, Govt. of India, New Delhi. In this way, conferences are organized from time to time by the institute.

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

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

The Institute's vision and mission are to uplift society through a qualitative, innovative, and value-based education so that we can prepare worthy, sensible, and responsible citizens capable of transforming society and rebuilding the nation with the power of knowledge and the fragrance of education. The college is a co-educational institution. The college offers undergraduate as well as postgraduate programmes in the arts, commerce, and science streams to the hopeful youths of the district. Besides this, the college has also started two new courses: a four-year B.Sc. Agriculture (Hons.) course and a BPES course in physical education. Every year, a large number of rural students (girls and boys) are admitted to the different courses offered by the college, and the college makes sure to provide all the basic need-based facilities to students as per the direction of the university. The college always aspires to help poor and needy students so that they can overcome their academic hurdles. The college has established a separate library for UG and PG students, from which students can avail free books every year. It also provides a peaceful environment for self-study and preparation for exams during college hours.

Students undergo a one-month summer training programme in the field of chemistry at an industry, academic, and research institute, which helps them learn the latest technologies, skills, and methodologies to build a strong foundation for their career development. The Career Placement Cell assists students in appearing in interviews and competitive exams held by various companies from time to time. Many students have gotten placements in companies through this cell.

Faculty members are regularly appointed to reputed committees like "The Board of Studies of CBLU," "Syllabus Revision," "Examination," and other professional bodies. Our college has consistently given top university rankings and good results throughout the year. Many students from various departments have qualified for eligibility tests like NET, GATE, JRF, SSC, etc. For promoting girl education and women empowerment, there is an active Women Cell and Career Placement Cell that helps the students appear in various competitive exams.

Our institute believes that college life is not all about academics, games, friends, and fun. It is also about learning to interact with other people, and being aware of social, environmental, and gender issues, and inequities in society. We provide an opportunity for every student to contribute to making the society, in which they live a better place and to grow as better individuals. As a special thrust, societal development is also instilled on a large scale in the students through the active NSS unit, the Road Safety Club, and the Dharohar Club, which undertakes various services to inculcate social values. A poster-making competition was organized on the theme "Tobacco Free India" on World No-Tobacco Day to encourage the students to spread awareness to the masses regarding the life-threatening diseases caused by tobacco consumption and addiction. International Yoga Day is celebrated every year to encourage participants to incorporate yoga into their everyday lives to live a healthy and disease-free life. The Slogan Writing Competition was organized by the Road Safety Club of the College on February 15, 2022. Besides, the college also organizes several talks, seminars, workshops, etc., to apprise students of burning national and international issues.

The institute provides an opportunity for every student, staff member, and local person to contribute to making the society in which they live a better place and to grow as better individuals. For this, local

people are allowed to use all the available facilities of the college, such as the playground for running, walking, and sports activities for their physical development, the college auditorium for cultural activities and conferences, etc. A soil testing facility will be available at the recently established Department of Agriculture Science to equip the local farmers with the knowledge of the best crop choice and farming technique for the fields. Therefore, it can be said that the college provides quality education and opportunities to students as well as to local people for their intellectual and emotional growth through different programmes that are relevant and responsive to the needs of the rural and educationally backward society of this region of the state.

5. CONCLUSION

Additional Information :

The GDC Memorial College was established in 2011. The college is NAAC-accredited with grade B for Cycle 1 (2018) and affiliated with Ch. Bansi Lal University, Bhiwani. The college was awarded the fifth position in the "Best Swachh Campus Award" throughout India in 2018 by the MHRD, Govt. of India. The college was also awarded the "Best Green Campus Award" at the district level by MGNCRE, Ministry of Education, India, in the session 2020–21.

Concluding Remarks :

GDCMC has proved to be resilient and has conquered the challenging situation to maintain high standards of academic excellence during the period of COVID-19. It has done so by focusing on new and innovative student-centric pedagogic methods, practicing high ethical standards, respecting and protecting the environment, and meeting the changing needs and requirements of the students.

What has been the hallmark of the teaching and learning process at the college is the engagement with the students in the classroom and beyond—the efforts to see the world from different perspectives, be it race, ethnicity, class, or family background. To achieve this, the college has ensured that several mechanisms are effectively in place, such as mentor-mentee interactions, remedial classes, counseling sessions, grievance redressal, support systems including fee assistance, and the provision of innumerable co- and extra-curricular platforms to hone different skills and talents.

The main focus of our college activities remains the empowerment of women and the inculcation of self-worth and responsibility.

The institution ensures effective curriculum planning and delivery. The curriculum is diverse and inclusive, wherein concerns related to professional ethics, gender, human values, the environment, and sustainability are addressed. Student representatives are there in almost all committees so that they actively participate in decision-making, develop leadership qualities, and learn from doing. The student volunteers of NSS take the initiative to regularly organize extension activities.

The students of the college have represented the institution in various sports and cultural activities held at the university, state, national, and international levels and have won laurels. In the last five years, many students have been selected for higher studies in India. The college management is committed to fulfilling the requirements of higher education by the vision and mission of the institution. The IQAC continuously monitors academic and administrative aspects.