



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**LYALLPUR KHALSA COLLEGE, JALANDHAR**

**G.T. ROAD, JALANDHAR**

**144001**

**[www.lkc.ac.in](http://www.lkc.ac.in)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2019**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Lyallpur Khalsa College is a premier co-education college of Punjab located in the Doaba region of the state. The institution was originally established as Khalsa School in Lyallpur (now in Pakistan as Faisalabad) in 1908 under the impact of social reformist Singh Sabha Movement, by the philanthropists of the city of Lyallpur. It was upgraded to a degree college in 1928 and was re-established in Jalandhar in 1948, due to the unfortunate partition of the country. The city of Jalandhar is one of the two oldest cities of the region, the other being Multan dating back to pre-Mahabharat times. It is famous as the media, medical and education hub of Punjab, in addition to sports goods, surgical equipment and water fittings industry.

The college offers quality education to its students in around 43 courses. Of these, fifteen are undergraduate degree, fifteen are postgraduate degree, three are UG diploma, five are PG diploma, one certificate level and four add on courses in five diverse streams - Arts, Commerce, Science, Computer and Physiotherapy- in addition to a number of value added courses. Around 35% of the total student strength of the college is constituted by women students.

The college is managed by a Governing Council consisting of six life members, two co-opted and four elected members in addition to two representatives from the faculty. It is headed by its President. The Council performs guiding as well as monitoring functions.

The college was accredited as 'A+' grade college by the NAAC in 2004 and reaccredited with A grade (CGPA 3.74) in 2011.

It has a functional IQAC which ensures that the academic programmes run by the institution are in resonance with the latter's mission and vision statements and the institutional functioning is smooth, effective and productive. It also works to plan, organize and monitor the institutional activities and their implementation, side by side managing the quality aspects of the institution.

### **Vision**

Achieving excellence in education and helping students in flowering their latent talent and abilities.

### **Mission**

To impart character-oriented and value-based education anchored in human values, free from social and religious prejudice, liberal and emancipator by nature, suitable to the needs of society, helpful in promoting creativity, originality and a sense of social responsibility and in creating a positive attitude towards life, leading to the all-round development of students.

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

## **Institutional Strength**

The institution has following points of strength that make it first choice students:

1. Ideal location, easily approachable by road and railway, beautiful campus
2. Glorious history of 100 years; secular, liberal and responsible approach towards students
3. Committed and visionary management focusing on quality enhancement and sustenance
4. Well defined organizational structure with clear cut responsibilities.
5. Wide range of (43) courses of different levels, in five diverse streams, from traditional to modern in content and academic to professional in orientation
6. State of the art infrastructure for effective teaching-learning activities with around 50 labs, 500 computer systems
7. Employment of ICT in teaching learning process with high student computer ratio of 11:1
8. Provision of free of cost value added courses for skill enrichment of students
9. Low and genuine fee structure
10. Highly qualified faculty consisting of around 59 teachers with Ph.D. and 21 as M.Phil as highest qualification.
11. The campus with wifi facility.
12. An instrumentation lab with highly sophisticated instruments
13. Climate for productive research ensured through financial, ethical and infrastructural support
14. DELNET linked and INFLIBNET subscribed rich central library with over 91000 books in addition to departmental libraries
15. Winner of University Sports and cultural trophies
16. Widest range of games for aspiring player students of the college
17. Excellent student support mechanism
18. Befitting Scholarships and Liberal concessions to the meritorious, outstanding and needy students
19. Linkages for student counseling, training and personality development
20. Commitment to community welfare through extension activities
21. Ample opportunities for students for their personality development through participation in sports and cultural activities
22. Well equipped hostels built along modern lines
23. Effective mentoring system for students
24. Active Alumni Association celebrating Alumni Meet every year
25. Effective grievances redressal setup and mechanism

## **Institutional Weakness**

1. Declining number of Government Grant-in-Aid posts
2. Meager research guidance by the faculty and low student involvement in research due to affiliating university policy.
3. Comparatively lesser number of teachers involved in major research projects
4. Lack of patents
5. Lack of Institutional Transport system

## **Institutional Opportunity**

1. To achieve excellence in education
2. To enter into international collaborations for teaching and research activities
3. To further widen the range of programmes by introducing more of job oriented programmes enhancing global competence in students
4. To enhance academic and research output
5. To emerge as centre of excellence in sports

### **Institutional Challenge**

1. Providing low cost quality education in context of thinning government support
2. The latest trend of abroad studies in the students of the state resulting in decline in student strength
3. Financial crunch due to irregular reimbursement of funds by the government
4. Mushrooming of a number of other educational institutions leading to possibility of decline in student quality.
5. Increasing the number of placements and training activities

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Believing that the aim of education process is to develop appropriate and updated employability and life skills in students, the college runs courses aiming at skill development which includes job oriented academic programmes with vocational content. As a skill enrichment strategy, it also offers free of cost value added courses which are run by different departments.

The institution has in place elective course system with multiple options at UG and PG level degree programmes. The curriculum delivery process is effective, well documented and as per schedule. It takes place through tradition lecture method, and through technology based methods like PowerPoint presentation and e-learning resources available on college website. Students are provided curriculum transaction, examination and evaluation blue prints.

Being an affiliated college, the institution participates only indirectly, in curriculum design. This is done through its teacher membership of University Board of Studies and Faculties. The outcome of the feedback obtained from current and outgoing students, prospective employers, teachers, parents and alumni is analysed and the outcome is forwarded to these bodies of the University through their teacher members.

The curricula of various courses include cross cutting issues relevant to gender, environment, human values and professional ethics. Inclusion of Environment Studies and Drug Abuse in undergraduate degree programmes, content focusing on social and ethical values and courses on copyrights, IPR, business ethics is a proof of this.

To make learning process skill generative and practical, a number of courses have included in them internship and training programmes whereas some programmes have compulsory requirement of project work for students. Visits of students are organized to places of educational value to provide them firsthand knowledge of the things.

Feedback is taken –both online as well as manual - on curriculum from various stakeholders on quality related

issues of the curriculum. Collected feedback is analysed and this analysis and Action Taken Reports are made available on the college website and also submitted to the governing body of the institution by the IQAC.

### **Teaching-learning and Evaluation**

The institution has a broad student profile having a considerable number of students from other states, *divyang* students and girl students. Seats are reserved for students as per the affiliating university directives. Optimum student-teacher and mentor-mentee ratios are ensured.

Programme outcomes, programme specific outcomes and course outcomes are displayed on the institutional website and departmental notice boards. Learning levels of students are assessed in various ways such as classroom interactions and class tests and remedial or promotional measures are taken accordingly. Remedial coaching, extra classes and tutorials are the strategies generally adopted for slow learners whereas advanced learners are given extra tasks. Need based bridge courses for the entry level classes are run by almost all the departments. Student centric methods like experiential learning, participative learning and problem solving methodologies are used for enriching learning experiences. Use of ICT for effective teaching learning is promoted and over 90% of the teachers employ ICT, E-resources and LMS on the college website for the purpose. Innovation and creativity in teaching learning is promoted and shared. Autonomy is given to teachers to devise and employ best possible methods to gain maximum output.

Efforts are made to appoint qualified and experienced teachers (temporary as well as permanent) as per UGC norms, well in time. Apart from the government sanctioned permanent teaching posts, the management has also sanctioned permanent teaching posts. It also sanctions temporary teaching posts each year.

Teachers are motivated to participate in FDPs, refresher courses and general orientation programmes to update their skills. A number of teachers have been awarded recognition by different bodies for their academic achievements. The IQAC ensures that programmes adding to teacher quality are organized each year.

Teaching-learning and evaluation schedules are planned according to the academic calendar of institution. For continuous evaluation of the students house exams in addition to periodic class tests are conducted. The examination committee strives to introduce reforms in the Continuous Internal Evaluation System of the institution. Internal assessment of the student is done through class tests, classroom interaction and house exams. Examination related grievances are dealt with promptly and transparently.

### **Research, Innovations and Extension**

Considering research as a significant element in the process of education the institution it lays special emphasis on research. It has established four research centers namely Centre for Sri Guru Granth Sahib Studies, Centre for Historical Studies, Punjab Centre for Migration Studies, S. Balbir Singh Centre for Science.

Research is promoted by encouraging the faculty to apply for minor and major research projects and by procuring government and non government grants by exposing, the faculty to seminars and research oriented training programs. Other research facilities include free internet access, DELNET and INFLIBNET facilities. Faculty is allowed to use college labs for their research work.

To uphold standards in research, the institution has a stated Code of Ethics to check malpractices and

plagiarism which is displayed on the institutional website. Appropriate incentives are provided to teachers receiving state, national and international recognitions. The teachers are encouraged to publish their papers in journals of repute and recognition. As a result, there have been over 300 journal publications and 200 books and chapters publications in last five years. The institution publishes three research journals of its own.

Research activities are promoted by the institution by encouraging the faculty to apply for minor and major research projects, by allowing study leave, if possible, by exposing the faculty to current areas of studies within their fields through seminars and guest lectures and by permitting them to attend research oriented training programs and workshops. Workshops/ seminars are conducted on Intellectual Property Rights (IPR) and on other aspects as a part of industry-academia collaboration.

To sensitize students towards social responsibilities and for their holistic development, extension activities – such as awareness rallies and drives, campaigns, competitions and blood donation camps - are organized for the neighborhood community by the institutional bodies, through NSS, NCC and Red Cross solely or in collaboration with industry, community and NGOs. Teachers' participation in extension activities is also encouraged.

Linkages and MoUs have been signed with institutions of national, importance, industries, corporate houses for faculty and student training, internship, field trip and research activities.

### **Infrastructure and Learning Resources**

The institution has state of the art infrastructural facilities for academic, sports and cultural activities. For academics and research activities, there are around over 85 classrooms, 4 seminar halls, 6 smart classrooms around 50 labs and 490 computers, two storey rich library in addition to departmental libraries spanning in a campus area of 28 acres. Each of the seven blocks of the institution has sufficient number of class- rooms, laboratories, departmental offices with internet facility and separate washrooms. In addition to departmental libraries, the college has one DELNET linked and INFLIBNET subscribed central computerized library with more than 91000 books in Hindi, Punjabi, English and Urdu. The library has a large reading hall, a multimedia section and a Braille section for visually impaired students. The library offers both online and offline book search to the students.

The college campus has internet facility through wired network and WiFi. For effective and IT based learning it has maintained a student-computer ratio of 11:1. The bandwidth of internet connection in the Institution has been upgraded to 50 MBPS. There are facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS).

For sports activities there are separate playgrounds for hockey and football, a standard athletics track, Basketball and Handball court and one Boxing ring. For co- curricular activities, there are three air conditioned halls, one indoor auditorium and one open air theatre besides open lawns.

There is one student centre, one multi-purpose gymnasium hall, computerized administrative block, separate hostels with mess for boys and girls.

Optimal use of infrastructure is ensured by holding practical sessions in shifts so that labs and equipment remain available to the students. The well equipped Physiotherapy labs offer physiotherapeutic services to the people of the region. College class rooms are also used for holding entrance and recruitment tests for various

governmental and semi-governmental bodies.

The institution has a well established system for maintaining and utilizing physical, academic and support facilities and also for IT facilities. Budget allocations are made for infrastructure maintenance and augmentation as per demand and recommendations by the IQAC.

### **Student Support and Progression**

The institution has well established mechanisms for Student support. It is ensured by offering the students different kinds of help: academic, financial and ethical. Scholarships are procured from Government and non government sources for the deserving and the needy students. Liberal concessions are provided by the institution to the meritorious and outstanding. A number of capability enhancement and development schemes are run through specialized bodies formed for the purpose. These activities include guidance for competitive examinations, career counseling, soft skill development activities, remedial coaching, bridge courses, yoga and meditation and personal counseling. Ethical support is provided to the students through personality development and employability skills training, competitive exams coaching, career counseling and guidance and appropriate placement.

To make education employable, courses with vocational content are offered. Students are assigned project works under the supervision of teachers. Classes in computers basics are held to ensure computer literacy among students.

Actively working Grievances Redressal Cell and Anti Ragging Committee ensure stress free, safe environment for students.

Student progression is tracked through official record, placement record and alumni database. Due consideration is given to student participation in sports and cultural activities, as a result the college has been winning university overall sports and cultural trophies for a number of years. It offers a widest variety of over 40 games to its students for participation at state and national level championships and also contributes significantly to university contingent for MAKA trophy.

A number of cultural and extension activities are conducted in the College campus. Departments have formed students' bodies with students in lead roles. These bodies provide students proper platform for their multiple growth by making them organize events such as cultural competitions knowledge building and extension activities. To promote the literary and creative skills of the students, the college magazine *The Beas* is brought out every year. Additionally, there are wall magazines maintained by different departments.

The active Alumni Association looks after alumni matters. Feedback on curriculum and other aspects is obtained from the alumni for locating areas of improvement.

### **Governance, Leadership and Management**

The institutional vision statement is centered on achieving excellence in education and helping students in flowering their latent talent and abilities whereas the mission statement implies imparting a character and career oriented value education, humane, unprejudiced, liberal and emancipator in nature, cultivating life skills, originality and social responsibility in students resulting in their multifaceted development. These statements

are reflected in institutional governance, policies and activities which focus on women education, job-oriented education, and developing global competence in students.

The institution working is regulated by an overseeing Governing Council headed by its President. It is planned and implemented by the Principal in consultation with the IQAC and other bodies of the institution.

To ensure work expediency, the institutional administration has been decentralized. Committees and Departments have been given autonomy in their decisions and actions.

For effective output, e-governance has been implemented in various areas such as planning and development, administration, finance and accounts, student support and examination.

The institutional working is documented for record and review. The functioning of committees is recorded in the form of minutes of meetings and action taken reports.

Welfare measures exist for teaching and non-teaching staff. Some of these include loan against salary, group insurance scheme, maternity leave, fee concession to the children of staff, accommodation to staff, free medical facility, free uniform to the Class IV employees etc.

Faculty participation in their professional development programmes is encouraged. The institution also organizes such activities for them.

The institution has devised a Performance Appraisal System for teaching and non-teaching staff whereby their performance is assessed and remedied or rewarded accordingly.

There exists a definite mechanism for mobilization and utilization of funds. To ensure transparency and fairness in financial matters, financial audits are conducted regularly.

Academic Administrative Audits (AAA) are also conducted – Internal, annually by an internally formed committee, and External, five yearly, by peers from outside the college.

The IQAC of the institution plays an active and lead role in guiding and reviewing institutional working. It develops annual action plan and monitors its implementation. Students are involved in this process through their IQAC membership.

### **Institutional Values and Best Practices**

The institution promotes women education; as a result around 35% of the total student strength is of women students. Activities promoting gender equity like awareness programmes on women health, rights of women, prevention against sexual harassment are regularly organized. Grievances Redressal Cell deals with grievances of women students. CCTV surveillance in campus ensures safety and security of the girls students.

Effective steps are taken for environment conservation. This include use of LED lights, gradual switching over to renewable energy sources, effective disposal of solid, liquid and e-waste , rain water harvesting and green practices like paperless working, green landscaping and plastic free campus.

There are 10 lush green lawns in the campus in addition to a large and wide green belt outside the campus. For



green initiatives budgetary provisions are made each year.

The institution has special provisions for differently-abled (*divyangjan*) students. These include ground floor classes, wheelchairs, lift, ramps and rails, Braille books and typewriter, specialized rest rooms, scribes in examination etc.

Being an ideally located urban college the institution has its own locational advantages. It regularly organizes for the community, awareness drives on health, cleanliness and social issues through its NSS wing. Other initiatives include visits to orphanages, bone mass density check up camp, blood donation camp, drugs and traffic awareness rallies.

For right work and conduct, there is a code of ethics for student, teachers, support staff, principal and Governing body and it is displayed on the institutional website. The institution functions as per professional code prescribed / suggested by statutory and regulatory bodies. The core values of the institution are commensurate with the core values of the NAAC and are displayed in the campus and also on the college website.

Appropriate activities are organized to instill sense of nationalism and to increase consciousness about national identities and symbols, fundamental duties and rights, in addition to activities aiming at universal, national and human values, national integration and communal harmony, celebration of national festivals and birth/death anniversaries of eminent Indians. The institution offers courses on Human Values and professional ethics such as IPR.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	LYALLPUR KHALSA COLLEGE, JALANDHAR
Address	G.T. Road, Jalandhar
City	Jalandhar
State	Punjab
Pin	144001
Website	<a href="http://www.lkc.ac.in">www.lkc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gurpinder Singh Samra	0181-2241466	9878822140	0181-2241465	lkcjald@yahoo.com
IQAC / CIQA coordinator	Hariom Verma	0181-2241467	9592795030	-	iqaclkc@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1924

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

State	University name	Document
Punjab	Guru Nanak Dev University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	01-01-1956	<a href="#">View Document</a>
12B of UGC	01-01-1956	<a href="#">View Document</a>

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

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

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1562915680.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-11-2016
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Science and Technology
Date of recognition	06-02-2018

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	G.T. Road, Jalandhar	Urban	28	31631

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Science	36	SSC	English	90	46
UG	BSc,Science	36	SSC	English	120	53
UG	BSc,Science	36	SSC	English	100	47
UG	BSc,Science	36	SSC	English	120	33
UG	BSc,Computer Science	36	SSC	English	130	78
UG	BCA,Computer Science	36	SSC	English	190	176
UG	BA,Computer Science	36	SSC	English	50	33
UG	BVoc,Computer Science	36	SSC	English	60	48
UG	BDes,Computer Science	48	SSC	English	50	44
UG	BVoc,Computer Science	36	SSC	English	60	50
UG	BSc,Computer Science	36	SSC	English	90	26
UG	BA,Humanities	36	SSC	English,Hindi,Punjabi	1500	1148
UG	BCom,Commerce	36	SSC	English,Hindi,Punjabi	830	429

UG	BBA,Commerce	36	SSC	English,Hindi,Punjabi	190	105
UG	BPT,Physiotherapy	54	SSC	English	50	43
PG	MSc,Science	24	GRADUATION	English	30	24
PG	MSc,Science	24	GRADUATION	English	30	22
PG	MSc,Science	24	GRADUATION	English	130	39
PG	MSc,Science	24	GRADUATION	English	30	22
PG	MSc,Computer Science	24	GRADUATION	English	70	23
PG	MSc,Computer Science	24	GRADUATION	English	70	10
PG	MA,Humanities	24	GRADUATION	English,Hindi,Punjabi	70	18
PG	MA,Humanities	24	GRADUATION	Punjabi	70	25
PG	MA,Humanities	24	GRADUATION	Hindi,Punjab i	70	19
PG	MA,Humanities	24	GRADUATION	English	130	32
PG	MA,Humanities	24	GRADUATION	English,Hindi,Punjabi	70	33
PG	MA,Humanities	24	GRADUATION	English,Hindi,Punjabi	70	18
PG	MA,Humanities	24	GRADUATION	English,Hindi,Punjabi	70	29
PG	MCom,Commerce	24	GRADUATION	English	130	85
PG	MTTM,Commerce	24	GRADUATION	English	50	15
PG Diploma recognised	PG Diploma, Computer	12	GRADUATION	English	70	22

by statutory authority including university	Science					
PG Diploma recognised by statutory authority including university	PGDCA, Computer Science	12	GRADUATION	English	250	99
PG Diploma recognised by statutory authority including university	PG Diploma, Commerce	12	GRADUATION	English	60	8
PG Diploma recognised by statutory authority including university	PGDBM, Commerce	12	GRADUATION	English	110	48
PG Diploma recognised by statutory authority including university	PG Diploma, Commerce	12	GRADUATION	English	60	8

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				17				66			
Recruited	0	0	0	0	10	7	0	17	16	21	0	37
Yet to Recruit	0				0				29			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				150			
Recruited	0	0	0	0	1	0	0	1	53	93	0	146
Yet to Recruit	0				0				4			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				61
Recruited	23	1	0	24
Yet to Recruit				37
Sanctioned by the Management/Society or Other Authorized Bodies				113
Recruited	83	29	0	112
Yet to Recruit				1

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	5	0	0	5
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	14	5	0	19
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	9	3	0	25	17	0	54
M.Phil.	0	0	0	1	4	0	4	7	0	16
PG	0	0	0	1	0	0	13	8	0	22



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	25	74	0	99

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	7		0		7

**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
Certificate / Awareness	Male	11	0	0	0	11
	Female	6	0	0	0	6
	Others	0	0	0	0	0
Diploma	Male	163	0	0	0	163
	Female	45	0	0	0	45
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	86	1	0	0	87
	Female	90	0	0	0	90
	Others	0	0	0	0	0
PG	Male	237	2	0	0	239
	Female	521	36	0	0	557
	Others	0	0	0	0	0
UG	Male	2699	33	0	0	2732
	Female	1372	18	0	0	1390
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	656	722	637	618
	Female	575	632	592	537
	Others	0	0	0	0
ST	Male	4	3	5	2
	Female	3	2	3	5
	Others	0	0	0	0
OBC	Male	292	341	281	321
	Female	203	202	201	144
	Others	0	0	0	0
General	Male	1636	1748	1554	1457
	Female	1137	1296	1229	1147
	Others	0	0	0	0
Others	Male	280	284	261	264
	Female	166	205	184	154
	Others	0	0	0	0
<b>Total</b>		<b>4952</b>	<b>5435</b>	<b>4947</b>	<b>4649</b>

### 3. Extended Profile

#### 3.1 Program

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

Response: 921

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
42	40	40	40	40

#### 3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5320	4649	4947	5435	4952

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
1797	1745	1738	1703	1671

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
1852	1261	1737	1345	1911

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
201	194	197	197	184

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
236	234	237	235	234

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 139**

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

2018-19	2017-18	2016-17	2015-16	2014-15
728.86170	801.95462	640.36890	686.77933	768.02605

#### Number of computers

**Response: 490**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The Institution has an effective curriculum delivery system and it functions through a well planned and documented process. Much before the beginning of the session, an academic calendar of Institution is prepared in which all the curricular and co-curricular activities of the institution are enlisted sequence wise, so as to make the students aware of the academic and other activities schedule. Programme outcomes, programme specific outcomes and course outcomes are conveyed to the students. In addition to this, students are provided details of the curriculum planning of the courses being taught which includes the schedule of coverage of the syllabus in the term evaluation and assessment system and other related information.

This curriculum delivery blueprint is given both online as well as offline and / or by the department and the teacher individually using social media like whatsapp, through personal interaction in the classrooms and is also displayed on the notice board of the department. The quantum of syllabus to be covered in a specified time slot is finalized in the faculty meetings of the department. Similarly, the extent of syllabus coverage is regularly monitored by the heads of the respective departments and discussed in the meetings of the department.

To make teaching learning more effective, the students are provides with a list of books and resources which they can consult for better understanding of the topics.

Time table pertaining to classes is also displayed on the notice board at least three days before the commencement of the session. To make teaching learning effective, academic activities are planned and scheduled in advance and are organized accordingly as much as possible. Students are informed in advance about holding of seminars and workshops and the information regarding this is displayed on the departmental and main notice boards.

Information regarding tutorial classes, unit test, house tests, class quiz, and PG classess seminars and their topics is also displayed on the notice boards. Videos and films related to the course are shown to the students in a scheduled manner and information regarding the schedule or the timings is conveyed to the student both electronically and physically. Field Visits and trainings, are organized for the courses with such provisions in the curriculum. In courses with projects works , due guidance is provided to the students.

One special feature of the institution is facility of e-resources and e-assignments. The college website hosting lecture notes in e- form remain available to the students who can access them by registering themselves on the website. Similarly, e assignments are also assigned to the students willing to be evaluated and assessed electronically. This ensures an unhindered teaching –learning - evaluation- assessment process beyond the college hours. Information regarding these resources and their availability

is made known to the students through the college website, departmental and main notice boards , through personal interactions and also through social media.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

Response: 2

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

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

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>

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

Response: 86.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	37	42	34	33

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 16.29

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

Response: 150

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented****Response:** 50

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

Response: 21

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 8.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
479	403	430	474	325



File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

Being an affiliate college the institution has limited and indirect role in curriculum design which is actually the privilege of the affiliating university. Though, the syllabus for the courses offered by the institution is largely decided by the University, the University however seeks the opinion of the teachers on the curriculum through the meetings of its Board of Studies and Faculties. The teachers who are members of the various curriculum designing bodies of the university contribute their maximum to design and devise a practical, useful and productive curriculum for the students. They make sure that the syllabi include issues like gender sensitization, environment conservation and sustainability, human values and professional ethics and these issues are included in the curriculum of various courses of different programmes, for example the curriculum of Compulsory English subject of BA/ BSc/ B.Com (I and IInd) Semester includes a book of essays which has writings on the issues of Gender, human values and environment. Besides, in literature programmes such as MA English and MA Punjabi, the literary works prescribed in the curriculum generally deal with issues such as gender equity, feminism, human values etc.

To make the students aware of potential threats to the environment today, the subject of Environment Studies is taught as a separate paper in the 3rd and 4th semester of all degree classes. There are courses which either are directly focused on professional ethics (such as the courses *Patent Laws in Biotechnology* in Sem V of BSc Biotechnology and *Intellectual Property Rights* in VI sem of the same class, *Business Ethics and Environment Management* in M.Com IV Sem) or have some of its contents focusing on the same (as in course *Business Organisation* in Sem I B.Com.).

The teachers of the institution who are members of the various curriculum designing bodies of the university, contribute to inclusion of the current issues like the above mentioned ones, in the curriculum. Being in direct contact with the students and on the basis of the feedback received from their fellow teachers, they ascertain the needs of the students and the society. This thing is conveyed by them to the university, in the meetings of the curriculum designing bodies. These university bodies after deliberation take decisions in this regard.

The course of Music Vocal at graduation level and the programme MA Music Vocal having elements of *Guru- Shishya* (Teacher-taught) tradition inculcate a value system in students. In addition, there is a value added course on *Human Rights and Values* offered by the Department of Political Science. Open to the students of all the streams the course aims at promoting human values in students.

File Description	Document
Any Additional Information	<a href="#">View Document</a>

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

**Response:** 31

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

Response: 31

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 4.45

1.3.3.1 Number of students undertaking field projects or internships

Response: 237

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A.Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

File Description	Document
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 1.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
88	49	74	65	66

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 48.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
3162	2060	2067	2735	2013

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

2018-19	2017-18	2016-17	2015-16	2014-15
5135	4985	4965	4865	4775

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 38.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
656	773	661	574	692

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

**Response:**

*Students are normally assessed by interaction and counseling at the time of admission and teachers' personal interaction in the class. Mentor-Mentee Interactions, personal interactions in the classrooms and class tests are key methods by which the teacher ascertains the learning levels of the students. On the basis of these observations, learning levels of the students are identified and they are classified as slow, moderate and advanced learners, this classification being limited to the teacher(s) and their use only.*

*As all the three types are not alike in their learning abilities, the teacher has to devise an action plan accordingly but ensure that the syllabus is covered in stipulated time. Information about the number and learning level of the students is conveyed by the teacher to the head of the department who in consultation with the other faculty members plans strategies for slow learners and advanced learners. The slow learners are given extra time and the most common strategy is holding additional classes for them. Regular written and verbal class tests, quiz relating to topics, simplified study material and use of audio visual aids are the strategies adopted by different departments. Faculty members remain available in the departments for consultation. Activities such as participative learning are performed for the slow learners whereby they are asked to prepare particular topics with the help of the teachers and teach the topics to fellow students who in turn ask questions to promote learning by the student. The teacher here plays the role of facilitator. Similarly, extra or repeated practical sessions are adjusted for slow learners so that they may have a better understanding of the concepts.*

*The students showing the tendency for advanced learning are provided with additional supportive material such as list of reference books, research/review articles etc. They are given special assignments, tasks with incremental difficulty levels, small projects etc to promote their learning abilities. They are encouraged to participate in discussions, debates, quiz and aptitude tests and other such activities. Sometimes Group activities such as group discussions, group projects or group assignments are promoted in heterogonous groups of slow, moderate and advanced learners.*

*The moderate learners are taught in the class room but no additional work is given to them unless a need is felt. However if the teacher feels that the student is lagging behind or outperforming , he/she can hold extra classes for the student or assign the student extra work accordingly. Moderate Students are given a choice to go along with any of the other two categories of learners, if they need so.*

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 26.47

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.09

#### 2.2.3.1 Number of differently abled students on rolls

Response: 5

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**

The institution understands that the students are main targets of teaching learning process. Keeping this in mind, the institution tries to adopt student centric learning. In connection with this, various approaches and academic-support strategies are planned and implemented in a way that the distinct learning needs, interests, aspirations of individual students and groups of students are rightly address to. For the purpose, the teacher employs educational methods ranging from traditional classroom teaching to creative and innovative methods in addition to extra-classroom activities and tasks.

Students are made clear about their study schedules through academic calendar and curriculum planning handouts conveyed to them in various ways. Classroom teaching supported by ICT tools makes students understand concepts in better way. Tutorials and remedial classes are organized for students lagging in studies and also for students.

In continuation with student centric approach, students are categorized into slow, moderate and advanced learners and specific strategies' are adopted for each of these categories. Slow learners are given needed remedial coaching. Students with advanced learning tendencies are assigned extra tasks. House tests and customized class tests also help the teacher in evaluating and assessing students individually and in planning teaching activities accordingly.

To engage and involve students in learning process and to ensure participative learning, students are shown videos clips pertaining to their course contents. Students of literature are shown movies and films related to their course content in order to make them understand the finer points of literary text and to make teaching learning process more interesting. Students of post graduate classes have a provision of seminars in their curriculum. By delivering seminars on assigned topics students actively participate in learning process. Both offline and online assignments given to the students reflect students' understanding of the concept and aid teacher in planning teaching strategies student wise.

Problem solving abilities are developed in students by assigning them tasks. Students, particularly advanced learners are involved in research projects and paper presentations under the supervision of the faculty.

Academic cum Cultural Competitions form another kind of student centric activity organized ascertain the level of understanding and problem solving abilities of students. Department of Computer Science organizes such events that test the learning levels of students. The department of English organizes literary competitions that add to better understanding of concepts by the students. Music Department also organizes competitions for the students which enhance their practical skills. Participative Educational trips and mock parliament sessions organized by the History and Political Science departments respectively ensure participative and experiential learning. Experiential learning is also promoted through practical sessions and visits to research labs etc. Provision of research projects, seminars, internship and training in courses such as MTM, B.Voc, BPT, Msc and BSc Biotech, BCA etc also promotes experiential learning. Quiz programmes on topics under study are a reflection of student centric learning.

Guest lectures by eminent academicians, scientists and experts are organized on demand of the students to provide them exposure to latest developments in their disciplines.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 85.57

#### 2.3.2.1 Number of teachers using ICT

**Response:** 172



File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

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

**Response:** 26.47

#### 2.3.3.1 Number of mentors

Response: 201

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Believing that teaching-learning is the most significant process of the institution the college tries to bring innovation and creativity in the process. This is achieved by promoting incorporation of ICT in teaching learning process. The college website hosts e- resources for students. This includes lecture notes, PowerPoint presentations on topics, and assignments.

The college ensures successful teaching learning by procuring relevant infrastructure such as smart classrooms and LCD projectors, computer systems with internet facility in departments. Wherever possible, teachers use specialized software for effective teaching learning.

Students of literature are shown movies and films related to their course content in order to make the teaching learning process more interesting. Students are informed about various web resources they can consult for detailed understanding of their courses.

In order to make them understand the concepts clearly, students are motivated to participate in seminars and conferences. To instill a sense of confidence in them, paper presentations by them are encouraged. Assignments are given to the students to evaluate and assess them correctly. Students of Post graduate classes are asked to present seminars on given topics.

Slow and advanced learners are identified and are provided appropriate remedial coaching or additional tasks. Students with advanced learning tendencies are also asked to help slow learners in understanding concepts. Provision of tutorial classes is also there.

Teachers are motivated to discover, invent and suggest innovative and creative methods of teaching learning. Quiz programmes are frequently held by the departments to encourage learning among students. Previous years' question papers are provided to students who are asked to solve the question paper so that they may prepare for the exam effectively and get good grades. Chart and model making and poster making competitions in context of their respective programmes are organized for students. They are also motivated to get involve in research activities through project works and paper presentations. Students are



motivated to participate in online courses offered by SWAYAM – NPTEL. Provision of video lectures has been ensured for better teaching learning.

Academic cum Cultural Competitions are organized by different departments to ensure effective learning. *Plasma* and *IT Spark* are two such programmes organized by the Department of Computer Science. The department of English organizes literary competitions that add to better understanding of concepts by the students. Music Department also organizes such competitions which enhance practical skills of the students. Educational trips and Mock Parliament Sessions organized by the departments of History and Political Science respectively are creative methods of teaching-learning.

Innovative activities such as panel discussion on issues, review writings, story writing and training sessions on library use are organized to ensure participative learning on the part of the students. Linkages and MoUs are signed for training and internship of students. Field visits and tours and trips to research labs are conducted for the students to provide them firsthand knowledge of the things. Guest lectures by eminent academicians and scientists provide exposure to students to latest developments in their areas of studies.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 82.73

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

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

**Response:** 25.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
57	55	51	50	34

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

**2.4.3 Teaching experience per full time teacher in number of years****Response:** 11

## 2.4.3.1 Total experience of full-time teachers

Response: 2212

**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 75.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
46	25	26	27	23

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 1.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	4	4	3

**File Description****Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

Any additional information

[View Document](#)

## 2.5 Evaluation Process and Reforms

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

#### Response:

Continuous Internal Evaluation aims at evaluating students so as to assess their learning abilities and then provide them essential support wherever and wherever they need it. This results in better performance by the students in their end semester exams.

The Continuous Internal Evaluation system of the institution is consists of regular class tests, topic/ subject related quiz weekly/monthly / unit exams, group discussions and in-house exams. Teachers are given autonomy in conducting the class tests. Departments are given autonomy to conduct topic/ subject related quiz and weekly/monthly / unit exams. The House exams are held for all the students.

1. As a teacher understands his class better, autonomy for the teacher has been introduced at the level of class tests. Teachers can decide the time, the frequency and the paper pattern of the class test as they deem right or as is necessitated by the learning abilities of the pupils.
2. To ensure an almost uniform assessment system after the learning needs of the students have been addressed to in a sensitive manner, the departments conduct topic/ subject related quiz and weekly/monthly / unit exams. These things are decided by the head of the department in consultation with the other faculty members of the department.
3. In-House exams are conducted when around 3/4th of the syllabus is covered so as to provide students an exposure to university exams and also to assess their learning levels in context of the university exams and the syllabus covered by then.

To augment the learning abilities of the students and to enhance their learning levels, following reforms have been introduced in the previous years:

1. Interactive learning through quiz, group discussions and practical work is promoted so as to ensure easy and better learning output on the part of students.
2. E-assignments are given to the students through the college website. Students can attempt and submit them online. This ensures a speedy evaluation process.
3. E-learning resources for better learning are provided on the college website for students. This includes lecture notes, PowerPoint presentations, list of web resources for consultation.
4. Tutorial and extra/remedial classes are held for the weak students in order to improve their performance.
5. Students are provided question banks for their respective courses in addition to list of questions asked in previous years' exams. This enables them to ascertain the type of the questions asked in the university exams and also reduces the fear of university exams.
6. Model answers paper is provided by the teacher, orally /in written form to the students before the distribution of marked answer sheets.
7. Table marking system in some of the papers has been introduced for speedy and objective evaluation and assessment process.

Teachers form whatsapp group of their classes to exchange important information on topics done in the classroom, information on class tests etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response:

The affiliating university does not have any provision for the award of marks on the basis of internal assessment of the student. The term internal assessment of students here means assessment of the students by internal evaluation and assessment system whereby the institution evaluates and assesses the performance of its students. The mechanism of internal assessment is transparent and robust in terms of frequency and variety but at the same time it permits flexibility too according to the learning levels of the students so as to benefit them in maximum. Following are the characteristic features of the Mechanism of internal assessment by the institution:

**Transparency:** Transparency is a key feature of the institutional internal assessment mechanism. It is ensured by :

1. The academic calendar of the institution is prepared much before the commencement of the academic session and displayed on the institutional website. This provides the students clear cut information regarding the time schedule of various institutional activities, including their in-house and university exams.
2. Students are provided information regarding their respective syllabi, extent of the syllabus to be covered in a particular time span, university paper pattern and evaluation and assessment scheme through the course outcomes provided to them through the institutional website, main and departmental notice boards, whatsapp groups of classes and through personal interaction
3. Students are provided model answer papers for their in-house papers. After the marked answer sheets are distributed discussion of the paper is done in class. the students not content with the evaluation results can get their paper rechecked or reevaluated from the teacher or convey the same to the head of the department

#### Robustness

The mechanism of internal assessment is robust. Time schedules are strictly followed, however relaxations can be given keeping in mind circumstances and learning levels and other needs of the students. Teachers are asked to plan teaching schedules and follow them as closely as possible. Students are motivated to take class tests and participate in other assessment strategies.

**Frequency and Variety:** The mechanism of internal assessment has both the things- regular frequency and useful variety. Students are assessed internally on the basis of various strategies adopted for the purpose: class tests, monthly/ unit tests, quiz, student seminars, in-house exams and other academic activities. These activities continue to take place on a regular basis so that they the students may experience better learning outcome.

These assessment strategies correspond to three main domains in which students are assessed: Knowledge Building, Skill Development and Personality Development. Each of these categories is distinct yet

overlapping with other categories and has assessment strategies appropriate to them. This model ensures correct assessment of student learning levels and his/her overall development.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response:

The institution has a well-defined mechanism to deal with examine related grievances. The system operates in a transparent, time bound and efficient manner. There are two types of examinations held in the institution 1) Internal or In-house Examination 2) External or University Examinations In-house examinations are planned and conducted by the institution itself. To ensure objective evaluation, table marking is done where in the teachers are asked to Mark papers in the marking centre of the college only. Students are distributed the marked answer copies, so that they may see where they score good or poor. In case a student is not satisfied with the evaluation he can contact the related teacher to get his paper reevaluated once again. This re-evaluation process is to be applied for within 2 days of getting the marked copy by the student and the teacher is to return it to the student within next 2 days. In case a student is not satisfied, he can consult or contact the head of the department for getting his copy evaluated once again. If he still feels that his grievance is not resolved, he can contact the dean examination committee in this regard. The highest competent authority to address to the exam related grievances is the Principal. The whole process if carried out from teacher to the Principal level doesn't take more than seven working days.

As far as University examinations are concerned the evaluation is done by the University in the various marking centres established in different colleges in its jurisdiction. The students who feel unsatisfied with the result are given a choice to go for rechecking and/ or revaluation within 15 days of declaration of result and this can be done by paying a prescribed fee to the university. The University has a system of its own to re- evaluate the papers. As far as results are concerned, the teachers who are the members of the moderation committee of the university do contribute to moderation of the result of various classes in case they find it unsatisfactory.

The question papers related grievances of the students in university examinations are conveyed to the Principal through their teachers or examination committee. The Principal takes up the issue with the university to find out a solution to the problem.

The grievances of the students regarding class tests are dealt with by the teachers concerned themselves.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

The institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation. The IQAC of the college ensures that the academic calendar of the institution is prepared well ahead of the beginning of the session and is implemented properly. It also sees to it that the academic calendar allows for CIE effectively.

The aim of the institutional academic calendar is to provide students a information regarding the schedule of various activities of the institution such as bridge courses, remedial classes, in house and semester exams, so that they may prepare for the things accordingly. It also aims at ensuring discipline in the institutional working.

The academic calendar of the institution describes the schedule of various academic and co-curricular activities to be undertaken by the institution in that particular academic session. The academic calendar of the institution is conveyed to the students through the institutional website, college prospectus and is displayed in the campus through departmental notice boards. The institution ensures that the academic calendar of the institution is followed as closely as possible, subject to conditions.

Besides this, departments are also asked to prepare their respective academic calendars and activity schedules for the academic and co-curricular activities of their departments. The schedules are planned in such a way as to facilitate effective and efficient delivery of curricula and to assess and evaluate, regularly and continuously the learning outcomes of the students.

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes****2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

The institution deems it its duty to observe transparency in all aspects of its working. With thing in mind students are informed about program outcomes, program specific outcomes and course outcomes of the programme they undertake. The IQAC ensures that PO, PSO and COs reach the students so that they may understand everything about the programmes and the respective courses being undertaken by them.

The Program Outcome, Programme Specific Outcomes and Course Outcomes are displayed on the college website so that the prospective students seeking admission in a particular programme may view them and get informed about the programme being undertaken. In the same way the students enrolled in different programmes also get benefitted from this information as they come to know about their programmes and



their respective courses and their outcomes. Apart from being uploaded on the website, Pos PSOs and COs are displayed on the departmental notice boards, provided to students in soft form and also in hard copy form, if they demand so. The same is conveyed to the students by the teachers in classroom interactions as well. Besides this, seminars and workshops pertaining to the course curriculum and other skill development activities – like those focusing on employability skills, also relate these things to the students.

Course outcomes are also conveyed to the students through curriculum planning and evaluation blue print made available to them in the beginning of the term.

Copies of these documents remain available to the teachers also. The head of the department ensures that teachers get this information in hard or soft form. Teachers are informed on these topics through departmental faculty meetings also.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

The college has devised specific mechanism to measure the attainment of Course Outcomes, Programme Outcomes and Programme Specific Outcomes and also to measure the level of attainment of these outcomes. These outcomes are conveyed to the students in the beginning of the session.

The attainment of course outcomes is measured through personal and classroom interaction, weekly tests, house exams and end semester university exams. Viva Voce is another way to measure the attainment of these outcomes. Assignments are given to the students in the form of quiz, mini projects, case studies, seminar presentation, review of journal papers etc. and they help in evaluating the attainment of courses. Project works in some of the classes such as BCA , BSc IT and student training and internship in BPT, B.Voc, B.Sc Biotech , M.Sc Biotech and MTM help in determining attainment of Course outcomes , Programme Outcomes and Programme Specific Outcomes. Where Course Outcomes can be judged at the end of semester, Programme outcomes and specific outcomes can be judged best only by the end of the programme.

Curriculum planning and evaluation blue prints are provided to the students at the beginning of the session. They contain the details of course outcomes and also the way their attainment will be assessed.

The level of attainment of these outcomes is also determined by the institution. A student earning marks above 75 % marks is considered as attaining highest level of these outcomes. A student attaining 55 to 75% marks is considered as having achieved a higher level of these outcomes. A student getting marks ranging between 45 to 55% marks is considered as having attained average level of the outcomes. A student below 45 % is considered as having attained a poor level of course outcomes.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 56.91

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

Response: 815

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

Response: 1432

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 34.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
8.5	0.2	2.675	22.78	0

#### File Description

#### Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 1

3.1.2.1 Number of teachers recognised as research guides

Response: 2

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

**Response:** 0.27

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

Response: 11

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

Response: 201

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

The institution has an environment which is conducive to research and innovation and also for the creation and dissemination of knowledge. To promote entrepreneurship and innovation in students an innovation and entrepreneurship cell has been formed which organises activities aiming at motivating students and faculty for research and innovation and also at preparing them for entrepreneurship. Under this initiative the Department of Biotechnology has installed Eucalyptus Oil Extraction Unit. The Department of Music promotes employability possibilities of students by providing them related training. Courses of vocational nature such as B.Voc Programmes in Software Development and Printing Technology, BA Journalism and Mass Communication and Bachelor of Multimedia (Design), Diploma in Computer Animation, Masters in Tourism Management in addition to a number of skill enriching value added courses prepare students for Innovation and entrepreneurship. The BPT course offered by the department opens up entrepreneurship and employability areas for students on completion of their respective courses. Two certificate level programmes –Mushroom Cultivation and Music Learning skills are being offered from the next session.

The Sports department prepares the player students for career in sports and in games coaching. The Department of Botany and Zoology has established a vermicomposting unit for training of the students.

The institution collaborates for the industry for the innovation and entrepreneurship. In 2014 the department of Environment Studies undertook successfully an innovative project titled *Modified Protocol for Sustainable Use of Water for Paddy Crop Production in Punjab* with the involvement of local farmer community. The project was shortlisted by the Government of India for Prime Ministers Award for Excellence in Public Administration under Innovation category.

The institution is in the process of establishing incubation centre to translate innovations into commercially viable products, processes and services while working in harmony with the placement cell of the college for providing students suitable training, personality development and informing them of career opportunities.

For effective creation and transfer of knowledge, activity based learning such as project works, internships and field visits in collaboration with the industry and other related bodies are undertaken. The institution has signed MoUs and linkages with industry for the purpose.

The institution promotes research in multiple ways. It encourages its faculty members to go for research. Appropriate physical infrastructure such as instrumentation lab, ultra modern equipment in labs, internet facility across the campus, and other facilities such as DELNET and INFLIBNET linked library are ensured for productive research by the faculty. Financial aid for the various research projects and for research activities like seminars, conferences and workshops is procured from the bodies like the

University Grants Commission (UGC) and the Indian Council of Social Science Research (ICSSR), industry and even the institutional management. For specific research activities, The institution has established five research centers namely Centre for Shri Guru Granth Sahib Studies, Centre for Historical Studies, Punjab Centre for Migration Studies, S. Balbir Singh Centre for Science and Centre for Punjabi Culture and Folklore Studies which conduct different research activities.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 31

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	6	5	2	3

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

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

**Response:** Yes

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 1.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 3

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	101	56	62	63

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0.97

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	36	28	65	44

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4 Extension Activities

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

##### Response:

The institution organizes a range of extension activities for community welfare and students' multifaceted development. These activities are performed through its teaching departments and special bodies either on their own or in collaboration with GOs and NGOs both, with active participation of faculty, students and also the local community. Some of these bodies include:

- NSS
- NCC
- Social Sensitization Cell
- Centre for Youth Affairs
- Extra Mural Activities Department
- Departmental Students' Bodies
- Centre for Competitive Exams and Personality Development
- Legal Aid Club

The NSS wing of the college organizes camps for students in villages where students conduct adult literacy activities, cleanliness and tree plantation drives and spread awareness regarding of social malpractices and on health and hygiene issues. NCC cadets also participate in cleanliness and awareness drives. Centre for Youth Affairs organizes Blood Donation Camps. Centre for Competitive Exams and Personality Development organizes personality development programmes in campus and in society through special lectures. The EMA department organizes activities on sensitizing people about the cultural heritage of Punjab. The Legal Aid Club organizes activities in campus and neighborhood community to make the students and the common public aware of their rights and duties, and also to inform them about, and to enable them to deal with, various types of exploitations. Following main activities extension activities are performed in routine by the Institution.

- Health related programmes like Pulse Polio Immunization,
- Spreading awareness regarding social evils and social values
- Free medical checkup camps
- Cleanliness and plantation drives in neighbourhood community and villages
- Traffic safety drives

- Physiotherapy OPD offering subsidized treatment
- Blood donation camps
- Cultural heritage promotion activities
- Open seminars and lectures on Environmental Pollution and Water Conservation
- Legal Awareness camps
- Visit to hospitals and divyangjan and old age homes.
- Voter Awareness Drives
- Personality Development activities
- *Chabeel* on Gurupurab celebration

Days and weeks are also celebrated to sensitize students towards various social issues. These include celebration of Cleanliness Week, National Voter's Day, Voter Registration Drive, National Unity Day, International Yoga Day, Independence Day, Republic Day, National Martyr's Day etc.

The College has adopted five villages namely Johal, Bolina, Pholriwala, Kangniwal and Dhadhe for extension and development activities under Unnat Bharat Abhiyan scheme of Government of India. It also participates in Drug abuse awareness activities for community organized by the government from time to time. The green belt on GT Road outside the college has been developed by the college.

The College organizes a folk dance training camp each year which is open for all. The college grounds and open Gym infrastructure remain available to the local community for fitness purposes.

These activities benefit both students as well as neighborhood community. They instill sense of good citizenship and social responsibility in students leading to their overall personality development, including emotional, intellectual, ethical and inter-personal aspects; and sensitize them to national integrity and communal harmony resulting in their holistic development.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 48

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	20	4	4	1

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 86**

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

2018-19	2017-18	2016-17	2015-16	2014-15
33	13	14	12	14

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 63.79**

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

2018-19	2017-18	2016-17	2015-16	2014-15
2598	3076	3169	3723	3535



File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Collaboration

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

**Response: 18**

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	1	5	2

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

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

**Response: 11**

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	2	1	6



<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

NVAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The college has adequate facilities for academic activities. The college buildings can be grouped into five blocks namely: Maharaja Ranjit Singh Block (Arts Block), S. Balbir Singh (Computer Block), Science Block, Commerce Block, Old P.G. Block and New P.G. Block.

All the blocks are multi-storey and have well-furnished class rooms fitted with fans and lighting systems. There is a provision of a seminar hall and conference Halls in each of the blocks. These halls are equipped with LCD projectors. Most of the departments have departmental libraries providing resource material not only to the staff but also to the students. Audio-visual aids like LCD, OHP, Sound system, Computers are available in almost all the departments but can also be shared by other departments when needed. Smart boards have been installed in classrooms for effective teaching learning.

The department of English has a 35- seater language lab consisting of a master computer system attached to individual head phones, and an LCD projector where classes for phonetics and spoken English, language training activities, course related audio and video presentations, and literature related movies shows are held for the students.

The college has one central computerized library with more than 93000 books in Hindi, Punjabi, English and Urdu. The library is connected to more than 1500 national and international libraries through DELNET for resource sharing. It has a large reading hall, a multimedia section and a Braille section for visually impaired students.

There around 50 labs belonging to various faculties like Computers, Biotechnology and other Life Sciences, Pure Sciences, Physiotherapy, Geography and Commerce. For latest career oriented courses like those in software development, multimedia, computer animation printing technology and Journalism and mass communication, specialized labs have been established.

The Departments of Computer Science, Biotechnology and Physiotherapy have high end labs with latest equipment for better teaching learning and research activities. Besides, the departments of Physics, Chemistry, Zoology, Botany, Geography also have their respective labs for effective teaching learning process.

There are around computer systems working in the institution employed for better teaching learning outcome. There is one instrumentation lab established for advanced research in material sciences, chemical sciences and biosciences.

There is a Media Skill Centre for programme in BA Journalism and Mass Communication. It is equipped with high end audio and video recording facilities.

Maps and charts and audio-visual aids like LCD and overhead projectors remain available to students for

better understanding of topics.

There is one multipurpose hall in the basement of the New PG block which is used for holding extension lectures, workshops and seminars. One seminar hall with a capacity of 150 seats is situated in administrative block while another with a capacity of 220 seats has been constructed in computer block. The new indoor auditorium of the college is near completion.

For students with visual disabilities, Braille books are available in the central library of the college. Various departmental offices and college library have computers and internet facilities.

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

##### **Response:**

The institution has enough infrastructural facilities for sports and cultural activities which it keeps on updating constantly. The outstanding results of the institution in Sports facilities sports and co –curricular activities act as a testimony to this thing.

##### **Sports facilities**

To continue its outstanding performance in Sports, the college provides best infrastructural facilities to its players. It has well maintained playgrounds for Football, Hockey, Kabaddi, Kho-Kho, Softball and Ball Badminton, a standard athletics track along with ground for athletics events in addition to one Basketball and Volleyball court, one Boxing Ring and one Malkhambh arena. Mini Synthetic Hockey Turf is also available for practice. The college grounds are fitted with water sprinkling system which ensures effective maintenance of the grounds. There is one conditioning hall for players in the college playgrounds.

There is one indoor gym for fitness purposes located in the basement of the student centre. Besides, there is one outdoor open gym in the college playgrounds. Yoga activities are conducted in the college grounds and also in the halls of Gurudwara Sahib.

The college also has required infrastructure for conducting cultural activities. It has a well lighted, and ventilated large hall in administrative block for Fine Arts Activities where around 70 students at one time can practice. Lush green lawns facing the Principal's Office act as a venue for activities and occasions like Teej, Lohri and Basant, Independence Day and Republic Day celebrations, alumni meets etc. The Open Air Theatre is also used for cultural activities and functions. There is one air conditioned multipurpose seminar hall in New PG Block, one in the Computer block and one in the administrative block which serve as venues for literary and cultural activities besides academic activities. Large spacious rehearsal hall in Maharaja Ranjit Singh Block is used for preparation of dance items. Music department of the college has one large music room where music related activities, cultural events and concerts are held. Training of the music students is also done there. A large indoor auditorium is under construction and is likely to be completed soon. Stage in sports grounds and open air theatre is used for practice of folk dance. College playgrounds and lawns are used for large scale functions such as annual fete.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 43.88

## 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 61

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 9.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	59	84	122	40

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Guru Nanak Dev Library of Lyallpur Khalsa College is a knowledge hub that provides comprehensive access to text and reference books, journals, magazine, audio/videos, CD-ROMs, data analysis software and much more. This rich collection covers diverse disciplines of Information Technology, Health Sciences and Science, Humanities and its related field.

The Library is a member of DELNET which provides union catalogue of books CCF, Union list of Current periodical, Database of Theses and Dissertation, Database of e-book etc. Through DELNET, the Library is connected to 5507 libraries (5482 Indian and 25 overseas libraries) and offers access to millions of Library records for reference and borrowing purposes.

The fully computerized Internet equipped Central Library of the college has a collection of over 95693 books with subscription of Magazines, Journals, Newspaper in English, Hindi and Punjabi.

The library is maintained through Integrated Library Management System (ILMS). Record keeping of books, issuing and returning of books is processed through ILMS. The ILMS is operated through Campus Analyzer system. The library has both online and offline public access catalogue. Library has both online and offline book search facility. Offline book searching is available in the library whereas online book search facility is available on the college website. The library is also a part of the network of national and international libraries through DELNET. It provides access to a big number of journals and books of national and international standards.

#### **4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**

##### **Response:**

The college has a practice of procuring and preserving information resources particularly rare books special books and reports, back volumes etc. for the benefit of its students, faculty or research scholars from other institutions for their knowledge enhancement. The readers are allowed to consult these books during library hours however borrowing of these books is not allowed for their rare nature. These rare books are used by special categories of users or by those with special purpose and they include books not in publication now, old books, and gazetteers.

The library also has an archives section in which older publications of the college are preserved. The college library houses a number of books belonging to pre-partition times, brought from Lyallpur (now Faisalabad in Pakistan) where the college was earlier located. These books include books in Urdu having archival value. Besides, there are older volumes of magazines such as National Geographic Magazines. The library plans to undertake a project of digitizing old and rare books for their safe storage and preservation and wider access.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

#### **4.2.3 Does the institution have the following:**

##### **1.e-journals**

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.73716	0.5505	1.12799	0.5904	2.67248

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 5.34

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

Response: 295

File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

College frequently upgrades the IT facilities including Network, Internet and Wi-Fi in College Campus

The college upgrades its IT infrastructure and facilities in order ensure effective teaching learning process. Feedback and suggestions are sought from the faculty for improvements in infrastructure and action is taken accordingly. The college has appointed trained and expert technical staff which maintains the IT facilities of the institution.

There are 490 computers for student use most of which are connected to internet there are 50 labs in different departments of college almost all of which have computer and internet facility being regularly updated.

College Campus Networking was upgraded with Fiber Optics Network for providing the internet facility and software connectivity in departments of Punjabi, History, Political Science, Geography, Mathematics, Placement Cell, Music, Media Skill Centre and Counseling Hall in December 2017. Around twenty Wi-Fi access points were installed throughout the college in 2017.

New Projectors along with computers were fixed in 12 classrooms and the seminar halls of the College in November 2018. Cyberoam was upgraded from 25 users to 350 users in March 2018 for secure and better management of the campus network for internet use. The speed of the college internet lease line was upgraded to 50 mbps

Computer Systems were upgraded in some of the Departments, Office and Library of the College. IQAC office was updated with introduction of new computer systems along with UPSNew Laptops were purchased for the faculty to prepare PowerPoint presentations and to do the research work in March 2019.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 10.86

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 99.04



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

2018-19	2017-18	2016-17	2015-16	2014-15
727.26771	800.40645	634.64675	663.37700	767.33957

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

**Response:**

**Infrastructure Maintenance:** The institution provides physical academic and support facilities to its students through its competent infrastructure for academic and co-curricular activities and it regularly updates, augments the infrastructure side by side maintaining the existing relevant things. Guided by the IQAC, all this is done in a systematic manner and through well defined procedures. In the final meeting of the IQAC of the session an action plan for the next session is chalked out. This action plan includes major requirements of infrastructural augmentation and maintenance determined on the basis of feedback of the students, faculty members, lab and support staff, and heads of the department, visitors to the college and also on the topical requirements. Minor and emergency infrastructure maintenance requirements are not included in the action plan, they are rather met with immediately by the Principal. The expenditure incurred is met from the financial grants received from funding agencies such as the UGC (if provisions allow), or from the management funds.

Suggestions and demands received from students, teachers, support staff and different committees regarding infrastructure maintenance are also conveyed to the Principal through their respective heads or conveners.

The institution has recruited specific staff for regular maintenance jobs. This includes electricians, computer labs technicians, plumber, carpenter, mason, *Malis* and janitors. For care of the infrastructure there is security staff. Every science department has required staff for maintenance of equipments.

As infrastructure maintenance set up, the institution follows a hierarchical system with clearly defined duties and responsibilities. Each of the five teaching blocks is under a senior teacher who acts as the coordinator of the block, looking after the maintenance and cleanliness affairs of the block. The coordinators work in consultation with the heads of the departments housed in their respective blocks. Maintenance and housekeeping staff is associated with coordinator for smooth conduct of related activities. The coordinators are allowed freedom to form teams for faculty members for effective functioning of the system. The responsibility of the library maintenance lies with the librarian. The administrative block is

under the care of the Office Superintendent. The college campus is maintained by the Campus Ecology and Maintenance Committee of the college which looks after general cleanliness, support facilities like notice boards, drinking water, waste management and facilities for *divyang* students. It also looks after the Student Centre and the Hostel Mess through their respective contractors. The girls, boys and players hostels are the responsibility of their respective wardens. Sports playgrounds are maintained by the support staff of the Department of Physical Education and Sports, who work under the head of the department.

Labs in different departments are the responsibility of their respective heads. Each of the department having labs has a sufficient number of support staff which takes care of lab maintenance. Same is the case in the departments of Computer Science where infrastructural maintenance is also ensured through AMCs. The Internet facilities and LAN networking in the department and throughout the campus are extended and maintained by the college staff appointed for the purpose.

**Infrastructure Utilization:** The institution has a definite policy of optimum utilization of institutional infrastructure. Specific duties have been assigned in this regard. Examination and timetable committee is responsible for finalizing the time table in consultation with the Principal for optimal use of classrooms and labs. Requests for use of college infrastructure by outside agencies are dealt with by the Principal directly. For the use of labs and related infrastructure departmental heads have been given powers to take decisions. The final decision in almost every case is made by the Principal.

The college timetable for classes is optimised in a way as to provide maximum utilization of academic infrastructure. All the class rooms remain occupied from 8a.m to 4 p.m. Practical sessions are held in shifts making optimum use of the labs. The central library remains open from 9 to 4 and support staff remains available all the time to ensure its full use. The cyber centre in the computer block remains open even beyond the teaching hours. Physiotherapy labs remain available for students' practical sessions as well as for treatment of patients coming to the Physiotherapy OPD for treatment of related problems. The seminar and activity halls are used for academic and co-curricular activities.

Apart from the institutional activities, the institutional infrastructure- such as classrooms and computer labs- is also used for other activities like online and offline entrance, recruitment and promotion examinations conducted by outside agencies. This becomes another source for generating financial resources for the College.

The institution also allows its infrastructure for university evaluation centre formed for marking of papers. It permits its seminar halls to public sector agencies such as banks, Indian Oil Corporation, district administration and Indian army for their training and orientation programmes and extension activities. It allows its playgrounds to governmental agencies for conducting sports events, and also permits NGOs such as those working for differently abled children, for conducting their sports activities. The mini AstroTurf of the college is used to train hockey players under an MoU signed with Punjab and Sind Bank Hockey Academy. The use of sports grounds for fitness purposes is also allowed, though conditionally, to the common public. The use of the institutional library is permitted to scholars and students not belonging to the institution even but only with the permission of the principal.

File Description	Document
Any additional information	<a href="#">View Document</a>

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 25.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
1161	1220	1455	1513	1085

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

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

**Response:** 12.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
507	707	692	572	749

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 8.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
337	489	411	477	364

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 33.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
1949	1629	1662	1803	1547

#### File Description

#### Document

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)

#### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

#### File Description

#### Document

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)

## 5.2 Student Progression

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

**Response:** 7.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
42	115	122	168	104

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 8.26

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 153

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

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

**Response:** 55.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	28	12	16	2

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

2018-19	2017-18	2016-17	2015-16	2014-15
40	46	19	26	5



File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.				
<b>Response:</b> 269				
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				
2018-19	2017-18	2016-17	2015-16	2014-15
46	53	30	65	75

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	
<b>Response:</b>	
<p>Realizing students' role in accomplishment of the mission of the institution, the college understands the importance of student bodies. It has implemented a two tier system of student bodies . At lower level is the system of departmental students bodies in which the departments of the college have their respective students clubs, associations and societies which provide students proper platform for their intellectual growth. On the higher level, there is a student Council. Both of these structures have a set mechanism of formation and operation and distinct functions.</p> <p>The Student Council is formed by the principal in consultation with the heads of the departments and generally consists of representatives (usually the top position) taken from each departmental students' body. The top member(s) of student council are included in the IQAC of the college and participate in its</p>	



meetings as active members and are made a part of the decision making process.

The council also contributes in the organization of various academic and co-curricular activities such as conferences, seminars, cultural functions etc.. It also conveys students' issues and problems to the principal.

The departmental bodies are formed by departments by themselves. The office bearers of these bodies are students and the Head of the Department nominates them in consultation with the teacher-in-charge of the body and other faculty members. These bodies may have membership of students only or also include teachers also as members. These bodies hold academic functions of the department such as extension lectures, knowledge based programmes relevant to their course, cultural competitions and social service and sensitization activities and sports activities, with students in lead and responsible roles. This practice promotes a sense of responsibility among students and increases their active participation in departmental activities. Students also learn event management and acquire managerial skills while organizing activities of these students bodies on their own.

The various departmental clubs and associations are:

S. No.	Department	Student Body
1.	English	English Literary Society
2.	Punjabi	Punjabi Sahit Sabha
3.	Commerce	Business Club (For UG Classes) Commerce Association (For PG Classes)
4.	Computer Science and IT	Techno Students Association
5.	Physics	Raman Physics Association
6.	Chemistry	Mandeleve Society
7.	Mathematics	S. Swarn Singh Mathematical Society
8.	Geography	Akal Geographic Society
9.	Zoology	Aristotle Society of Life Sciences
10.	Botany	Aristotle Society of Life Sciences
11.	History	History Club
12.	Biotechnology	Biotech club
13.	Political Science	Political Science Student's Association
14.	Economics	Planning Forum
15.	Physiotherapy	Panacea
16.	Physical Education	LKC Sports Promotion Club
17.	Music	Navras Sangeet Society

Departments are given autonomy regarding the formation and operation of these bodies with the condition

that they conform to the College vision and mission.

The institution also ensures an active participation of students in advisory roles, in its academic and administrative activities.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:** 40

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

2018-19	2017-18	2016-17	2015-16	2014-15
42	48	32	40	38

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

Alumni of any institution are its ambassadors to the outer world. The college believes in maintaining its bond with its Alumni. It tries to establish and nurture its contact with its alumni. This through the college website, facebook pages and emails. Alumni database is prepared and updated by the alumni association of the college which is a body formed for the purpose.

The association has its membership at two levels : On one level, there is an executive body that convenes meetings about the activities of the association, on the second level there is a general membership which comprise of all the former students of the college who register themselves with association as its members.

The Association performs multiple types of activities. It increases the alumni membership and takes feedback from the members on curriculum and other aspects of institutional working, This feedback is conveyed, after analysis, to the IQAC for suggestive changes in curricula of related programmes and institutional functioning and infrastructure. The association also tries to mobilise funds and donations from the old students of the college. These funds are used for the development of the institution.

The association organizes every year an Alumni Meet on the 5th of December on the birthday of Sardar Balbir Singh the former President of college Governing Council and an alumnus of the college. Invitations are sent to the ex-students of the college through different modes such as College Website, WhatsApp Group(s), Facebook group, Facebook Page, Newspaper advertisements, telephonic interactions and personal invitations through staff, students and emails. A cultural program is organized with performances by the ex-students of the college. This is followed by interactive sessions in which the alumni share their experiences and offer valuable suggestions to association for the development of the college.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

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

**Response:** 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Mission:** To impart character oriented and career oriented value education anchored in human values, free from social and religious prejudice, liberal and emancipator by nature, suitable to the needs of society, helpful in promoting creativity, originality and a sense of social responsibility and in creating a positive attitude towards life leading to all round development of students.

**Vision:** Achieving excellence in education and helping students in flowering their latent talents and abilities.

The mission and vision statements of the institution are in tune with the objectives of the higher education policy of the country. The governance of the institution functions in a way so as to generate a useful and competent human resource which will work righteously and judiciously resulting in the overall development not just of themselves but also of the country and society. It aims at providing an unbiased education to its students that will not only provide them knowledge and training to earn their livelihood, but will also generate in them useful life skills, side by side making them morally upright and full of civic sense. This value-based and quality education which leads to the all round development of students, is provided without any distinction on the basis of gender, caste, creed, region, religion or nationality, with a view to create universally competent and responsible citizens of India contributing to the development of the society.

**Formation of Policies and Action Plans:** The institutional leadership consisting of management and Principal ensures that the policies and action plans of the institution are in line with the vision mission statements of the institution. These action plans are decided in principle in the meetings of the Governing Council and then in detail in the IQAC meetings, meetings of the Academic Council of the college. Strategies to implement them are also planned and discussed at departmental level in departmental meetings. Relevant suggestions coming out in departmental meetings are conveyed to the Principal. The Principal is authorized to make required changes action plans, in consultation with faculty members. The management plays a guiding role by reviewing the quality related policies of the institution and it directs amendments in quality policies if required.

The institutional leadership keeps a vigilant watch on quality concerns of the institution. For this purpose feedback from the students is taken and other stakeholders are consulted.

Apart from offering quality education, the institution also pays attention towards all-round redevelopment of the students. This is achieved by exposing students to different personality development programmes, organizing cultural and talent hunt programmes for them in order to provide them opportunities to reveal their talent, by organizing extension activities with students in lead roles in order to sensitize them towards their social responsibilities and by organizing spiritual activities so as to instill in them ethical values.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The institution believes that efficiency comes through decentralization of administration. Therefore, various departments of the college are given autonomy in various respects. Heads of the departments are given liberty to take important decisions regarding their respective departments. These matters are:

1. Framing of departmental time-table
2. Appointment of adhoc faculty
3. Assigning classes to the teachers
4. Conducting Departmental Academic and Cultural Activities such as Extension Lectures, Welcome and Farewell parties of students, Departmental Sports Day.
5. Formation of departmental student bodies
6. Maintaining departmental expenditure
7. Conduct of special examination

Departments are asked to formed committees for the smooth conduct of their activities.

Similarly, various committees formed are allowed to work on their own . The conveners are permitted to assign duties to their respective committee members for better results.

#### Participative Management

The institution has a policy of participative management and it is ensured through a number of strategies. Various committees have been formed for the proper functioning and management of institutional processes. The conveners of these committees are given autonomy to run their activities according to the need. The Principal coordinates the functioning of various committees and departments. Significant decisions regarding the smooth functioning of the institution (required for regular improvement in the quality of its educational provisions) are taken in consultation with the senior staff members and conveners of various committees.

Each of these committees has well defined functions. The Academic Council deals with the academic affairs of the college such as framing of academic calendar, timely preparation of the academic time table, timely conduct of in house examination etc. Similarly Sports Committee of the college consisting of teachers -in - charge of various games, manages sports teams and affairs related to them. Likewise, the Dean Co-curricular Committee manages co-curricular activities of the institutions in consultation with the

committee and the Principal.

The IQAC of the college plays guiding and monitoring role for the institution side by side managing quality concerns of the institution. It chalks out a workable action plan for the institution and monitors its implementation. It also takes regular feedback from students and other stakeholders on curricular aspects and strives for continuous quality improvement in institutional processes.

## Case Study

### Introduction of New Value Added Courses

After seeing the response of the value added courses introduced in the previous year, and from the suggestions and feedback of the students it was decided in principle to increase the number of value added courses. The academic council of the institution in its first meeting for the session 2014-15 discussed the introduction of new value added courses and unanimously passed a decision of introduction of three new courses. It was also passed to offer these courses without charging any fee. Departmental Heads as usual were assigned the responsibility of running the courses successfully. They were given autonomy in context of devising course contents, teaching schedule and time table, of these courses. Consequently, three value added courses were started and ran successfully.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

#### Response:

The college believes in setting up goals and then achieving them systematically. Apart from the yearly action chalked out by the IQAC in its final meeting for the session, the institution has a system of creating a five yearly action plan. This action plan is quite broad and it acts as a guiding principle for the IQAC action plans.

The action plan of session 2013-14 aimed at enhancing the performance of the college in cultural activities. Prior to this, the college had a comparatively weak performance record in cultural activities, particularly in university youth festivals.

Following this, it was decided to set up committees which would focus on selection of students. Teachers in-charge were appointed for various categories. Individual attention and due training was given to students by the teachers in-charge and their respective committees. As a result the college cultural team won Inter-

Zonal Youth Festival of Guru Nanak Dev University. The same strategy was repeated for Inter-Zonal Youth Festival, which too was won by the college. The performance of the institution in the cultural activities was recognized by the university which formed its contingent for intervarsity competitions largely from the college students. The North Zone (intervarsity) Youth festival was won by Guru Nanak Dev University.

Since then the college has been winning university youth festival every year either by claiming trophy or by standing as first runner up. It won the inter zonal and Zonal youth festivals in 2014-15 and zonal youth festivals in 15-16, 17-18 and also in 18-19 and got first runners up position in 2016-17.

The institution has in the same way achieved the goals set by it in the five yearly action plan. Other such examples are introduction of around 8 new academic programmes and courses. starting of value added courses, receiving potential of excellence status from the UGC, receiving funds from various funding agencies for different activities. The institution has successfully defended the university sports trophy in three out of five years. Of the twelve goals set by the institution in action plan 2013-18, it has successfully achieved eleven.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### **Response:**

#### **Organizational Structure**

The institution is run by a governing body called Governing Council which has one President, one vice president one secretary and one joint secretary in addition to three other life members three co-opted members and four elected members, besides the Principal and two staff representatives. The governing council is responsible for the appointment of Principal and teaching and non teaching staff. The principal functions in coordination with the Governing council to frame and implement the policies for the smooth and progressive functioning of the institution. The principal is also the chairperson of the IQAC. The IQAC chalks out the yearly action plan for the institution and sees to it that the action plan is duly implemented. It also monitors the progression, effectiveness and efficiency of the institutional processes.

#### **Administrative Setup**

The four main types of institutional activities are: Administration, Academics, Student Support, Co-curricular Activities, besides a fifth type which is Other Activities. Working of the institution is effected through various committees and offices established along these types. Each of the committees /offices has well defined functions and is given autonomy in the matter of decision making, provided the things remain in line with the vision and mission statements of the institution.



1. Committees and Offices dealing with Administration manage admission process, student data, staff recruitment process, accounts and salaries and employees' record
2. Committees and Offices dealing with Academics deal with academic issues such as introduction of new courses, curricular aspects, teaching learning process, evaluation of students, remedial coaching etc.
3. Committees and Offices dealing with Student Support manage student facilities such as Hostels, Students' Grievances, Ragging issues, students placements and mentoring of the students
4. Committees and Offices dealing with Co-Curricular Activities manage sports and cultural affairs, Social Sensitization of the students , Competitive Exams Training Centre and extension activities
5. Other Committees and Offices deal with sundry issues such as campus maintenance, college website and magazine, students and alumni matters and discipline and website issues.

### Service Rules

The institution follows the service rules as delineated by the Director Public Instructions (Colleges) Government of Punjab and also by Guru Nanak Dev University , Amritsar, the affiliating university.

### Promotional Policies

The institution follows **promotional policies** as delineated by the UGC and endorsed and implemented by Government of Punjab and also by Guru Nanak Dev University , Amritsar, the affiliating university. However, in case of faculty and other staff appointed on temporary basis, the institution has its own promotion policies.

### Grievances Redressal Mechanism

The institution has established a well defined mechanism to redress the grievances of its students and Staff. The college has established a Grievances Redressal Cell. The Cell has three wings: Girls Students Wing and Boys Students Wing and Women Employees Wing. Headed by their coordinators these wings deal with the grievances of the students and women employees. The Girls Students Wing also conducts gender sensitization and awareness activities.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above**

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

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

##### **Response:**

The institution has an organized and documented system of institutional working. There are different bodies established for institutional functioning. Each of the key institutional bodies maintains a record of its working through its minutes of meetings. The entire process is monitored by the IQAC. The IQAC in its first meeting of the session finalises the action plan chalked out in the last meeting of the previous session. Afterwards relevant directions are given by the principal, the Chairperson of the IQAC to the various committees formed for the smooth functioning of the institution. The committees work in a documented manner and submit their activity reports to the IQAC

The stress of the IQAC almost every year is on widening the range of courses and to make education more employable in nature. One example of a successful implementation of an institutional process related to this area is introduction of programmes vocational in nature as passed in the meeting of the Academic Council.

Realising the importance of skill based education and after seeking feedback and suggestions from various academic quarters, the Academic Council of the institution in its first meeting of the session 2013-14 decided in favour of introduction of value added courses in some of the departments. It was also agreed upon in the meeting that programmes vocational in nature needed to be introduced. Members of the council were asked to give suggestions in this regard. As a follow up, in the last meeting of the council for 2014-15, a decision was taken to start B.Voc courses with approval from the UGC. The college followed up the decision and as a result two B. Voc Courses were started in 2014-15 with approval from the UGC. It was also passed to widen the range of value added courses as a result two new value added courses were introduced in 2014-15.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The institution is sensitive to the needs and welfare of its employees and takes care that due benefits are given to the teaching as well as non teaching staff. Special facilities are given to women staff as per provisions. Following is the list of facilities available to the staff.

Sr.No.	Scheme	Beneficiaries	
1.	Financial assistance by providing loan against General Provident Fund	Teaching and Non	Teach
2.	Voluntary Group Insurance Scheme	Teaching and Non	Teach
3.	EPF for the employees of the institution	Teaching and Non	Teach
4.	Provision of Various leaves such as, casual leave, earned leave and medical leave in addition to maternity leave for female staff and faculty	Teaching and Non	Teach
5.	Fee Concession to the children of the faculty and the other staff members	Teaching and Non	Teach
6.	Accommodation to the faculty and the other staff in the staff colony	Teaching and Non	Teach
7.	Crèche facility for the children of the staff	Teaching and Non	Teach
8.	Employment to the survivor of any non teaching staff member died during service period	Non Teaching Staff	
9.	Free medical facility through a medical dispensary and Physiotherapy OPD	Teaching and Non	Teach
10.	Free uniform	Non Teaching Staff	Clas
11.	Financial Assistancess to the staff and faculty to enhance, sharpen and hone up their skills through participation in development programs such as seminars, workshops, research projects, faculty exchange program, interaction with visiting faculties, conferences etc.	Teaching and Non	Teach
12.	Staff Welfare fund	Teaching	
13.	Permission to enhance one's educational qualification through higher studies, training programmes etc.	Teaching and Non	Teach
14.	Loan in advance against Salary	Teaching and Non	Teach
15.	Monetary and ethical support to faculty participating in research activities		

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	1	3

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	7	9	7	9

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 14.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
40	30	21	28	19

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

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

**Response:**

In order to ensure quality sustenance and quality enhancement, and also to ensure the personal growth of the employees, the institution has introduced the policy and system of performance appraisal. This is done for two levels: at the level of teaching staff and at the level of non-teaching staff.

At the end of academic session, each permanent teacher whether working on government grant in aid or management funded post is asked to fill comprehensive the Self Appraisal Form which enlists the former's teaching performance, academic achievements such as publications projects etc, and contribution to the field of co-curricular activities and administrative structures as members of different committees of the institution. These forms are submitted to the IQAC which after thorough examination of the same, gives recommendations to the principal who gives his remarks and takes decision accordingly.

The reward for the better performing employees of the permanent teaching staff are monetary benefits such as annual increments and multiple increments (such as those for M. Phil and PhD), and promotion to next grades as the conditions permit. This done in accordance with affiliating University guidelines, UGC recommendations and the state government policies.

Teachers working on temporary post are also asked to fill in self appraisal forms for performance appraisal. These forms are submitted to the IQAC which makes appropriate recommendations and forwards them to the principal who takes necessary action. These teachers are also judged on same key parameters, however their benefits differ. The teachers performing well are given appointments in the next session too. The teachers having earned significant academic achievements are given monetary benefits according to the

policy of the college.

For non-teaching permanent staff an Annual Performance Assessment Report (APAR) for each employee is prepared by Office Superintendent and submitted to the principal who takes required action which includes monetary benefits. For non teaching staff working on temporary basis Annual Performance Assessment Report (APAR) is prepared once again by the Office Superintendent and submitted to the Principal for necessary action.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

With an objective to introduce fairness and transparency in financial matters, the institution has introduced the system of both internal and external audits. These audits are conducted regularly and for this it has established a mechanism. Internal and external audits both are done to ensure proper, justified and valid use of funds. Internal audit are done by qualified Internal Auditors.

These internal auditors cross check and verify the transactions carried out in the financial year. Audited financial statements include income and expenditure account, balance sheet prepared by qualified auditors and submitted to banks and other regulatory agencies. External audit is carried out by Statuary auditors appointed by the DPI Colleges, Government of Punjab for the purpose. Any errors and objections, if ever pointed out by the auditors are immediately attended to and rectified and precautionary steps are taken to avoid recurrence of such errors in future.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 5.48

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



2018-19	2017-18	2016-17	2015-16	2014-15
0.1	1.03950	3.63329	0.61	0.101

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

#### Response:

Resource mobilization in the matter of finance is done in multiple ways. The College under grant in aid scheme gets financial support from the Govt. of Punjab for salaries of covered (teaching as well as non teaching) posts against aided category. Apart from this, the College gets financial support from the UGC under section 2f and 12(b) for introducing some of the academic programmes like B. Voc courses, for conducting research activities and for meeting developmental expenditures as allowed by the UGC under its various schemes. The college receives funds from other funding agencies like ICSSR, DBT and DST. The college also runs self financing courses and the fees obtained from these courses enables the institution to meet other expenditures such as salaries of the uncovered permanent and temporary staff and sundry infrastructural and many developmental expenditures. Another resource for funds is donation by the philanthropists and alumni of the institution. In addition to this scholarships are procured for the students of the institution but they go directly to the students. Apart from this the college also offers consultancy services to various sectors. Department of Physiotherapy runs an OPD for physiotherapeutic treatment of neuro-musculo-skeletal problems. The college offers its infrastructure and expertise to various agencies for conducting their recruitment and promotional exams.

There are a multiple number of expenditure heads which include salaries of the staff, university dues, expenditure on academic activities, infrastructure and learning resources augmentation, sports and other co-curricular activities, usage and maintenance, financial assistance to the staff, addition to fixed assets. These expenditures are met from the resources generated above.

#### Expenditure Strategy

Much prior to the beginning of the session, the Principal seeks suggestions from the IQAC and the Academic Council regarding the coming year's monetary requirements. The ideas and the information collected are conveyed to the Governing Council of the College which guides tentative budgetary allocations in consultation with the Principal and the IQAC. Generally, the expenses and the expenditures are kept within the budget allocations and deficit budgeting is not encouraged but in case the requirements press upon, the budget allocations are enhanced. All this process is procedural and is duly audited to ensure transparency. Similarly utilization certificates are provided to various funding agencies and to the government against the grants issued and expenditures met whereof.

**Expenditure Procedure**

Any Committee or department undergoing some necessary expenditure is required to seek a prior sanction for the same from the principal. The Principal sanctions the expenditure with the recommendation of the Governing Council. The amount is allowed the expenditure is met and the bills are submitted to the office. For meeting larger expenses, quotations are called and the purchase committee chooses the best possible quality and price-wise. The rest of the procedure is the same.

File Description	Document
Any additional information	<a href="#">View Document</a>

**6.5 Internal Quality Assurance System****6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes****Response:**

The IQAC acts as a monitoring agency working for quality assurance in institutional activities. It monitors efforts of the college towards excellence in different fields.

By the end of the session, it chalks out an action plan for the next session and ensures that efforts are made by the institution to follow that action plan. The IQAC also monitors introduction of new courses leading to quality in courses being offered and quality in curriculum transaction. Teachers' self appraisal reports are collected by the IQAC. It also collects feedback from the students, alumni and prospective employers of the students. IQAC recommends teachers' participation in faculty improvement programmes to make teaching learning process more effective.

Measures and strategies to be implemented for quality assurance are regularly discussed in the IQAC meetings and the under the supervision of the IQAC, the institution tries to initiate practices that are conducive and contributive to teaching learning process and student support. Following is the example of two best practices successfully implemented as quality enhancement measures:

1. Advance Academic Planning: Upon the initiative of the institution, the institutional administration introduced advanced academic planning system for the institution. Following this, an Academic Calendar of the institution was prepared before the commencement of the session. It contained the detailed planning of the academic and co curricular activities and their dates. It also contained the tentative dates of examination, vacations and key activities of the institution. The IQAC saw to it that the calendar was duly followed. Teaching departments were also asked to prepare their respective academic calendars and display them on the departmental notice boards whereas the academic calendar of the college was displayed on notice boards and also on the institutional website. Besides, teaching departments were also asked to provide teaching –learning and examination -evaluation blueprints to the students. These blueprints enabled the students to know the extent of syllabus to be covered in particular term and also how they will be evaluated.



This system has become an important and routine institutional process and has become institutionalized. It has proved helpful and beneficial to the teaching departments as well as students in ascertaining and achieving their goals effectively.

1. Value Added Courses: At the initiative of the IQAC, the institution started value added courses in 2013. The Academic Council of institution passed the commencement of value added courses in the first meeting year. It was also passed that these courses would be offered without charging any fee from the students. The departments was given autonomy to decide the course contents, time schedule and examination pattern and result declaration for the values added course being offered to the students. Care was also taken to consider the convenience of the students while offering the course.

There are many such processes started as IQAC initiatives that have become institutionalized. These include mentorship scheme, autonomy to the departments, hierarchical and decentralized administration etc. that have been launched as IQAC initiatives but have become integral parts of the institutional working.

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

##### **Response:**

Believing that effective teaching learning is among the firsts of its objectives, the institution regularly reviews its teaching learning process, structures & methodologies of operations and learning outcomes from time to time so as to ensure an effective and fruitful teaching learning exercise and so, strategies are planned and implemented accordingly. Directed by the IQAC, the Academic council of the institution meets, usually in the beginning middle and end of the session, apart from as and when needed, reviews teaching learning process, its methodologies and learning outcome, and takes appropriate decisions in this regard. Following are the two examples of teaching-learning reforms brought about by the IQAC.

1. **Reforms in Evaluation System:** Evaluation Process is an important part in education process. Having set the learning goals in the beginning of the session and then adopting the most productive methodology for imparting of education, the teaching departments plan effective strategy for exact evaluation of the students. As best evaluation can come with objectivity, effort is made to ensure objectivity in evaluation and assessment of the students by introducing table marking system in house exams. The IQAC in one of its meetings decided to introduce table marking system on the pattern of university evaluation system. In the new evaluation system, any teacher teaching a particular course is asked to evaluate the answer sheets of the same course but of another section. This thing ensured objectivity. Under this system the teachers were asked to mark the answer sheets in the evaluation centres only which also ensured uniformity and speed in the marking process. Another important step that was taken was to provide curriculum planning and evaluation blueprint to the students. This document contained term wise division of the syllabus and the details of the examination and evaluation scheme. It helped the students greatly in knowing their learning goals and also in understanding evaluation system.

**Enhanced involvement of ICT in Teaching Learning process:** Another example in implementation of

teaching-learning reforms facilitated by the IQAC is an enhanced involvement of ICT in Teaching Learning process. The IQAC passed that a greater involvement of ICT in Teaching Learning be ensured. Therefore, departments were asked to integrate information technology with teaching learning process. Classroom lectures were supplemented with the use audio-visual aids such as LCD projectors, PowerPoint presentations, assignments in e-format etc. Learning resources were provided for the students on the college website. Besides, students were made aware of the use of e-books and lecture notes were forwarded to them in e-format. The students were provided with various web links that related them to their topics of study. Students too were encouraged to prepare presentations on particular areas of their studies which resulted, once again, in better understanding of things.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 6.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	6	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include:

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

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

**Response:**

The IQAC of the institution was established after its first accreditation in 2003-04. Under the constant monitoring by the IQAC, the institution has made significant improvements in academic and administrative areas after the first and second cycles. They are:

1. Mechanism for Assessment of Learners' levels: More emphasis now is given on assessing Learners' levels to adopted appropriate teaching learning methods. Learners' levels are assessed by the teachers in their respective classrooms through personal interaction, class tests unit tests etc, and appropriate teaching learning strategies are adopted thereafter.

b) Greater involvement of ICT in teaching learning process: Stress has been given on enhanced involvement of ICT in Teaching Learning process. Teachers have been asked to make use of information technology in teaching and for this they have been equipped with needed skills too. Learning resources have been provided on institutional website for the students. Classroom lectures have been supplemented with the use of audio-visual aids such as LCD projectors and other technology based methods such as PowerPoint presentations, assignments in e-format etc. Besides this students have been made aware of the use of e-books. In addition, they are also provided information about various websites from where they can have study material. Efforts are being made to integrate e- learning modules in teaching learning process.

c) Availability of wider range of Courses: A number of new programmes have been introduced after the second accreditation. Most of these are as per the needs of the job market, are technology based and have vocational content in them. New labs too have been established to cater to the needs of courses. Music Room has been established for newly introduced subject of Music.

d) Mentorship scheme has been introduced replacing the earlier system of student counseling and guidance. Individual and regular counseling of the students is done to ensure their balanced growth, development and progress.

Besides these, advance academic planning has been introduced. Linkages and MoUs have been signed with different bodies for student training and well being.

#### Infrastructural Improvements:

New classrooms have been raised to meet with the requirement of newly introduced courses. Specific equipments needed for the practical training of the students of newly introduced courses have been purchased. An instrumentation lab has been set up for effective teaching learning and productive research. To conduct seminars/ workshops / lectures and cultural activities a new large seminar hall has been constructed. A media centre has been established to record lectures for the students.

#### Administrative Measures

Internal administrative audit of the institution has been carried on yearly basis to ensure effective institutional working. Five yearly external academic audit has also been done in order to bring efficiency in institutional processes. Training sessions on English language skills of the support staff have been organized. Paperless office culture has been established.

Co-curricular Activities: Performance of the institution in co-curricular activities has been strengthened. The institution has repeatedly won the university overall cultural trophy in last five years.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 32

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	7	7

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

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

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

**Response:**

Being sensitive to the gender issues the institution ensures gender specific facilities. Appropriate facilities are ensured for women student and staff who form around 40 % of the total student strength and 60% of the total teaching staff.

1. **Safety and Security:** The institution is a co-educational institution having a considerable number of girl students in all the courses. Safety and security concerns of women students and staff are ensured in a multilayered system:

A) **CCTV Surveillance:** The entire campus, the library, student centre, almost all the classrooms and administrative offices are under 24X 7 CCTV surveillance which is monitored by the administrative office. The recordings are preserved for 10 days and can be retrieved.

B) **Security Staff:** The Security Staff of the institution keeps a watch that there are no security and

safety problems, particularly for women students and teachers. Ample number of security personnel is deployed in the college campus, its various blocks and at the main gate. Entry without valid I-Cards is not permitted to the students. Outsiders are allowed only after validation of the reason for entry. The security staff is aided and guided in its job by the discipline committee of the institution. The committee members are assigned duties to check any unwanted activity from taking place in the campus.

The girl hostels are housed in staff colony and are guarded by security staff round the clock. Entries and exits are restricted in the college hostels. Visiting passes have been issued to the wards of inmates.

1. **Grievances Redressal Cell:** To address to the grievances of the students and teachers the institution has established Grievances Redressal Cell which, apart from dealing with the problems of women students and staff, organizes programmes related to women empowerment, awareness regarding rights of women, sensitization activities against gender harassment of women etc. Information regarding the cell, its contact details and the mechanism of lodging a complaint and its solution is available on the institutional website, and also displayed in the campus and the college prospectus. Suggestion boxes have been installed in key locations where students and the staff can give their suggestions or problems, even anonymously.
2. **Anti-Ragging Committee** comprising of faculty members ensures the ragging free atmosphere for the students in the campus and in the hostels. Related information is available on the institutional website, and also displayed in the campus and the college prospectus.

2. **Counseling:** Counseling to women students is provided at various levels. The institution has implemented mentor system in which a specific number is allotted to each teacher mentor providing counseling to the student. In case the mentor is from the opposite sex, the student may seek counseling from the head of the department, or the teacher mentor of her choice.

3. **Common Room:** There are two spacious common rooms for girls. Each of the six blocks has separate wash rooms for women students and staff. Separate sitting arrangement in the library has been provided to the girls students.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0.89

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

**Response:** 1800

#### 7.1.3.2 Total annual power requirement (in KWH)

Response: 202570

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
<b>Response:</b> 5.81	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 4291.2	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 73880	
File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

7.1.5 Waste Management steps including:	
<ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>	
<b>Response:</b>	
<p>Apart from creating awareness regarding waste management among students through various seminars, lectures and other participatory activities, the institution has established effective measures to deal with solid, liquid and e-waste.</p>	
<b>Solid waste management</b>	
<p>Solid waste is segregated at the initial stage as biodegradable and non-biodegradable by installing separate dustbins with instructions on them. This segregated waste is appropriately disposed off through the municipal corporation. Paper waste is sold to vendors for recycling at regular intervals. Cleanliness drives organized by the NSS and Social sensitization Club of the institution ensure proper awareness among students regarding solid waste management</p>	



Waste of lawns of campus is collected in pits and composting is done for reuse in the form of manure. Vermicomposting is done in campus to degrade biodegradable waste using earthworms. Mobile composting bins have been installed in campus for composting of leaves to prepare manure. The manure thus formed is used for the lawns of the campus and in the plant nursery of the college. Different types of left over or waste food (vegetable and fruit waste) from hostels is given away as fodder for cattle. Paper waste- especially (note books, practical files) - are disposed off for reuse & recycling. The institution discourages plastic use in the campus. However, plastic waste generated is disposed off recycling.

Liquid waste from the hostels and washrooms is safely disposed off through internal sewage system connected to the Municipal Corporation sewage line.

The liquid waste generated in the institution falls in different categories and need to be disposed and treated in different ways depending upon the components of the waste. The liquid waste generated from the science labs, mostly from the chemistry department has quite high levels of heavy metals in it. This heavy metal rich waste water should be avoided to be directly disposed in the sewage water as heavy metals like mercury, lead and cadmium are highly toxic. Moreover the harmful consequences of the heavy metal contaminated water gets aggravated owing to their property of bio-magnification.

A demo phytoremediation unit has been set in the college premises at the backside of the Science block (4ft x 4 ft x 2 ft). Water hyacinth is the. Since water hyacinth plants being major metal hyperaccumulator, are used for reclamation of the polluted aquatic habitats, they have been chosen for this phytoremediation process. They survive on the organic matter in the form of soil sediments at the base of the unit and get timely replenishment through vermiwash of the adjoining vermicomposting unit. The wastewater containing heavy metals generated in the chemistry lab is checked for its heavy metal content prior to pouring in the unit and then the water of the unit is checked for the heavy metal content at an interval of 7 days. When the level of heavy metals in the water gets reduced upto a level within the permissible limits, the water is periodically discharged in the pit adjacent to the unit from where it safely seeps down to the ground water or can be disposed of safely into the sewage line.

Safe disposal of electronic waste is also ensured. Electronic waste consisting of outdated computer systems is used to maximum before rejection. Computer systems and their usable parts wherever possible are extracted for re-use and unusable parts are given to the junk dealers. The institution is in the process of signing an agreement with government agencies for safe disposal of e-waste.

Students are motivated to adopt '4 R' approach i.e. recycling, reduce, reuse and repair and make the society aware about management of different types of wastes.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**



The institution tries on its own level to deal with depleting natural resources. This is done by spreading awareness about it and by establishing mechanism and structures to preserve these natural resources. One such problem is falling underground water table. To deal with this problem, provision of rain water harvesting has been introduced in the institution. Rain water is collected through Roof Top harvesting of different blocks (MRS Block, Old & New PG Block, Science Block, Computer Block and the Library). Rain water gets collected in lawns adjoining to these buildings through drainage pipes descending from each roof top. Appropriate harvesting pits have been prepared to receive this rain water through channels from which it gets percolated into deeper layers of soil, helping to raise water table. Harvesting pits have been made at five key locations when rain water collection is heavy. These are:

A) In front of New PG block: A pit of  $4 \times 4 \times 8$  ft. dimensions, filled with sand (2 ft.), gravel (2ft.) for harvest of roof top water from new auditorium.

B). At back side of old PG block: A pit of  $7 \times 5 \times 8$  ft. dimensions, filled with sand (2 ft.), gravel (2ft.) for harvest of roof top water from Old PG block.

C). At back side of Commerce block: A pit of  $5 \times 5 \times 10$  ft. dimensions, filled with sand (2 ft.), gravel (2ft.) for harvest of roof top water from Commerce block and Old PG block.

D) At back and front of library: 4 small rain water harvesting pits of  $2 \times 2 \times 4$  ft. dimensions, filled with sand (1 ft.), gravel (1ft.) at back side of library and 3 small rain water harvesting pits of  $2 \times 2 \times 4$  ft. dimensions, filled with sand (1 ft.), gravel (1ft.) in front of library.

E) At back side of MRS block: Roof top rain water from 6 discharge pipes of MRS block has been directed into an open lawn area for underground percolation.

Specific variety of Grass is grown in each lawn which grows profusely even in stagnant water. Pathways of the campus have been designed at higher level and lawns at deeper level to accommodate more rain water. A large playground of 5000 square meters acts as recharge structure for rain water harvesting allowing natural percolation of rain water through different layers of soil. This results in rise in water table after the artificial recharge of rain water. Besides this all the students are made aware of rain water harvesting technique so that they can raise water table through recharge pits, recharge trenches, use of abandoned hand pumps and wells by artificial recharging of underground water.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**

- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

The institution understands its responsibility towards environment conservation and it tries to spread awareness in this regard through its policies and conduct. Environment Science as a full paper has been included in the curriculum of undergraduate classes. Besides this, various activities focusing on spreading awareness about environment protection are organized in the institution and in the neighborhood areas.

The college campus itself has a lot of greenery across the campus which sprawls over a total area of 26 acres. Efforts are made to conserve the green area and pollution free environment in the college.

**Students, staff using Bicycles, Public Transport and Pedestrian friendly roads**

Students and staff of the college is encouraged to use public transport instead of private vehicles. The main road of the campus leading to the different blocks has been ensured to be pedestrian friendly. There are spacious parking lots for students, teachers and visitors and for patients coming to Physiotherapy OPD. The entry of vehicles in the college campus is banned and is allowed only under special circumstances such as rainy day, in case of *divyang* or sick or infirm staff or students and special guests and visitors. However, use of bicycles is allowed in the college campus.

**Plastic-free campus**

Awareness against the use of plastic is done through various activities and the use of plastic in the campus is discouraged. Poster making and slogan writing competitions are organized on plastic hazards in order to spread awareness against the same.

**Paperless Office**

The institution is in the process of switching over to paperless mode in its various activities as a sizeable quantum of formal communication is now carried out in electronic mode that is through emails All the departments and teachers have been asked to create their official emails ID and use these IDs for communication with the college office. The admission record of students is also maintained in electronic format. As lending and borrowing services in the library are computerized, the library is paperless in this regard in its working.

**Green landscaping with trees and plants**

One of the chief physical features of the institution is its green campus. Around 50% of the total area of the institution is green and consists of college playgrounds and lush green lawns flanked by shady, decorative and fruiting trees, and hedge plants in addition to flowery shrubs and green grass. The college has plant nursery inside it where an impressive variety of plants is grown. The green belt outside the college is maintained by the college in collaboration with the Municipal Corporation.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 1.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.59399	15.4817	5.72215	23.40233	0.68648

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	9	7	5	7

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 32

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	7	5	6

File Description	Document
Report of the event	<a href="#">View Document</a>

**7.1.12**

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Provide URL of website that displays core values	<a href="#">View Document</a>

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

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

**Response:** 48

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	7	7	8	6

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

In order to inculcate a sense of nationalism among students and to relate them to their cultural heritage, the institution organizes national festivals. Birth and death anniversaries of freedom fighters, martyrs and inspiring personalities of national importance are also celebrated with a similar aim.

It celebrates the national festivals like Republic Day, Independence Day and Gandhi Jayanti. In this context, special programmes are organized which highlights the importance of these events. Activities representing the unified diversity of the nation are organized on Independence Day and Republic Day. On Gandhi Jayanti, skits and scenes are performed on the life and teachings of Mahatma Gandhi.

In addition, birthdays of great Indian personalities like Sardar Vallabhbhai Patel, Pandit Jawahar Lal Nehru, Dr. Bhimrao Ambedkar, Shaheed Bhagat Singh and Shaheed Udham Singh are also celebrated.

Birthday of Dr. Sarvpalli Radhakrishnan is celebrated as Teachers Day. Sardar Vallabhbhai Patel's birthday on October 31 is celebrated as Rashtriya Ekta Diwas (National Integration Day) every year.

On birthday of Shaheed Bhagat Singh and Shaheed Udham Singh, activities like poetry recitation, skits and one act plays, films on the life of martyrs are presented. On birthday of Dr. BR Ambedkar, lectures on social equality and social justice are organized.

International Women's Day, World Peace Day are also celebrated with organization of awareness activities like lectures, competitions and rallies. Birth day of Ramanujan is celebrated as National Mathematics Day and the anniversary of discovery by CV Raman is celebrated by the College as National Science Day. Other festivals like Holi , Diwali and Gurupurab are also celebrated with great zeal and fervor.

Different bodies of the institution like NSS Wings, NCC Wing Social Sensitization Cell and Legal Aid Club get involved in organization of these activities. Teaching departments join hands with these bodies to celebrate Swachh Bharat Week and to clean College campus and its surroundings.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### **Response:**

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions and the smooth functioning of the institutional processes is a testimony to this thing. The institution works in hierarchical order which starts with the Governing Council at the top and passes through the principal, faculty to the support staff. All these levels have their clear cut and well defined roles and responsibilities and they work in coordination, and with transparency, for the correct functioning of the institution. Each of them is governed by a code of conduct and is made well aware of the same. Financial dealings are managed by committees consisting of plural number of members. All purchases are done in a transparent manner by calling quotations. The quotation optimum in terms of price and quality are selected and finalized for purchase. This process is followed all the committees formed for purchases. These committees are formed by the principal every year before the beginning of the session.

Financial transactions are subject to internal as well as external audit. Cash financial transactions are discouraged and the bodies of the institution having financial concerns are instructed to make financial dealings through bank or college office.

Academic functions also remain transparent as they are convened by the conveners of different committees formed for the purpose, the academic council and the principal himself. An internal academic audit is done each year and an external cumulative academic audit for five sessions is done to ensure transparency. Transparency is also ensured through student and alumni feedback, suggestion boxes and grievances redressal mechanism.



The IQAC of the institution keeps a watch on the administrative and auxiliary functions of the institution and ensures that they are performed in a transparent manner. A number of committees remain involved in administrative and related functions which results in transparency in these functions. Each of these committees is convened / coordinated by a senior staff member who works in consultation with the members of the committee. This ensures transparency in its working.

The Governing Council of the institution has two staff representatives as its members who participate in its meetings. Most of the committees prepare their minutes of meetings which are presented in the next meeting for the approval of the members in order to ensure transparency.

## 7.2 Best Practices

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

#### Response:

Following is the description of two best practices of the institution.

#### a) Title: Student Centric Teaching Learning Process:

A student centric teaching learning approach is one that keeps student in centre and employs learning strategies that focus on students, and are student friendly. The institution employs a student centric teaching learning approach.

Objectives of the teaching learning process:

- 1.To transact the curriculum in a way so as to make the students understand the worth, necessity, usage and application of the things they are to study
2. To add to their existing knowledge in a simple yet wholesome manner so as to make things easier to understand for them
3. To develop related skills in them.

#### The Context

For a past few decades it has been globally realized and accepted that the teaching learning approach has to be student centric for its best outcomes. A student centric teaching learning approach is one that keeps student in centre employing learning strategies focusing on students. As the institution believes that the student is the direct object and first beneficiary of education process it believes in employing a student centric teaching learning approach. For this purpose it has made appropriate policies and viable plans. This includes identifying the types of learners and dealing with them accordingly, modifying the existing modes of teaching by making them more flexible, rich in variety, interactive, experiential , practical and inclusive of technology; making relevant changes in schemes and methods of evaluation and assessment wherever possible and encouraging and motivating them for better performance.



## The Practice

In order to make teaching learning process student centric, different strategies are adopted which are enlisted below:

I. Proper information about the course undertaken: Students are informed in the beginning of the session about their programme outcomes, programme specific outcomes and course outcomes in different ways such as college website, departmental notice boards and classroom interactions. They are also informed about the courses contents of their respective courses. They are given a curriculum planning and evaluation blueprint to enable them to ascertain their learning goals.

II. Filling up the knowledge gap: Bridge programmes of one week duration are run for the entry level classes to relate or fill the gap of their previous information with the course undertaken.

III. Identification of Slow and Advanced learners: Students are identified as slow advanced and moderate learners and strategies are adopted accordingly. These learner types are identified through personal interaction and mentor mentee interactions and class tests. Tutorials and extra classes are held for the slow learners to bring them at par with other students, whereas advanced learners are assigned tasks such as project works, field work, assignments, presentations and seminars to promote them. Moderate types of learners are encouraged to improve their skills and fall in the category of advanced learners.

IV. Emphasis on learning by doing: Activity based learning is promoted in order to enable students to have a better understanding of things. Students are encouraged to participate in activities such as map making, chart making, powerpoint presentation making on the topics related to their course contents. Seminar based learning is a part of some of postgraduate courses. Students are assigned tasks such as project works and field work to have a practical not bookish knowledge of the things. Besides, guest lectures and visits to the places of significance as per the subject are also arranged for the students. Internship is an essential part of Physiotherapy, Masters in Travel and Tourism and B.Voc. courses. Linkages have been signed with different agencies for effective training of the students.

V. Incorporation of ICT in teaching learning: In order to make teaching learning more interesting and interactive, emphasis is given on involving ICT in teaching learning. A website hosted LMS has been made functional where students are provided e learning resources in the form of e-notes, e-assignments and presentations. Students are informed about various web resources they can consult for better learning. Other ICT based teaching aids are used to ensure an interactive learning for the students. PowerPoint presentations, LED projectors smart boards, video lectures and films and clips make learning an interesting and effective process.

**Outcome:** The outcome of this effective teaching learning programme is the high success rate of the students of various classes, and it is also reflective in a good number of university top positions and merits and distinctions claimed by the college students.

## 2. Promotion to Research:

## Objectives

1. To promote research activities among the faculty so as to enrich their knowledge about the specific areas of study and to employ the benefits of the research outcomes for the betterment of the society.
2. To inculcate and develop research aptitude in the students so they may contribute to the field of research in future.

### **The context**

Research in India for past few decades has begun to gather more attention. The institution too has policy of promoting research activities and for the purpose, it has made changes in the existing systems and met the requirements. It has procured needed infrastructure which included ultra modern labs, computer systems with internet facility, a rich library with linkages with other libraries and access to online information resources such as INFLIBNET in addition to a constructive research ambience. The institution has successfully implemented these things.

### **The Process**

In order to promote research, the institution ensures following things:

#### **a) Research Infrastructure and Other Facilities:**

1. Free internet access available to the faculty in their respective departments, labs, in the Cyber Centre and the Central library of the College.
2. Permission to faculty members to use well equipped ultra modern College labs for their research work
3. Around 50 labs for academic and research activities, in addition to an instrumentation lab particularly set up for research purposes, having advanced instruments in it for physical sciences, chemical sciences, biosciences etc.
4. DELNET linked and INFLIBNET subscribed central library having over 95000 books on different subjects, connected to more than 1000 national and international libraries; availability of E-Journals, E-Books and Bibliographic databases through N-LIST Programme to the faculty members under the project funded by the Ministry of Human Resources Management. The Resources include more than 6000 e-journals, 30,00,000 e-books and a bibliographic database called MathScinet containing more than two million reviews of research articles in Mathematics.
5. Subscription to national and international journals
6. Provision of support services -like reprography- in the central library
7. Rich departmental libraries

**b) Financial Support:** Encouragement is given to the teachers to participate, and present research paper/posters etc. in national and international level conferences, seminars and workshops. For this financial assistance in the form of registration fee, is allowed to the participating faculty members. Financial aid if needed, is also provided for the organization of research activities such as seminars, conferences and workshops and to conduct research projects, from the management accounts. Financial assistance is also provided for publication of research journals by different departments of the institution.

**c) Research Journals:** To promote research publication, the institution publishes subject specific research journals which belong to the streams of Computer Science, Biotechnology and Commerce.

**d) Involvement in Research Activities:** The institution freely allows its teachers to get involved in

research activities. Teachers are encouraged to earn M.Phil / Ph. D. degrees and required permissions are granted without any delay. Adjustments if needed are also made in case of teachers attending pre Ph.D. Coursework. Study leave is also allowed to the faculty, if demanded.

**e) Guidance on Research activities:** Teachers are provided guidance on initiating research activities. The faculty is informed in different ways about various funding agencies, funding schemes, and mechanism of applying for financial assistance. Special training sessions are organized to equip teachers with computer skills for research activities.

**f) Research Centres:** Considering research to be a significant element in the process of education, the institution has established research centers which include Centre for the Shri Guru Granth Sahib Studies, Centre for Historical Studies Punjab Centre for Migration Studies, S. Balbir Singh Centre for Science and centre for Diaspora Studies, Centre four Punjabi Culture and Folklore Studies. Each of the centre is headed by in-charge faculty members. The Centre for the Shri Guru Granth Sahib Studies organizes research activities and holds seminars on Shri Guru Granth Sahib. Centre for Historical Studies organizes activities related to matters of historical significance like the Indian Freedom Struggle. Punjab Centre for Migration Studies organizes migration studies programmes and also issues related to Diaspora. Similarly other centres also organize activities related to their respective areas.

**g) Monetary Encouragement to Research Activities:** Faculty participation in research is encouraged by giving financial benefit to the teachers undergone research work (M. Phil. / Ph.D.) by granting them additional increment (s), as per government and management rules.

**h) Ethical Support to Research:** Faculty members contributing to research by earning research degrees, accomplishing research projects, attending international conferences abroad and getting their papers published in international journals of repute are honored in the annual prize distribution function of the institution in recognition of their research contribution and also to encourage the other faculty members.

**i) Innovation and Entrepreneurship Cell:** the institution has established an Innovation and Entrepreneurship Cell to promote research and innovation in students and faculty.

**j) Involving Students in Research:** The institution promotes participation of the student in research activities. Although research as such is a part of the academic curricula of some of the courses only, various departments do encourage students to learn the basics of research. Students of M.Com are assigned seminars which they have to prepare deliver on given dates. Similarly, the students of M.Sc. (IT), M.Sc. Chemistry, B.Sc. and M.Sc. Biotechnology, BCA, B.Sc. IT, BBA and B.Com Professional undertake project work. PGDCA student also take assigned project works. As many as 19 programmes have research based activities such as field works, term papers and trainings and internship as a part of their curricula. Students of all MA Classes have to deliver seminars on given topics. This helps the student to develop research aptitude and analytical skills. Post graduation students of English Literature are assigned topics by their teachers to write research papers on.

**Outcome:** As a result of the institutional practice of promotion to research, as many as 25 teachers of the institution earned Ph.D. degrees in past five years. In these years 527 research publications including books and chapters were made by the faculty members. Apart from over 320 presentations were made in different seminars and conferences besides over 30 faculty development activities including those on research training and IPR awareness have been organized by the institution in last five years.

## 7.3 Institutional Distinctiveness

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

#### Response:

The working of the institution is guided by and oriented towards its vision mission statements. The institution believes that its foremost duty is to ensure multiple skill development of its students, inculcation of life-long learning in them in order to make them globally competent, ethically strong beings, forming potent human resource for the country. To cater to this objective, different mechanisms are adopted which are given below:

1. **Through Academic Activities:** The institution offers a blend of traditional and modern education through its academic programs. These programs are at certificate, degree, diploma and postgraduate diploma levels and add to specific and general skill development in students. A good number of these programs have vocational content and they prepare students for particular vocations.

Classroom teaching is supplemented by use of ICT techniques like PowerPoint presentations, audio visual aids, a learning management system (LMS) functioning through the college website which makes learning process interesting, easy and spontaneous, productive and successful.

To ensure practical skill development of students, the institution has signed linkages with different agencies whereby training and internship opportunities are provided to the students.

The institution also offers, free of cost, a range of value added courses through its teaching department for skill enrichment of students. Departments are asked to design these courses as per the demand of the job market and are given autonomy to implement the courses by themselves.

Besides these things, the institution also organizes seminars, conferences and workshops for, and with the participation of, students. The students get exposure to research when they are involved in research activities under the supervision of teachers.

Innovation and research is promoted in students by providing them infrastructural and ethical support. This is done through the Innovation and Entrepreneurship Cell of the college constituted for the purpose.

1. **Skill development through co-curricular activities:** Efforts are made to identify and bring out the hidden talent and latent potential of the students so as to promote their all round growth. This is done in two main areas: **Sports and other co-curricular activities.**

1. **Sports:** The name of the institution has become synonymous with sports. It offers a widest variety of around 40 games to its students. Students willing to participate in games of their choice are asked to appear for sports trials. Selected students are given admission to their courses of choice subject to eligibility conditions. To promote, sports a number of facilities are offered to the player students which include half fee concessions to full freeships, and free hostel and mess facilities. The institution has required infrastructure for most of the games that it offers games it offers to its students. This includes hockey and football grounds, standard athletics track, basketball and volleyball courts, boxing ring, Astroturf laid mini hockey ground etc. For fitness purposes an

indoor gym has been established in the institution besides an outdoor open gym. The Physical Education and Sports department has tie ups with renowned coaches for providing professional training to the athletes and sportspersons of the institution. The Physiotherapy Department of the institution deals with the sports injuries of the player students.

**Outcome :** Owing to these sports facilities, the institution has won the university overall sports championship for twenty three times out of which eleven times it has been won consecutively. Some of the renowned players of the national and international repute are the products of this institution including S. Ajitpal Singh Padmashri and S. Pargat Singh Padmashri the former captains of national Hockey teams of India. The players of the institution form a major part of the university team participating in and winning the prestigious MAKKA trophy. In last 5 years 27 players have won international and 160 players have won national medals.

- 1. Other Co-curricular Activities:** Opportunities for participation in other co-curricular activities are also ensured for students. The institution once again offers a wide variety of cultural events and activities to its students. In the months of August -September, students are invited to appear for trials for various extra mural activities. Selected students are given training by teachers who not just identify their talent but also polish it. These students are given opportunities to express their talent through participation in youth festivals and other literary, artistic and cultural competitions. Students excelling in these activities are encouraged and promoted by offering them liberal concessions. Besides, a number of poster making, slogan writing debate and declamation contests are organized which contribute to skill development of students side by side sensitize them to different social problems.
2. As a result of this practice, the institution has proved itself in the arena of co-curricular activities by repeatedly winning university youth festival trophies and by forming a sizeable part of university team participating in national youth festivals. Many of the artistes of national and international fame have been the students of this college, including S. Malkit Singh and S. Sarabjit Cheema popular Punjabi singers and Jyotica Tangri famous Bollywood singer.

**Skill Development through Participation in activities:** The institution lays emphasis on developing lifelong skills in its students. Skills such as critical thinking, problem solving, creativity, leadership, communication, collaboration, adaptability etc are developed in students through various activities and processes. To promote a sense of responsibility among students and to increase their active participation in activities aiming at development of these skills, a Student council has been formed which apart from guiding organization of various academic and co-curricular activities by students, also participates in decision making process of College administration. It draws its membership from various student bodies - departmental clubs, associations and societies - formed by various departments. These student bodies organize a number of academic and cultural programs with students playing the lead roles. Students also learn event management while organizing activities of these students' bodies on their own. Similarly various social sensitization activities such as marches and rallies on AIDS Awareness, cleanliness Mission and drug abuse develop critical thinking of the students and inculcate in them problem solving abilities.

## 5. CONCLUSION

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### Additional Information :

Lyallpur Khalsa College is one of the biggest colleges of the region in terms of student strength, number of courses, academic achievements, sport and cultural events, and other activities and achievements. It has student strength of over five thousand, 35% of which is formed by women students. The college is Private Grant in Aid and is affiliated to Guru Nanak Dev University, Amritsar. It has been recognized by the UGC as college with potential for excellence in 2016 and is approved for FIST scheme of DBT. It has won the University Overall Sports championship for 22 times out of which 11 times it was won in consecutive years. It is currently the winner of overall sports trophy of the university in addition to the zonal cultural trophy. The college has a long list of distinguished alumni including the movie and theater icon late Sh. Prithviraj Kapoor, former Home Minister of India S. Buta Singh, Ex-Member Rajya Sabha and Lok Sabha, late S. Balbir Singh, former Lt. Governor Pudducherry S. Iqbal Singh, Chief Editor Daily Ajit Group of Newspapers S. Barjinder Singh Hamdard, Former Vice Chancellor of Punjabi University Dr. J.S. Puar, Former Vice Chancellor Guru Nanak Dev University Dr. S.P. Singh, former Captains of Indian Hockey Team Padam Shri S. Ajitpal Singh and Padam Shri Pargat Singh and former Chairman Punjab School Education Board late S. Bharpur Singh in addition to many others.

Historically, the college is the first college in Punjab after partition to have offered MA Punjabi. It is also one of the pioneers of Computer education in the state.

For multifaceted development of students, there are different bodies which act to instill and develop managerial skills in students. There are departmental students bodies in addition to one central Student Council. Besides, as student support there is Mentor-Mentee system, Legal Aid Club, Grievances Redressal Cell, Centre for Youth Affairs, Centre for Competitive Coaching and Personality Development, NCC and NSS. Under *Unnat Bharat Abhiyan* of Govt. of India the college conducts development and extension activities in four villages of neighborhood.

### Concluding Remarks :

The institution works in a coordinated manner so as to ensure maximum output. The hierarchical organization of the institutional administration results in effective working. The Principal acting as the CEO of the institution coordinates its functioning, in addition to acting as a mediator between the management and the staff.

There are different bodies formed for smooth and effective functioning of the institution. Each of these bodies works in accordance with its objectives and has a hierarchical structure with clearly defined responsibilities at each level. Decentralization of administration has been introduced by allowing autonomy to different departments and bodies in decision making and functioning.

Emphasis is given on documenting working of different bodies. Financial auditing of the institution is done each year. Internal academic and administrative audit is done by the IQAC on yearly basis whereas external academic audit is done after five years.

Student participation in institutional planning and working is encouraged. This is done through provision of IQAC membership for students and through student council.

The IQAC of the institution conducts minimum three meetings each session, to finalize the action plan for the session, to review the implementation of the latter and to chalk out action plan for the next session.

NAAC