



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Lyallpur Khalsa College, Jalandhar
• Name of the Head of the institution	Gurpinder Singh Samra
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01812241466
• Mobile no	9878822140
• Registered e-mail	lkcjald@yahoo.com
• Alternate e-mail	principalofficelkc@gmail.com
• Address	G.T.Road, Jalandhar
• City/Town	Jalandhar
• State/UT	Punjab
• Pin Code	144001
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Urban

• Financial Status	UGC 2f and 12(B)																								
• Name of the Affiliating University	Guru Nanak Dev University, Amritsar																								
• Name of the IQAC Coordinator	Hariom Verma																								
• Phone No.	01812241467																								
• Alternate phone No.	7986126285																								
• Mobile	9592795030																								
• IQAC e-mail address	iqaclkc@gmail.com																								
• Alternate Email address	principalofficelkc@gmail.com																								
3.Website address (Web link of the AQAR (Previous Academic Year)	https://lkc.ac.in/iqac/#1581318014922-75f0c611-75aa																								
4.Whether Academic Calendar prepared during the year?	Yes																								
• if yes, whether it is uploaded in the Institutional website Web link:	https://lkc.ac.in/wp-content/uploads/2022/03/Academic-Calendar-2020-21-1.pdf																								
5.Accreditation Details																									
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>A+</td> <td>3.26</td> <td>2004</td> <td>08/01/2004</td> <td>07/01/2009</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>3.74</td> <td>2011</td> <td>16/09/2011</td> <td>15/09/2016</td> </tr> <tr> <td>Cycle 3</td> <td>A</td> <td>3.21</td> <td>2020</td> <td>14/02/2020</td> <td>13/02/2025</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	A+	3.26	2004	08/01/2004	07/01/2009	Cycle 2	A	3.74	2011	16/09/2011	15/09/2016	Cycle 3	A	3.21	2020	14/02/2020	13/02/2025
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Cycle 3	A	3.21	2020	14/02/2020	13/02/2025																				
6.Date of Establishment of IQAC	15/12/2004																								
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,																									

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Lyallpur Khalsa College, Jalandhar	Salary Grant	DPI Colleges	2020-21	53688164
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		3		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 		No File Uploaded		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Digital mode of communication was implemented in official working, including digital documentation, digital record keeping and digital signature etc for easy data storage and access and pandemic safe environment.				
Online teaching learning process was implemented and made successful with introduction of Google Classroom				
In view of pandemic digital mode of payments was initiated and students were allowed alternative modes of fee payment				
Girls' participation in sports activities was allowed and planning initiated for setting up girls teams.				

Faculty was encouraged to engage in research related activities following which a big number of faculty members attended workshops seminars and conferences.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
To adopt digital mode of communication in official working, including digital documentation, digital record keeping and digital signature etc.	Digital mode of communication was implemented in official working, including digital documentation, digital record keeping and digital signature etc for easy data storage and access and pandemic safe environment
To ensure effective teaching learning process in online mode	Online teaching learning process was implemented and made successful with introduction of Google Classroom.
To provide counseling and stress management education to the students in various ways	In the view of pandemic, counseling activities of the students were carried as a part of the mentor mentee program. Special sessions on Stress management were held to educate students on the same.
To introduce girls participation in sports activities when the pandemic subsided.	As sports activities had come to a halt because of the pandemic and so it was not possible to initiate girls students participation in college sports teams. However the process for the same started.
To organise extension activities in online mode and by maintaining social distancing	Extension activities were carried out in a safe manner , to the extent possible under Covid-19 guidelines .
To organize research related seminars / workshops / training programmes at least three in number each year	A big number of teachers attended online conferences, seminars and webinars

To allow students alternative modes of fee payment	Alternative modes of payment had been adopted and the students had been informed about the same.
To enter into collaborations at national level for academic improvement	Departments were instructed to enter into collaboration at National level for academic improvement but the things came to a halt because of the pandemic
To initiate research projects with financial assistance from non government setups, particularly, industry.	It was not possible to conduct field related research activities due to Covid-19 hence the matter was postponed till the pandemic subsided.
To restructure sports ground and to replace worn-out astro-turf	Planning for restructuring of sports ground had been made and implemented was left till the college opened.
To complete pending construction work in the campus	Pending construction work in the campus could not be completed due to Covid-19 lockdown and was left for the next year

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name	Date of meeting(s)
Governing Council , Khalsa College at Lyallpur	31/03/2022

14. Whether institutional data submitted to AISHE
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Year	Date of Submission
2022	25/01/2022

Extended Profile

1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	969
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	4192
File Description	Documents
Institutional Data in Prescribed Format	View File
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	1847
File Description	Documents
Data Template	View File
2.3 Number of outgoing/ final year students during the year	1265
File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	95
File Description	Documents
Data Template	View File
3.2	101

Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1 Total number of Classrooms and Seminar halls	139
4.2 Total expenditure excluding salary during the year (INR in lakhs)	654.35
4.3 Total number of computers on campus for academic purposes	490
Part B	
CURRICULAR ASPECTS	
1.1 - Curricular Planning and Implementation	
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process	
<p>The Institution has an effective curriculum delivery system which is 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 cocurricular 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. Students are provides with a list of</p>	

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. Academic activities are planned and scheduled in advance and are organized accordingly as much as possible. Students are informed in advance about their seminars and workshops and the information regarding this is displayed on notice boards. Information regarding tutorial classes, unit test, house tests, class quiz, and PG classes 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. 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. In the session, in the lockdown phase due to covid -19, curriculum transaction was undertaken in online form. All academic and mentoring activities with the students took place online through various platforms such as zoom, google meet, webex, Whatsapp and institution's own LMS.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

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	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

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

22

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

15

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

300

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

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 them 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	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

13

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

144

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://lkc.ac.in/wp-content/uploads/2022/03/Feedback-Analysis-Report.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

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

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://lkc.ac.in/wp-content/uploads/2022/03/Feedback-Analysis-Report.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1948

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1006

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

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 are 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	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
4192	95

File Description	Documents
Any additional information	View File

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

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	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

95

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

95

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

60

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1211

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

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 revaluated 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	Documents
Any additional information	View File
Link for additional information	Nil

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

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	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

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	Documents
Upload any additional information	View File
Paste link for Additional information	https://lkc.ac.in/programme-and-course-outcomes/
Upload COs for all Programmes (exemplars from Glossary)	No File Uploaded

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

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 are 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.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1048

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://lkc.ac.in/wp-content/uploads/2022/03/SSS-2020-21.pdf>

RESEARCH, INNOVATIONS AND EXTENSION	
3.1 - Resource Mobilization for Research	
3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
0	
File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File
3.1.2 - Number of teachers recognized as research guides (latest completed academic year)	
3.1.2.1 - Number of teachers recognized as research guides	
0	
File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File
3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year	
3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year	
0	

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

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	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

2

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

17

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

12

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

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	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

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

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	No File Uploaded

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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., during the year

25

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1003

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

9

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

9

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

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 language lab cum Language training centre 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.. 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, Geopgraphy 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

61

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://lkc.ac.in/wp-content/uploads/2022/03/ICT-Enabled-Classrooms.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

0.48867

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

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 excess 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 excess to a big number of journals and books of national and international standards.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

0.19470

File Description	Documents
Any additional information	View File
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)**4.2.4.1 - Number of teachers and students using library per day over last one year**

20

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure**4.3.1 - Institution frequently updates its IT facilities including Wi-Fi**

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 recent years . Around twenty Wi-Fi access points were installed throughout the college.

New Projectors along with computers were fixed in 12 classrooms and the seminar halls of the College in previous years. Cyberoam was upgraded from 25 users to 350 users 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 UPS. New Laptops were purchased for the faculty to prepare PowerPoint presentations and to do the research work in March 2019.

Due to Covid 19 pandemic and subsequent lockdown and online mode of teaching, no new IT infrastructure /facilities could be added during the session 2020-21.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

490

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

32.86

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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.

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	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
1243	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File
5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year	
5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year	
3	
File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File
5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above

File Description	Documents
Link to Institutional website	Nil
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

46

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

46

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	No File Uploaded
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

17

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

21

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

4

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

12

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

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. 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 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

File Description	Documents
Paste link for additional information	https://lkc.ac.in/student-council/
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

11

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

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

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 as 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	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

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 and 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	Documents
Paste link for additional information	https://lkc.ac.in/vision-mission/
Upload any additional information	No File Uploaded

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

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 form 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 2020-21 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	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

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 2020-21 aimed at enhancing the performance of the college in cultural activities. 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. But due to Covid-19, all Sports and Cultural activities were completely banned. Of the tengoals set by the institution in action plan 2020-21, it has successfully achieved nine.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://lkc.ac.in/wp-content/uploads/2022/03/Strategic-Plan-18-23.pdf
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

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, Cocurricular 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	Documents
Paste link for additional information	https://lkc.ac.in/wp-content/uploads/2022/03/List-of-Coordinators.pdf
Link to Organogram of the institution webpage	https://lkc.ac.in/wp-content/uploads/2022/03/6.2.2.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

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. The types of welfare schemes focus on physical and mental well being of staff. They include Free medical facility through a medical dispensary and Physiotherapy OPD. health checkup camps and awareness drives including Covid -19 tests and vaccination, activities and informative sessions on stress management, financial assistance by providing loan against Provident Fund, voluntary Group Insurance Scheme, EPF for the employees of the institution provision of various leaves such as, casual leave and medical leave in addition to maternity leave for female staff and faculty, fee concession to the children of the faculty and the other staff members, accommodation to the faculty and the other staff in the staff colony, Crèche facility for the children of the staff, employment to the survivor of any non teaching staff member died during service period etc.

Apart from these there is a provision of financial assistances 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., Staff Welfare fund, Permission to enhance one's educational qualification through higher studies, training programmes etc and monetary, ethical and infrastructure support to faculty participating in research activities.

Special provision including infrastructural ones exist for Divyang staff.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops**

and towards membership fee of professional bodies during the year

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

10

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

91

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

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	Documents
Paste link for additional information	https://lkc.ac.in/wp-content/uploads/2022/03/Self-Appraisal-Form.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

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	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

NIL

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

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 cocurricular 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.

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	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The IQAC monitors quality assurance in institutional activities. It encourages efforts towards excellence in different fields. At the end of the session, it chalks out an action plan for the next session and ensures following of that 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

Advance Academic Planning and Certificate courses with value addition are two strategies adopted by the institution.

Advance Academic Planning: Upon the initiative of the IQAC, the institutional administration has implemented advanced academic planning system for the institution. Following this, Academic Calendar of the institution is prepared before the commencement of the session. It contains 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 sees to it that the calendar is duly followed. Teaching departments are also asked to prepare their respective academic calendars and display them on the departmental notice boards whereas the academic calendar of the college is displayed on notice boards and also on the institutional website. Besides, teaching departments are also asked to provide teaching -learning and examination -evaluation blueprints to the students which enable 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.

Certificate Courses: At the initiative of the IQAC, the institution started certificate level courses focusing on value addition in 2013. The Academic Council of institution passed the commencement of these courses the progress and response of which are reviewed by the council in its first meeting of the session . These courses are

offered without charging any fee from the students. The departments are 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 is also taken to consider the convenience of the students while offering the course.

In addition to the two abovementioned systems there are many other processes started as IQAC initiatives that have become institutionalized. These include online teaching, 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.

File Description	Documents
Paste link for additional information	https://lkc.ac.in/value-added-courses/
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

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	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://lkc.ac.in/agar/
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

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	Documents
Annual gender sensitization action plan	https://lkc.ac.in/wp-content/uploads/2022/03/7.1.1-Gender-Sensitization-Action-Plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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.

Solid waste management

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.

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	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the

C. Any 2 of the above

campus	
File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above
File Description	Documents
Geo tagged photos / videos of the facilities	No File Uploaded
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	B. Any 3 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

<p>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</p>
<p>The institution has been providing education to the students of the country without any distinction or bias on the basis of caste, creed, region, religion or gender. . Although basically a Sikh institution, the college has a secular outlook which is scribed in its vision mission and reflected in its working. It has a variety of</p>

students who come from diverse cultural, regional, linguistic, communal and socioeconomic backgrounds including those from other states. Believing in equality the institution ensures an inclusive environment to this diverse range of students. No difference is made on any basis apart from merit while appointing teachers or while admitting students. The institution celebrates events of religious, cultural national and international significance with equal zeal and fervor. Hindi Diwas and Punjabi Maat Bhash Diwas are celebrated on their dates. Festivals like Holi , Baisakhi, Shivratri , Gurupurabs of Gurus , Krishna Janamashtami, Dussehra , Eid, Diwali, Christmas are duly celebrated in the campus. The institutional library has a collection of books in different languages and also about different religions including scriptures. The students and teachers are free to maintain their religious and cultural identity by wearing respective symbols and dress.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution tries to sensitize its students and employees towards the constitutional obligations. It tries to make them aware of the values, rights, duties and responsibilities of citizens. This is done by celebrating relevant days like constitution day, International Women's Day, World Disability day, Labour Day etc. In addition, seminars and informative sessions are organised on rights of women and children, community health and gender sensitization. The Legal Aid Club established in the institution makes the students, the faculty and the community aware about the free legal services available to them. Students are sensitized about their duties towards the nation and the society by organising relevant activities through NSS and Social Sensitization Club of the college. Visits of the students to old age homes and orphanages are organized in order to inculcate the sense of moral and social responsibility in them. The NSS wing of the college organized extension activities in the lockdown period in which volunteers supplied food packets to the stranded people. Celebrating Voters day makes students aware of their voting right thus instilling values of citizenship and responsibility in them.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://lkc.ac.in/wp-content/uploads/2022/03/7.1.9.pdf
Any other relevant information	Nil

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

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.

File Description	Documents
Best practices in the Institutional website	https://lkc.ac.in/wp-content/uploads/2022/03/Best-Practices.pdf
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

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.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The institution believes in setting up its goals well in advance and then planning a strategy to achieve them. The IQAC of the college chalks out an action plan in the final meeting of the session. This action plan is based on the inputs by the students, faculty, non-teaching staff, parents, industry, alumni, other stakeholders and visitors to the college. The future plan of the college is always directed toward the objectives of development and improvement.

1. To plan and implement teaching learning activities in online mode effectively to compensate for the absence of regular classroom teaching, in case the pandemic covid -19 drew longer.

2. To ensure reaching out to each and every student for their counseling on studies and stress related matters: as he Pandemic was advancing at a dangerous level

3. To devise a mechanism and action plan for sports and cultural activities in view of the pandemic

4. To organize research related seminars / workshops / training programmes at least three in number

5. To organize extension activities in online mode and by maintaining social distancing.

6. To allow students alternative modes of fee payment

7. To enter into collaborations at national level for academic improvement

8. To initiate research projects with financial assistance from non government setups, particularly, industry.

9. To complete pending construction work in the campus

10. To initiate participation of girls students in inter-college sports competitions