



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVT. COLLEGE FOR GIRLS, LUDHIANA

GOVT. COLLEGE FOR GIRLS RAKH BAGH

141001

www.gcgl dh.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GCG is a prestigious institution dedicated to enriching the lives of young women through quality education. It is committed to creating an environment that is conducive to learning and growth. Our *excellent academic results* highlight GCG's commitment to academic excellence, innovation, and social responsibility.

As a humble institution *founded in 1943* with 25 students and six teachers, the college has since *evolved into a prestigious institution* with a student body of over 3400 and 100 teachers since it moved to its current location in 1953. It currently offers undergraduate, postgraduate, diploma, and certificate courses. The college is located on a *sprawling 45-acre campus in the heart of the city*. It is surrounded by *lush green gardens*, giving students a *serene and peaceful environment* to pursue their studies. The institution has produced numerous women of substance over the course of its 80-year history. The college *has a vibrant culture*, with students participating in various extra-curricular activities. Owing to the commendable achievements of its Alumni, the college has become a beacon of hope and *dream destination for girl students*. It has opened up a world of opportunities for the students to pursue their dreams and build a successful future for themselves. The college is a proud example of the power of education and the potential it has to transform lives.

Vision

The college strives to become the standard of excellence in providing education by fostering creativity and intellect in student community. The vision of the college is enumerated as follows:

- To lay emphasis on knowledge society, information society and learning society in emerging global trends with far reaching implication for the growth and development of the society.
- Becoming more aware to the needs of the society and thus sharpen the skills with help of intuition, intellect, insight and innovation.
- To have positive attitude towards technology to improve the efficiency and effectiveness of the governance.

Mission

- To provide high quality, affordable and accessible education to the women, irrespective of their class, colour, caste or creed by maintaining a perfect balance between tradition and modernity.
- To enhance the strength of students through vocational programs and degrees in the state-of-the-art campus so that they become employable and fit for higher education.
- To empower women through need based futuristic courses with entrepreneurial skills.
- 'Learn to Serve' so that the learners are able to serve the society and nation as well.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- High academic standards evidenced by the quality of its faculty, *rigorous curriculum*, and *student outcomes*.
- A sprawling eco-friendly and centrally located campus covering *45 acres*, with *3.77 acres* dedicated to its built-up facilities.
- State-of-the-art infrastructure and well-equipped facilities, including *39 well-ventilated and ICT enabled classrooms*, *laboratories*, *play grounds*, *DST Curie lab* to make life at GCG an enriching experience.
- *Multipurpose Auditorium* of seating capacity of 1000 and a *Seminar Hall* with a seating capacity of 100 participants to enhance the learning experience.
- *Well-stocked and computerized library* with, *Integrated Library Management System (ILMS)* software solutions, accommodates up to *200 readers* is facilitated through leading electronic databases like *INFLIBNET, N-list & NDLI* with *Online Public Access Catalogue (OPAC)* facility.
- A strong culture of sports, co-curricular and extracurricular activities for students' holistic growth. *indoor and outdoor sports facilities*
- Excellent *hostel accommodation* for over 250 outstation students and teachers.
- Highly *competent teaching staff*, flexible and open to innovative teaching.
- Offers *a number of skill development and vocational courses* in addition to traditional Arts, Science and Commerce stream.
- Successfully running *Community College*.
- *Finishing School* under RUSA scheme (MHRD) for soft skill development.
- The college maintains *strong relationships with industry partners*, facilitating internships, industrial visits, and placement opportunities for students.
- Various Clubs and societies actively *engage with the local community* and promote *social responsibility initiatives*. The college with its various *outreach programs* promotes social awareness and inclusivity.
- The institution nurtures a *robust work culture*.

Institutional Weakness

- *Limited budgets* and cannot provide adequate resources for expansion of infrastructure like classrooms, record room and library etc.
- *Ad hoc or contractual teachers* are working on many of the sanctioned posts due to government constraint.
- The college *does not have any research center*.
- *Overdependence on government grants* makes it difficult to plan and implement ambitious development programme. In spite of immense potential there is still room for skill-based courses.
- *Lack of library staff*.
- *Less number of skill-based courses sanctioned by the government*. The programs being run as self-financing courses increase the input cost which many students can't afford.
- *Lack of FDPs for staff and administration by the government*.

Institutional Opportunity

- There is *tremendous scope for increased enrollment*.
- Opportunities for *enhanced participation of private sector and local industry*.
- The college has *sufficient land for expansion* of infrastructure, amenities, playgrounds etc.
- *More jobs oriented and skill development courses* can be introduced.
- *Possibilities of international collaboration and exchange programmes* can be explored as per the modalities worked by the government.
- The college *can start a community radio station* to disseminate knowledge and spread awareness on issues of social and national importance literacy, women's rights, the girl child, health for all etc.

Institutional Challenge

- Need to cope up with *financial constraints*. Being govt institution the expenditure, rules are to be followed in totality provides limited autonomy to get desired work.
- *Stiff competition from smartly managed private institutions* with plenty of resources and aggressive marketing by them.
- Courses under increasing *threat of being outdated and unsuitable* for the current employment scenario.
- *Fewer student placement opportunities* as compared to professional colleges. Though the college makes efforts through its alumni network, the magnitude of campus drives and placements in top-notch Industries, IT/ITES Sectors and Organizations are a real challenge.
- *Improving the communication skills of the students*, a vast majority of which comes from the rural background.
- *Managing teaching in PG classes* being run under the self financing schemes with contractual faculty.
- The *challenge to add significantly to our infrastructure and to add to the range of courses we offer*.
- Mass exodus of students outside country leading to *less demand for PG courses*.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has developed a structured and effective implementation of the curriculum- its planning and delivery, through systematic and strategic transparent mechanism. College enables the students to choose and join the program as per their eligibility. Within this predetermined academic setup, College ensures effective delivery of course curricula for benefit of its students of all streams. The *master time table* is prepared by the *Committee* headed by a senior faculty of each stream and vetted by the Principal. *Library* of our college is well stocked with approximately 70000 books, reference books, journals and magazines. *E-resources* are available through INFLIBNET and NDLI to enhance their subject knowledge. Books and Magazines on *competition, current affairs, general personality development* are also available As a measure to improve curriculum planning and implementation, faculty members actively attend and participate in FDP and workshops. Interactive platforms such as **YouTube, google meet, zoom** were used during *COVID Pandemic* for effective teaching. GCG initiated its *own YouTube channel* where co-curricular and extracurricular activities are uploaded. *16 Add-on and certified courses* approved from PU, PSOU, Community College are offered to the students to enhance livelihood skills, aptitude and to empower the students for self-employment. The *new programs* introduced in the Institution are *B.Voc (Global Professional in Beauty and Wellness & Aesthetics) & MSc (Cosmetology and Health Care)*. The courses designed by the affiliating PU, has *integrated cross cutting issues* relevant to professional ethics, gender, human values, environment, and sustainability in the curriculum with a view to ensure holistic development of the student. Undergraduate students of all streams

have to opt for Punjabi or History and Culture of Punjab which imbibes cultural and religious values among the students; and have to also opt for Environment and Road Safety Education and Violence against Women and Children to qualify for the completion of course/degree. Outreach activities, health awareness drives, blood donation camps, tree plantation, de-addiction programs, and Swachhata campaigns help in the development of *civic and social responsibilities* among students. The Institute obtains *feedback* from stakeholders and analyzes them to identify corrective actions required for the improvement.

Teaching-learning and Evaluation

Our college is committed to excelling in all areas of education and has *successfully attracted numerous students*, especially in humanities, commerce, science, BBA, BCA, and BVoc programs. Admissions are solely *based on merit*, following *government reservation policies*, managed by the dedicated admission committee. With **63.35%** of our faculty holding PhD or NET qualifications, our *competent and highly qualified teaching staff* of 1 Professor, 12 Associate Professors, and 99 Assistant Professors ensures quality education. They actively participate in seminars to *stay updated*. Teaching-learning and evaluation processes are *meticulously planned and executed* as per the academic calendar. *Programme and course outcomes*, along with syllabi, are *accessible* on Panjab University and college websites. *Pedagogy is tailored* to meet students' needs, and mentorship programs resolve academic and personal issues, *benefiting slow and advanced learners alike*. Slow learners receive remedial classes, assignments, and tutorials to improve their skills, while advanced learners are encouraged to pursue additional courses on platforms like SWAYAM/NPTEL/MOOCs for career growth. Our *student-centric approach*, including seminars, group discussions, brain-storming sessions, and project works, ensures holistic development. Our impressive 34:1 student-teacher ratio ensures *strong interaction*, leading to a **100% pass percentage** in UG/PG final exams over five years, with *many students ranking among the top ten* in Panjab University results. *ICT tools* like PPTs, audio-video lectures, and e-books enrich the learning process. Our *transparent evaluation* includes continuous assessment with written exams, class seminars, assignments, regularity, and practical. Students can apply for *re-evaluation and review* their answer sheets in external exams. *Conferences, seminars/webinars, workshops, orientation, and refresher courses are organized* for the staff members to enhance teaching skills and innovation. *Students are rewarded* for their *academic and extra-curricular excellence* during the Annual Prize Distribution function. We highly value *student feedback for continuous improvement*. Our college is dedicated to providing quality education, fostering student-centric learning, individual mentoring, and transparent evaluation. We strive for excellence and continuously seek innovative ways to enhance the teaching and learning experience for all stakeholders.

Research, Innovations and Extension

College provides a *robust environment to faculty and students to develop interest in research*. The *research project under DST* with grant of 58.5 Lakhs INR, received by the PG Department of Botany speaks volumes for the research environment of college. The faculty have always engaged themselves in *learning process and participates in workshops, seminars and conferences* where they present their research ideas. College provides them with *amicable environment* and motivates them to carry on research and publish papers in renowned journals as well as books. In the past 5 years **26 research papers** have been published in *UGC Care list journals* and **110 papers in other journals, conferences, including books and book chapters**. College has also organized **over 60 workshops** on Innovation of ideas, Research Methodology, Entrepreneurship and Intellectual Property Rights. College *focuses on skill development, innovation in ideas, knowledge transfer and promotes multidisciplinary growth* with the aim of overall development of students. Various opportunities are given to students to gain entrepreneurial skills by organizing different events where they *sell their hand made*

products. Educational trips and Industrial visits organized for students also facilitate their exposure to real world. Different *Clubs and Societies, 3 units of NSS and 2 platoons of NCC* are functional in college which organize different events to expose students to different aspects of society and life. In the past 5 years, **136 extension and outreach activities in association with other organizations** and many activities were organized at college level for the holistic development of the students. **3 MOU's** have been signed by college to promote industry-academia linkage where students are provided with the right exposure and skills to progress in their professional lives.

Infrastructure and Learning Resources

Government College for Girls occupies a *sprawling and lush green campus* covering **45 acres**, with **3.77 acres** dedicated to its built-up facilities. The college prides itself on its top-notch infrastructure, featuring **39 well-ventilated and ICT enabled classrooms and lecture theatres**, including an *auditorium* and a *multipurpose seminar hall*. Among its assets are 28 fully equipped laboratories, with 16 of them incorporating ICT technology. Additionally, specialized areas such as the *Botanical Garden, cacti zone, Diet clinic, and Counselling Cell* offer comprehensive support to the students. Recently, the college established the *DST Curie lab*, further enriching resources for student development. The college provides **143 computers** with latest software and other essential equipment, like printers, laptops, and photostat machines, catering to student needs. Ensuring the utmost safety, the campus is equipped with **38 CCTV cameras**, providing security to the female students. The infrastructure of the college includes an impressive *auditorium with a capacity of 1000 students*, hosting various academic and cultural events. Additionally, the multipurpose *RUSA seminar hall* accommodates up to 100 participants. Committed to promoting a healthy lifestyle, the college offers *indoor and outdoor sports facilities. Residential facilities* are provided through a well-maintained *Girls' hostel* with a capacity of **250 students**. The college library is equipped with advanced technology through two *Integrated Library Management System (ILMS)* software solutions: *SOUL and Koha*. Covering a spacious area of **3600 sq. ft.**, the library accommodates up to **200 readers** comfortably. Access to a vast collection of resources, including e-Journals and e-Books, is facilitated through leading electronic databases like *INFLIBNET, N-list and NDLI*. The transition to the *Online Public Access Catalogue (OPAC)* has streamlined resource accessibility, while a dedicated computer ensures seamless information retrieval. The library's diverse collection of **72,146 books, 17 journals**, and subscriptions to **19 newspapers** and **37 magazines** caters to diverse academic interests. Notably, the library's commitment to inclusivity is evident through its *Braille Corner*, equipped with essential tools to cater to visually impaired students. The library maintains a *student-friendly atmosphere*, upheld by a dedicated staff and an Advisory Committee focused on continuous enrichment and maintenance.

Student Support and Progression

The college provides a wide array of services and resources to support students, including counseling, tutoring, career guidance, and more through a network of student support mechanism. **As many as 4780 students have been benefitted by various Government and Non- Government scholarships with financial aid of about 39 lakhs by NGOs over the last five years.** In addition to financial support, GCG has active **students' grievance redressal mechanisms** that help them seek redressal for complaints, including those about sexual harassment and ragging. There is **provision of ramps, disabled- friendly washrooms, wheel chairs, Braille corner, a dedicated enabling cell and scholarships** for students with disabilities. The Placement cell

facilitates the students' professional growth and success as many of our students join leading Corporates like Deloitte, KPMG, HDFC Bank, ICICI Bank, etc. Most of our students progress to higher education and join leading institutions across India and abroad. Various bodies like **Legal Literacy Cell, Women Forum, Gender Champions Club** make the students aware about their rights and responsibilities. The college has **a dispensary with a full-time qualified pharmacist** who provides first aid to the students. Lectures are arranged to create **awareness about the symptoms and prevention of commonly prevalent diseases**. Yoga and mediation sessions are conducted throughout for holistic health and fitness. Each class chooses its representatives to form **'The Student Council', an apex students' body** and an extended arm of the college faculty every academic year. Our students participated in more than 240 sports and cultural events at various levels and bagged top positions at inter-college, state, national and international levels over the past five years. The college motivates students for **entrepreneurship through skill development programs organized by PGDND, Community College, Diploma in Beauty and Wellness, Finishing School** and other departmental activities. At the College, **the Alumni Network provides extensive support towards offering scholarship** for poor students and funds for infrastructural development. Alumni also support in being **as resource personnel in conferences and department programs**.

Governance, Leadership and Management

Keeping in mind the vision and mission, the institution has been effectively practicing *participative management* under the leadership of the Principal and the support of different *functioning committees* in consideration with senior staff council. *The institutional perspective plan is effectively aligned with the NEP guidelines*. For effective implementation of the policies college has put up a *College Management Committee* for the optimum utilization of the funds. The college has *implemented e-governance in the areas of administration, finance, accounts, examination, student admission and support* through online admission and fee portal on its website and all admission related details are updated and conveyed on timely basis. *Welfare measures* are extended to both teaching personnel and non-teaching staff in accordance with the regulations. IQAC conducts a regular *satisfaction survey* from the stake holders on annual basis and suggestions from these surveys are accommodated. For sustainable institutional growth and effective functioning of various bodies the policy of *decentralization is followed*. **Various committees are formulated as per the requirements of institution with inclusive and diverse representation from students and faculty alike.** There is *active participation of the teaching and non-teaching staff members* in FDPs, short term courses, workshops. *Internal audit* of expenditure, funds and facilities is regularly conducted. *External Audit* of Grants/Funds by Chartered Accountant is conducted as per mandate. IQAC holds *regular meetings to analyze and implement feedback for improvements*. To provide hands on training *MoUs have been signed* with the reputed institutions. IQAC focuses on overall personality development of students by *following Best practices*. Two such practices that were adopted, aligning with Mission and Vision statement of institute, were *Holistic development of all and to enable Digital transformation of the teaching-learning process*. The institution is in *collaboration with other organizations to enhance quality initiatives*.

Institutional Values and Best Practices

In quest for excellence the institution undertakes practices that foster **global competencies** in students through panoramic progression and by empowering minds for digital era with **ICT-enabled teaching**. For the holistic development, the Physical, Emotional, Intellectual, Social and Spiritual domains were considered: The physical development was assured by introducing **30 minutes fitness break** during COVID-19 for students, teaching and non-teaching staff. The **Open Gymnasium and Acupressure Park** were established so that the students

could make a constructive use of their leisure time by indulging in physical activities. **Martial art training** was imparted to students to inculcate self-defence skills. The **Grievance Redressal Cell** and the “**Dastak**” programme helped the students to strengthen their emotional quotient. The mental health was practiced by organizing **Happiness market** and conducting **seminars/webinars** addressing mental health issues. For development of spiritual quotient, **Meditation and Yoga Park** was constructed wherein **yoga sessions** were held. Through extra-curricular and co-curricular activities organised by various clubs and societies, the **students from various diverse groups and socioeconomic backgrounds** are being sensitized towards **gender equity** and made competent to face national and global challenges. To cater the needs of **divyangjan**, campus provides ramps, disabled-friendly washroom, wheelchair and Braille software. For environmental sustainability, the various parameters such as **energy conservation, water conservation, waste management, green campus initiatives and maintenance** were taken into account. For energy and water conservation, **grid connected solar panels** and **rainwater harvesting units** are functional. The **maintenance and distributions of water bodies** are regularly monitored to conserve water. Segregation and management of the solid waste includes **Incinerator Installation, Vermicompost unit establishment, Leaf litter collection** and **coloured bins** for biodegradable & non-biodegradable wastes. To enhance regional species diversity in flora and fauna, increase in green cover by plantation drives and installation of **bird nests** within the campus was done. Keeping in view the motto “*Learn to Serve*”, the institution focuses on **women empowerment** by developing **entrepreneurial skills and human and ethical values**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. COLLEGE FOR GIRLS, LUDHIANA
Address	Govt. College for Girls Rakh Bagh
City	Ludhiana
State	Punjab
Pin	141001
Website	www.gcgludh.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suman Lata	0161-2449650	9872933225	-	gcgludhiana@gmail.com
Associate Professor	Jaspreet Kaur	0161-9872933225	9501305566	-	jaspreetgcg@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chandigarh	Panjab University	View Document
Punjab	Jagat Guru Nanak Dev Punjab State Open University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-07-2014	View Document
12B of UGC	16-07-2014	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Govt. College for Girls Rakh Bagh	Urban	45	15270

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science	36	Senior Secondary related stream	English	160	143
UG	BSc,Science	36	Senior Secondary related stream	English	120	104
UG	BSc,Science	24	BSc I	English	8	8
UG	BBA,Management	36	Senior Secondary	English	50	50
UG	BCA,Computer Science	36	Senior Secondary	English	51	51
UG	BCom,Commerce	36	Senior Secondary	English,Hindi,Punjabi	159	159
UG	BCom,Commerce	24	BCom I	English	72	72
UG	BA,Arts	24	BA I	English,Hindi,Punjabi	17	17
UG	BA,Arts	24	BA I	Hindi	23	23
UG	BA,Arts	36	Senior Secondary	English,Hindi,Punjabi	559	559
UG	BA,Arts	24	BA I	English,Hindi,Punjabi	26	26
UG	BA,Arts	24	BA I	English	27	27
UG	BA,Arts	24	BA I	English,Hindi,Punjabi	30	30
UG	BA,Arts	24	BA I	English,Hindi,Punjabi	21	21
UG	BA,Arts	24	BA I	English,Hindi,Punjabi	13	13
UG	BA,Arts	24	BA I	Punjabi	7	7

UG	BA,Arts	24	BA I	English,Hindi,Punjabi	7	7
UG	BVoc,Beauty And Wellness	36	Senior Secondary	English,Hindi,Punjabi	58	58
PG	MSc,Science	24	BSc I	English	40	18
PG	MSc,Computer Science	24	Graduation all streams	English	40	7
PG	MCom,Commerce	24	Bachelor of Commerce and business administration or Graduation with course related honours	English	40	38
PG	MA,Arts	24	Graduation	Punjabi	60	20
PG	MA,Arts	24	Graduation	English,Hindi,Punjabi	40	6
PG	MA,Arts	24	Graduation	English,Hindi,Punjabi	40	5
PG	MSc,Beauty And Wellness	24	Graduation all streams	English,Hindi,Punjabi	50	17
PG Diploma recognised by statutory authority including university	PG Diploma, Science	12	Graduation in related stream	English	20	14
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science	12	Graduation any streams	English	40	37

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				12				76			
Recruited	1	0	0	1	2	10	0	12	9	52	0	61
Yet to Recruit	0				0				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	3	21	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						84
Recruited	24		6		0	30
Yet to Recruit						54
Sanctioned by the Management/Society or Other Authorized Bodies						13
Recruited	12		1		0	13
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	4	1	0	5
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	7	0	1	2	0	13
M.Phil.	0	0	0	0	2	0	0	2	0	4
PG	0	0	0	0	1	0	1	9	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	11	0	14
M.Phil.	0	0	0	0	0	0	3	12	0	15
PG	0	0	0	0	0	0	4	37	0	41
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5		8		13

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	3158	18	0	0	3176
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	237	14	0	0	251
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	52	0	0	0	52
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	12	0	0	0	12
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	30	0	0	0	30
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	876	864	857	836
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	351	345	343	334
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1824	1796	1782	1738
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	456	449	445	434
	Others	0	0	0	0
Total		3507	3454	3427	3342

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Government College for Girls is affiliated to Panjab University, Chandigarh and follows the provisions of Panjab University, Chandigarh for its curriculum, examination and award of degree. The institution strictly adheres to the approved curriculum of the Panjab University regarding multidisciplinary/interdisciplinary academic courses. The College offers as many as 32 programmes /courses at UG and PG level under stream of Arts, Science, Commerce, Computer Applications and Management and has qualified faculty to teach the fundamentals of a diverse range of subjects. The institution is offering short term skill-based courses to the students of various streams to promote interdisciplinary</p>
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	<p>education. To IQAC has organized awareness sessions for the teachers about the need and concept of inclusion in multi- interdisciplinary education. The ideas for starting new courses were invited from various departments, and the proposals and suggestions received were sent to the higher education and affiliating university. All the faculty members of the institution participated in the PDP on the NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>The institution's preparedness for the implementation of ABC is according to the guidelines of the affiliating university and approval from regulating bodies. The institution has sensitized the students regarding the benefits and need of registering for ABC. More than 1800 college students have successfully registered themselves on the National Academic Depository. The institution shall get all the first year students registered on the portal.</p>
3. Skill development:	<p>The College provides a variety of professional courses created by affiliated universities and the NSQF. Various skill based short term certificate and diploma courses in GST applications, Software development and programming, computer-aided accounting, Creative writing and content development, and a certificate course in Bakery & Confectionary are being offered by the college. The institution recently organized skill based workshops to identify the interests of the students. The list of shortlisted value added skill based courses, suggestions, and willingness to offer new skill based courses based on the needs of students and society according to available resources have been sent to the higher education department and the affiliating university. New skill development courses will be introduced by the College as and when the University provides directions to implement them in accordance with NEP-2020.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>To promote and integrate the Indian Knowledge System, the College is offering Punjabi, Hindi, and Sanskrit, which help the students read the old scriptures of India in their original form. Curriculum related books are available in all three mediums in the college library. In order to make them culturally rooted in Indian culture and tradition, the institution has formed many clubs and societies that promote the teachings and values of our nation and make efforts</p>

	<p>to integrate the value system with modern thinking. The staff and students celebrate the birthdays of Gurus and festivals. The college is also offering classical music vocal, music instrumental and Indian classical dance as elective subject. Faculty of performing Arts also train students in regional folk instruments and folk songs. It is also promoting the traditional art & craft and theatre of the region. In addition to the above, the subjects are taught in three languages for better understanding. Many programmes/ and subjects, such as Philosophy, Sociology, History and Culture , contain information about the Indian knowledge system. The Beauty and Wellness course curriculum contains knowledge regarding yoga, meditation, and ayurvedic healing. Many educational trips are organized to provide an insight to the students about the heritage , History and Culture. The college has developed a heritage room to showcase the richness of the old Punjabi lifestyle. The college hostel students organize Akhand Path (religious ceremony) every year, which is attended by the college students and teachers. The ceremony is followed by langar (food prepared through community kitchen) served by the hostel students.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome based education focuses on student centric learning. The programs offered and courses taught at our institution have prescribed syllabus as outlined by the affiliating university. Every program and course have a specific program and course outcome that is clearly mentioned in the syllabus. These outcomes are also shared by respective teachers and integrated into the curriculum delivery. The programs are offered under the semester system. The institute conducts mid semester theory and final university theory and practical semester exams. Teachers unitize their respective courses in the beginning of the semester and unitization of syllabus is aligned to corresponding units of the syllabus. The students are prepared to attempt the paper as per university pattern. Teachers periodically assess the students through class tests, surprise tests, quizzes, presentations, group discussion etc. They also undertake practical work as part of the curriculum with the required equipment. Learning by doing i.e., experiential learning is a part of the curriculum of many programs that includes projects, internships,</p>

	<p>project reports, studies etc. Regular interactive extension lectures, hands-on training, field visits etc. are conducted frequently for students as per the demand of their course and as per demand of industry. Many activities like digital poster making, digital certificate design , digital logo design, Power Point presentation competition, advertisement video making competition, application development contest (Computer Science department), PPT presentation, poster making competition, Ad-Mad Show, Shark Tank (Commerce and BBA department), fitness fest, and canteen (Home Science department), are frequently organized wherein students apply their knowledge and practical skills and compete in various events. This institution is committed to ensuring the adoption of OBE at present and will constantly improve after the adoption of NEP 2020.</p>
<p>6. Distance education/online education:</p>	<p>During pandemic , the institution successfully organized classes and examinations (both internal and University) completely through online mode. The faculty members stayed in contact with their students through WhatsApp groups. Each faculty member taught students through Google meet or Zoom and digital resources were shared with the students. Many teachers recorded their lectures to help the students missing their classes due to poor internet connectivity. The institution has started skill based short term courses in blended mode . The College is equipped with 41 smart classrooms and has WiFi facility which helps to make course content enriched with online subject material. The Library has Inlibnet centre providing E-books, E-journals and E-content to the students for online reading. The IQAC organized FDP for the faculty to equip themselves for effective online teaching pedagogy. The institution is well prepared to adopt distance / online education after the adoption of NEP 2020.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, An Electoral Literacy Club is functional to sensitize the students about their electoral rights and familiarize them with their democratic rights, which include casting votes in elections. It works alongside SVEEP (Systematic Voters’ Education and Electoral</p>
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	Participation) to achieve this purpose.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Institute has appointed faculty coordinator Dr. Sumeet Brar and student coordinator Ms. Gagandeep Kaur Sidana to lead the Electoral Literacy Club. The ELC is fully functional and it is representative in character, with the following objectives: <ul style="list-style-type: none"> • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the students about voter registration, electoral process and related matters. • To help the students understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	In order to encourage more young voters to take part in the political process, the Government of India has decided to celebrate January 25 every year as "National Voters' Day". From 25, 2011, it is celebrated to mark the foundation day of Election Commission of India, and right from that year, our college is celebrating the national voters' day at the district level. In collaboration with the district authorities, the representatives of the underprivileged of society, i.e. the transgenders, differently-abled persons, and senior citizens who have made significant contributions to ensure a smooth electoral process, are honoured. The college organises voter registration drives to encourage eligible students and members of their communities to register as voters, ensuring a higher turnout during elections. The significance of ethical voting is empathized which involves making informed choices based on candidates' qualifications, policies, and track records rather than resorting to malpractices like vote-buying or vote-selling.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness Drives: The college has organized voter registration drives, awareness campaigns, and workshops to educate students and the community about the importance of democratic participation and exercising their right to vote. Collaboration with Election Authorities: The college has collaborated with district election officers working on electoral

	<p>issues to support and enhance their initiatives. Mock Elections and Student Council: Encouraging and organizing mock elections and student government bodies to foster a sense of civic responsibility and democratic values among students in the form of Societies and Student Council. Civic Engagement Clubs: In collaboration of various clubs and societies of the college a focus on civic engagement to encourage students to actively participate in electoral processes and community initiatives is ensured. Competitions and content creation: Various activities are organised e.g. poster making, rangoli competition, oration, to engage the students in the process and stress upon the importance of fair and smooth conduct of the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college has more than 90% electoral registration of the students above 18 years. In an effort to achieve 100% enrolment of the students in the electoral roll continuous efforts are made. The following activities is conducted in last five years to motivate students • Celebration of National Voters Day • Pledge Ceremony • Awareness Camp • Declamation • Poster making contest • Essay Writing Contest • Declamation • Rangoli Competition</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3410	3336	3277	3261	3278

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 131

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	92	100	108	107

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
125.24	26.86	57.51	46.48	75.35

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution has developed a structured and effective implementation of the curriculum planning and delivery through systematic and strategic transparent mechanism.

Curriculum Development

- Our faculty as members of *Board of Studies of Panjab University* substantially contributes to the curriculum development.
- They are also the *BOS members of other universities* that helps in getting more exposure and vision to make quality improvements in the syllabus

Curriculum Planning

- The college follows and executes rigorously the *Academic calendar* issued by the University.
- The institution prepares an *activity calendar* to commemorate important national and international days.
- The HODs conducts the meetings to *distribute workload, prepare activity calendar*.
- The principal monitors *the effective implementation* of the Calendar through meetings with HODs and faculty.
- An *Orientation Program* is organized every year for newly admitted students to orient them about: campus facilities, time table, examinations, welfare schemes, code of conduct and extra-curricular activities.
- The *master time table* is prepared by *the Committee* headed by a senior faculty of each stream and vetted by the principal.
- The Time Tables are *displayed on the Notice Board and shared on WhatsApp groups* by faculty. The *syllabus link of university* is also provided to the students
- *Monthly unitization* of the syllabus is prepared by faculty at the beginning of academic year.
- *Periodic assessment* of curriculum delivery is conducted through HODs.

Curriculum Delivery

- *Interactive teaching* is promoted through students' participation in group discussions, quizzes, seminars and projects to enhance their confidence, research and presentation skills
- *Study materials and question banks* are provided in the class and during *pandemic times* shared through *mails, google classroom* etc.
- *Educational field visits, industrial visits, tours* are organized

- Social platforms such as **you tube, google meet, zoom** was used during *Covid Pandemic* for effective teaching. GCG opened its *own you tube channel* where co-curricular and extracurricular activities are uploaded.
- **Alumni and experts** are invited for extension lectures.
- **Audio- visual teaching aids** such as LCD projectors, smartboards, IFPDs are regularly utilized.
- **Library** of our college is well stocked with approximately 70000 books, reference books, journals and magazines.
- **E-resources** are available through INFLIBNET to enhance their subject knowledge.
- Books and Magazines on **competition, current affairs, general personality development** are also available.
- The college encourages **the faculty to participate in Orientation/Refresher courses** to update their knowledge of subject.
- **IQAC** organizes **Faculty Development Programmes** to update the knowledge of faculty.
- The **Students' Satisfaction Survey Committee** collects the **feedback** from the students, alumni and parents.
- The performance of the faculty and institution is **assessed and analysed** and submitted to IQAC for further improvement.

Continuous Internal Assessment

- **Formative assessment** is done to identify gaps in students' knowledge to identify slow and advanced learners.
- **Remedial classes** are taken for slow learners to prepare them well for final exams.
- The **advanced learners** are encouraged for further progression in career by providing them advance reading materials.
- The students' performance is **assessed** through performance in **class tests, group discussions, presentations, quizzes, mid semester tests etc.**
- **Result Analysis** is done at department level to improvise the teaching-learning process.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 16

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

1.2.2

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

Response: 54.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
1692	2004	2070	1637	1634

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The, courses, designed by the affiliating Panjab University, has integrated cross cutting issues relevant to professional ethics, gender, human values, environment, and sustainability in the curriculum with a view to ensure holistic development of the student.

Professional Ethics, Human Values and Gender Sensitisation:

- Human values and professional ethics are complementary to each other. The course contents in the subjects of *Psychology, Philosophy, Public Administration and Sociology* are designed to sensitize students about *human values* for a good life and a better society.

- **Business Ethics, business policy, governance, corporate social responsibility, legal and constitutional rights, psychology for managers** provide insight into **professional ethical values** among students of the concerned stream like **BBA, BCom, MCom** and courses like **Political Science, Economics**.
- It is mandatory for all the **undergraduate streams to opt for Punjabi or History and Culture of Punjab which imbibes cultural and religious values** among the students. Our students of **Sociology** study various concepts **related to gender and gender issues like gender identity, gender roles, a basic understanding of patriarchy, masculinity and femininity**.
- The college also promotes these **cross-cutting issues** through different co-curricular activities conducted by the **societies of the departments such as Punjabi Sahit Sabha, Manojigyasa** . It provides a platform for the **awareness of cultural and societal values**.
- **Eminent speakers** are invited for talks on **gender issues like gender equality, violence against women, early marriage, female feticide etc**.

Promotion of Environment and Sustainability

- **Undergraduate students** of all streams study **Environment Science** and it is **mandatory** to qualify for the completion of the degree.
- **Environment sustainability** is also taught in courses of **BA (Geography, Philosophy, Sociology), B.Sc. (Botany, Zoology), and Postgraduate Programme in Botany**.
- The vision of the **Environment Society** of the college is to create and spread awareness regarding **environment-friendly and green practices for the promotion of a clean and green campus** by organizing various events and activities, thus **contributing towards sustainable development and climate change**

Enrichment through activities

- The college has **several societies and cells** that reinstate the values taught in a classroom environment through hands-on real-time experience.
- Institute organizes various outreach activities like **health awareness drives, De-addiction awareness programmes, Medical camps, Blood donation camps, Swachhata campaigns**.
- **Road safety awareness rallies** are organized which help in the development of **civic and social responsibilities** among students.
- **NCC, NSS, Gender Champion Club, Rotaract Club, Legal Literacy club, Women Forum and Women Safety cell, Youth Red Cross Society, Rotaract Club, Environment / Swachh College Society** look forward for the development of community by conducting many activities to inculcate the values of **Professional Ethics, Gender Equity, Human Values, Environment and Sustainability**.
- The college also participated in the **Swachhata Abhiyan initiative of GOI** with a lot of enthusiasm and gusto.
- **Nukkad Nataks** are played to focus on today's **burning socio-political, economical and environmental issues**.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 10.88

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

Response: 371

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

1.4 Feedback System**1.4.1**

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

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

File Description**Document**

At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.

[View Document](#)

Action taken report on the feedback analysis

[View Document](#)

Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted

[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 89.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
1304	1276	1364	1227	1271

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1460	1486	1460	1383	1389

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 70.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
591	554	284	502	497

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

2021-22	2020-21	2019-20	2018-19	2017-18
698	711	699	663	665

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 34.8

2.3 Teaching- Learning Process

2.3.1

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

Response:

Response:

- Participatory and analytical methods of teaching are employed with strategies and techniques to actively involve students in the learning process.
- A student-centric approach is adopted for imparting education thereby making students active participants in the learning process.
- Major emphasis is based on enquiry-based instruction and assignments are designed keeping the unique abilities of the students in mind to improve their creativity and critical thinking.
- ‘Learning by doing’ concept is promoted for conducting field work for projects, practical training in IT applications, documentary making, making business plans and hands-on training in some subjects.

Experiential Learning:

- Experiential learning is promoted through educational tours like field visits to science museums, sewage plants, water treatment plants, biodiversity parks by science students and banks, stock exchange and industries by the students of commerce and IT thereby providing exposure to the industry/field.
- At the departmental level workshops, seminars, festivals and exhibitions are organized for participative learning.
- Students of MSc Botany, M.Sc. (IT), Functional English, etc. are given experiential learning through industrial training, internship, research and project work.
- 15 Career Oriented Add-On courses, 9 courses under Panjab University, 5 programmes under Punjab State Open University (PSOU), Patiala and 1 course from finishing school are offered. Students are encouraged to showcase Innovative skills to add dynamism to the learning process.
- Teamwork and Leadership is inculcated amongst the students by entrusting them with various responsibilities during college and departmental functions. Students are also encouraged to take part in various decision-making bodies of the college such as IQAC, Library, Hostel and the election of class Representatives.

Participative Learning:

- To promote participative learning, the students are motivated to engage in group discussions to enhance their critical thinking and help them to connect academic learning to real-life issues.
- Flipped classroom teaching further boosts participative learning.
- The students are sensitized about social issues and are promoted to deliberate upon various issues and participate in awareness drives at state level as well as national level.
- For effective communication, the classes are divided into small groups. They are then initiated into team assignments, role play activities, group discussions, subject quizzes, educational games, case studies, news reporting and power point presentations.
- ICT enabled teaching-learning methodology is extensively used.
- The learning processes are so designed that students have hands-on experience and are able to connect theories with practical knowledge.
- The college has a Functional English lab to enhance the students’ linguistic abilities.

Problem Solving Methodology:

- Students of 6th semester in Geography subject undertake surveys (like market survey, traffic flow survey, village survey, institutional survey etc.) and field work where they learn to collect, analyse and interpret the primary data with the help of different techniques.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
112	112	112	113	111

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

2.4.2

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

Response: 64.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	64	66	67	60

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our college, affiliated to Panjab University Chandigarh, follows the rules and guidelines issued by the university. The college enables a strong and transparent mechanism of internal assessment of the students:

- The students are apprised about *the mechanism, rules and regulations* of the internal assessment by the Registrar Examination branch of the college during the orientation
- *Formative Assessment* is conducted through class assignments, group discussions, projects, seminars, presentation, quiz etc.
- The *summative assessment* is calculated on the basis of the performance by the students in mid semester exams. The examination branch, headed by the Registrar, plan and conduct the Mid Semester exams. The answer sheets are shown to the students and grievances are addressed, if any, by the faculty. The question paper and projects are discussed thoroughly in the class rooms.
- *Attendance* is also given due weightage in the internal assessment. The students are informed well in advance about lecture shortage to get enough time to make up for the same.
- Internal assessment is *displayed* on the *department notice board* to ensure transparency. The students can approach the faculty for clarifications regarding the marking.
- Examinations are *rescheduled* for the students representing the college in sports and cultural events and also for those on medical leave.
- The internal assessment is *uploaded* on the portal of the Panjab University.
- The **external examination** is conducted by the Panjab University. The students can apply for *reevaluation* and may appear for the *improvement exams*.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- The college offers a number of UG and PG programmes to the students in the field of humanities, science, commerce, administration, computer sciences. Apart from these, certificates, diploma and advance diplomas are also running in different programmes. The well-defined and structured objectives based on Outcome Based Education (OBE) are clearly stated and displayed on the website and in the prospectus to all stakeholders as Programme Outcomes (POs) and Course Outcomes (CO).
- The syllabus of each program is available on the website of the affiliating University.
- The learning outcomes framed by each department act as guiding objectives for the students.
- Help desk facility is also available during admission days for the students to learn/enquire about the outcomes and attainment of different courses.
- The outcomes are also discussed in the departments after the beginning of the academic session to encourage the students to set their performance goals accordingly.
- The college Career Guidance and Placement Cell endeavors to help the students to achieve the course outcomes by organizing workshops, extension lectures, special training sessions, brainstorming sessions, seminars and discussions with successful entrepreneurs and subject matter experts to expand their vision towards the relevance of their enrolled courses.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The programmes are designed to help in the holistic development of the students along with improvement in their communication and professional skills. The success of any programme and its ensuing outcome can be assessed through comprehensive time bound assessment of the students. The learning outcomes are measured on the basis of completion of syllabus, internal assessment, setting up of question paper, final examinations, results and placements. Some of the key indicators of measuring attainment are:

Mid Semester Examinations: Mid semester examinations, which includes about 50% of the syllabus of a respective semester, serve as an extremely effective tool to evaluate the performance of the students. These examinations prove to be an effective yardstick for the students to measure their own performance keeping in view the final exams. Special tests are conducted for the students who missed the mid semester exams or fail to meet the minimum criteria for appearing in university final examination.

Internal assessment: Internal assessment is calculated as per the university norms based on their performance in mid semester examinations, regularity and participation in the classroom activities. The internal assessment constitutes a significant weightage in total marks in each subject.

Final Semester Examinations: The final evaluation of a student's academic performance is done through Panjab University theory and practical examinations held every semester. The university appoints centre superintendents, deputy and invigilators apart from flying squads to ensure fair examination.

Class Activities: The evaluation of the home assignments, power point/ black-board presentations and project reports/ practical files prepared by the students on specific topics from within their syllabi helps the teachers to gauge their progress in terms of comprehension of the subject and their basic understanding of the concepts.

Practical/ Viva-Voce Examinations: The practical examinations are conducted twice during the semester (one each before mid-semester and final examinations) to assess the students' level of understanding of the particular subject. During practical exams, the presence of an invigilator from outside the college ensures an impartial conduct of assessment of the students.

Internships/ Research work/ Projects/ On-Job Trainings: Students of various streams of humanities, commerce, science and computer applications undergo internship/ project work and training to enhance their capacity for logical, critical and analytical thinking and problem-solving abilities.

Feedback Report:

- The college collects feedback related to completion of the syllabus, level of attainment of knowledge and skills from the students and teachers. This helps in analysing the attainment of PO.
- The Ambassadors Alumni Association, also gathers information and maintains a database of where the alumni are placed as they carve out a niche for themselves in the outside world.
- The ACRs filled by each faculty mentioning class results and the college achievers mentioned in the college prospectus are also the reflection of attainment of learning outcome.

Student Progression and Placement: Finally, the overall outcome of the course/ programme is evident from the successful progression of students in terms of their admission to higher education or their placements.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
1154	1066	1088	1097	1082

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

2021-22	2020-21	2019-20	2018-19	2017-18
1154	1066	1088	1097	1082

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 44.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
44.70	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

Higher Education objectives are the re-establishment of human values, spirit building, encouragement of abilities, and development of scientific attitude. The college has taken various initiatives to inculcate these values among students and staff

:Collaborations

- In order to empower the students with skills and knowledge, college has signed MoU with **Jagat Guru Nanak State Open University** and has started **4 skill-based certificate/diploma courses** in GST Applications, Computer-Aided accounting, Software development and programming, Creative writing, and Content development.

Industry-Academia linkages

- The institute has signed MoU with *Hiyaav beauty clinic* to provide knowledge, understanding and skills in the area of Cosmetology and Health Care.
- MoU has been signed with *Bajaj Finserv* to create *employment opportunities* for fresh graduates through *customized training programme* that includes product knowledge, communication, soft skills etc. *especially benefitted for weaker section*.
- The IQAC in association with Gryphon Consultancy organised a 50 hrs of pilot training programme for the students in aptitude and soft skills that helps in creating the industry ready force and bridge the industry-academia gap. 11 students participated in this programme.

Community College

- The community college runs diploma/Advanced diploma/Bvoc programs in beauty and wellness that provide the girl students with skills to earn while learning.

Holistic Development

- The institute initiated a five-year plan {2017-2022) for the all round *personality development* of the students. An action plan was developed and different programs/workshops,/extension lectures/industrial visits/field projects/community service, etc. were conducted in phases to cover all *the 5Qs of personality development* viz physical, intellectual, emotional, spiritual, and social.
- “*Deepika*” the annual magazine provides a platform for students to express their creativity.
- The college has adopted *eco-friendly practices* like vermicomposting, rainwater harvesting, and solar power generation thus creating social awareness amongst the students.
- Different *clubs and societies* are formed which provide opportunities for the students to learn and explore. The students are motivated to come up with innovative ideas that can be beneficial to society.

Skill Advancement Programs

- The college provides a progressive environment to faculty and students and motivates them to participate in workshops, seminars, conferences as well as Faculty Development Programs to enhance their skills.
- The college has also organized *64 workshops/seminars* based on Research Methodology, IPR, entrepreneurship, etc. in the past 5 years.
- There is a *dedicated research area* in the library for the staff and students equipped with *4 desk computers* and *Wi-Fi connectivity*.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 64

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	3	16	14	11

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1**

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

Response: 0.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	5	5	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

3.3.2

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

Response: 0.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	8	28	16

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

3.4 Extension Activities**3.4.1**

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

Response:

EXTENSION ACTIVITIES

Education is the route of preparing the personality potential by molding character and career. Higher Education objectives are the re-establishment of human values, spirit building, encouragement of abilities, and cultivation of self-respect, morality, secular thoughts, construct of the feeling of universal brotherhood, and developing scientific attitude. To fulfill these qualities through understanding social responsibility, enhanced extension activities and extracurricular activities are adopted to help in the holistic development of the students, to make social involvement and donate for social empowerment. Different clubs and societies of college are:-

- **National Service Scheme (NSS)**- This unit of our college organizes activities like NSS 1 day and 7 days camp, visits to old age homes, Bal bhawans, cleanliness drives etc. to develop a relationship of students with community.
- **National Cadet Corps (NCC)**-This unit of our college involve students in activities like Republic Day parade, Polio Vaccination Drives, other activities related to social reforms to make them disciplined, responsible for societal duties.

- **Environment and Swachh society-** This club of our college take initiatives for environmental protection, cleanliness in college and surrounding areas that help to develop sense of belongingness. Celebrating days like Environment day, Green Diwali, Vanmahotsav etc. make students understand the importance of environmental protection.
- **Red Cross Club-**This club organizes blood donation camps, medical check-up camps, relief measures for victims of natural calamities etc. It induces the service for community among students.
- **Rotaract club-** This club organizes fund raising events, relief for victims of natural calamities, provide donations to needy and participate in social activities by collaborating with district administration and District Rotaract bodies. The district Id of college club is RID-3070. This club provides opportunities to students to understand the need of society and work for them.
- **Women forum, Women Safety cell and Legal Literacy cell-**This cell guides students for the rights of women. Being a girl college, this cell has its own importance which it keeps by organizing events related to women safety and Legal Literacy by inviting speakers from different fields. It works on women empowerment.
- **Consumer Forum and Planning Forum-** These clubs aware students about consumer rights and ways to become an organized entrepreneurs. This club creates awareness regarding policy making related to economic issues. Activities organized by them make students think of innovative ideas.
- **Youth club-**This club motivate students for participating in cultural events. Youth festivals organized at university level provide a platform to link students with cultural and traditional events. Students of college participate in different events and won prizes.
- **Student Council-**It is a governing body comprising student representatives of different clubs and societies. It helps to enhance time management skills, leadership qualities, event management skills and social skills. Students become responsible towards college.

3.4.2

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

Response:

AWARDS FOR EXTENSION ACTIVITIES

The success of any institution depends upon the acceptance received from society. It directly highlights the appreciation it receives from the society members. Our institution has always strived towards the integrated development of the students and has helped society be enriched with noble, kind, educated, virtuous, and righteous persons.

1. Certificate of Appreciation by Office of Controller General of Patents Design and Trademarks:- College successfully organized a Workshop for staff and students under mission NIPAM launched by the Government of India on 15th March 2022. Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, Govt. of India appreciated the efforts and awarded a Certificate of Appreciation.

2. Certificate of Appreciation by District Administration and NGO City needs:-College offered its

services to the district administration and NGO City Needs during Covid-19 by organizing vaccination camps in the month of April 2021. So, the college was awarded a certificate of appreciation.

3. Award of honor by District Administration:- College was awarded for the services offered time to time to the district administration of Ludhiana during the Covid-19 epidemic. The award was given on 15th August 2021 on the occasion of the Independence Day celebration.

4. Certificate of Appreciation to Rotaract Club of college- Rotaract Club of our college participated in Anaemia Mukht Bharat Campaign on 14-1-2019 and was awarded with a certificate of appreciation for the services offered by Rotaractors.

5. Indian Solidarity Council Bharat Vidya Shiromani Award:- Certificate of Excellence was awarded to Principal Dr. Manju Sahni for outstanding achievements and remarkable contributions of the college in the field of Education on 4th December 2019.

6. Certificate of Appreciation by District Medical Office:- College contributed to the Beti Bachao Beti Padhao campaign started by the Punjab Government by awakening students and society about the importance of Women in society. The contributions were acknowledged by giving a certificate of appreciation to principal Dr. Manju Sahni.

7. Certificate of Appreciation by District Military Board:- College contributed to fundraising for the families of soldiers and other social reforms. The district administration and District Military board appreciated the contribution and awarded a certificate of appreciation on the occasion of Flag Day, 2018.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 113

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	12	20	30	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 3

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution has adequate and well maintained, user friendly infrastructure which is conducive for teaching, learning and overall development of students.

- The college is expanded over *45 acres and built in area is 3.77 acres*
- *39 out of 48 rooms are fully ICT enabled* smart rooms equipped with *IFPDs, digital podiums, document visualizer, DTDs, projectors and sound bars*
- *28 well equipped labs* out of which *16 labs* have been upgraded to *smart labs* that includes *functional English lab, media lab, computer, science, psychology, fine art and geography labs.*
- *170 computers with licensed software* and *34 printers* are available for *academic and administrative purposes.*
- The institution has well established *music vocal, instrumental and dance departments* equipped with *classical and folk instruments.*
- *Home Science department* has two labs *with latest machines like digital waffle maker, baking oven, pizza oven etc.*
- *Diet clinic* is equipped with *body analyser*
- State of the art *Beauty wellness and cosmetology labs* with *hi-tech machines like Micro Dermabrasion, Laser for hair removal, Glvaine etc.*
- The college has established one *DST Curie Lab* equipped with latest testing equipments for environmental parameters
- *Fully automated college library* with seating capacity of 200 students with *Inflibnet N-list e-resource, KOHA and SOUL software.* It has a *reading room, research area and a separate room for blind students* for using audio notes without any disturbance to other readers.
- Adequate facilities for *Divyangjan: ramps, wheelchairs, dedicated washrooms and software* in the library.
- The college has a *botanical garden, a fruit garden and cacti zone* in the premises.
- Fully *wi-fi enabled campus with speed of 400 Mbps* and has *38 CCTV cameras for 24*7 surveillance.*
- One multi-purpose fully *air-conditioned Auditorium Hall with seating capacity of 1000* for academic, cultural and social activities.
- One *air-conditioned Seminar Hall with capacity of 100* where seminars, extension lectures and literary events are held.

- There is one **35x40 sq mt open stage** in the college ground where students showcase their skills.
- The college provides huge **open and green spaces** for students to engage in **discussions and pursue creative activities** such as Nukkad natak, dance, poetry.
- **Hygienic canteen** and **Photostat facility** is available in the campus
- **Hostel facility with 75 rooms** having capacity of 250 students **is provided** to the girl students.
- The college also provides **accommodation to faculty members**.
- The college has well maintained **basketball, volleyball and a badminton court**. It has a **hockey, kabaddi, handball, kho-kho ground** and standard **400 mt athletic track**
- The college **gymnasium** is equipped with **latest training machines** for our sportswomen. It also has a **Power lifting/Weightlifting platform**
- **Indoor Facilities** are provided for games such as **chess, judo, taekwondo, karate**.
- **Two open gyms and Acupressure park** are available for the students along with **Meditation and Yoga center**.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 54.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
98.53	7.35877	13.62	24.34	35.46

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library employs **two Integrated Library Management System (ILMS) software solutions: SOUL and Koha**. SOUL was first implemented in **2003**, marking the beginning of automation for the library, presently operates on **version 3.0** and is **fully automated**. This **ILMS software**, along with Koha, plays a **crucial role** in streamlining various library functions and enhancing overall efficiency.

Keeping in view the commitment of the college to quality education, we have **well-equipped library** to provide a conducive environment for effective teaching and learning. The library has an **area of 3600 sq. ft.** and has a **seating capacity of 200**, well furnished with comfortable chairs and tables for students and teacher.

- The library provides access to e-Journals and e-Books through high-quality electronic databases like **INFLIBNET, N-list and NDLL**.
- **Online Public Access Catalogue (OPAC)** has replaced the traditional card catalog system, creating an **optimal environment for users** to comfortably expand and enhance their knowledge by providing an easy access to the library resources. Recently web OPAC is also integrated into library OPAC, providing users an **access to the library resources** remotely.
- A dedicated computer is also available specifically for the **Online Public Access Catalogue (OPAC)**, allowing students to search for materials without any inconvenience.
- **SOUL** was purchased in **2003** with version 1.0. In 2016 the software was upgraded to 2.0 version and later in 2021 the **version** was upgraded from **2.0 to 3.0**.
- **KOHA** an open-source ILMS is also used in the library that offers **cataloging, circulation, and acquisition tools**. Having **bibliographic records** for books, journals, media, and other library materials, its user-friendly interface help students in searching for books, check their availability and even access e-books and digital resources.
- The library has the provision of **UPS for backup**.
- The library has a **Braille Corner** for visually impaired students with **3 Classic Perkins Braille** and **2 kindle e- book readers**.
- Housed on **two floors**, the library comprises of **circulation section, periodical section, technical section and reference section**.
- It has a collection of **72146 books and 17 journals** and subscribes to **19 newspapers and 37 magazines**.
- The **library Advisory Committee** of the college **assesses and recommends** measures to be taken for the enrichment and upkeep of the library.
- The library staff is **student-friendly** and is accessible from **9:00 A.M. to 3:40 P.M.** to facilitate the issue and return of books for the students and faculty.
- The library has the provision of **UPS for backup** to library systems in case of power failure.

- At the beginning of every session, heads of various departments in consultation with the staff members prepare **lists of books and journals** required for their respective departments.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

- The institution is using robust ICT facilities to make the teaching - learning process more dynamic.
- 39 out of 48 classrooms are smart classrooms.
- 21 classrooms are upgraded from simple projector and screen to latest 11 Interactive flat panel device, 10 digital teaching device, 4 sound bars
- The Auditorium and seminar hall is equipped with a laser projector.
- Institution frequently updates its IT facilities to ensure a seamless learning experience. It has changed its Broadband connection from BSNL to Net plus on 1 Dec 2020 with an improved speed of 400 MBPS.
- The college has 10 indoor and 1 outdoor Router to ensure Wi-Fi connectivity in every area.
- College website is frequently maintained and upgraded by the website updating committee.
- The college has total 143 computers of HP, Lenovo, Acer and Dell brand for academic purposes. The computer labs are frequently updated with latest equipments and softwares.
- All the departments, library and examination department are equipped with computer, printer and scanner.
- The college admin office is equipped with 10 computers and printers for seamless administrative works. The college has total 34 printers, 6 laptops and 3 Photostat machines.
- The hostel has also Wi-Fi enabled computers.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 23.85**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 143

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 45.89**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
26.70	19.51	43.89	22.13	39.88

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 28.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
1153	862	958	784	1021

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 43.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
1048	401	1823	1973	1905

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document

5.2 Student Progression

5.2.1

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

Response: 44.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
642	986	609	79	152

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

2021-22	2020-21	2019-20	2018-19	2017-18
1154	1066	1088	1097	1082

File Description

Document

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)

[View Document](#)

List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.2.2

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

Response: 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	4	23	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 38

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	3	6	2

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

5.3.2

Average number of sports and cultural programs in which students of the Institution participated

during last five years (organised by the institution/other institutions)

Response: 18.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	29	10	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The College has a *registered Alumni association named as 'Old Students' Association'* under Societies Registration Act 1860. The Old Students Association (OSA) has been *functioning since 1957* as a nodal agency for maintaining liaisons with Alumni all over the world to involve them with the development of the Institute. It focuses on the continuing development of the Institute's academic, infrastructure expansion as well as renewal of its facilities. The OSA also *support the needy students* and the sportswomen through scholarships and financial aid. The Association *contributed Rs. 10,78,983* to around 400 students for the past five years. It also contributed *Rs. 6,84,777 towards the development of the infrastructure*. All the activities and events are *student-oriented* and are aimed at maintaining a fellow feeling among former students of Govt. College for Girls and establishing friendships between the old students and the new. In this regard, the institution collaborates with the alumni by meeting once a year for celebrating Annual Old Students' Day in the college in which *eminent alumni are honored*. Former faculty members continue to closely associate themselves with the college through the departmental activities in which they are invited as Resource Persons to share their expertise with students.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college's Vision and Mission find resonance in its motto "*Learn to Serve,*" which serves as a guiding principle in preparing women to become well-rounded individuals capable of serving both society and the nation. The governance and leadership is in accordance with the vision and mission of the college and the same is reflected through the institutions governance.

Participative Management and Decentralisation

The college has embraced participative management ideologies since its establishment. At the apex, a *staff council*, led by the principal, makes strategic decisions after consultations. To include all stakeholders, a special *College Managing Committee* has been established to allocate funds for infrastructure development. *Decentralization* is ensured through various *functioning committees* formed by the principal in collaboration with senior staff. These committees, led by experienced faculty, encourage innovative ideas for both administrative and academic tasks. *Student involvement* is also fostered, with a *student council* coordinating organizational activities and acting as a bridge between students and administration. The college values *feedback* from students, parents, and alumni through IQAC to continually improve policies and efficiency.

Sustained Institutional Growth

The institution has taken notable strides in this regard, starting with the *transformation of traditional classrooms into smart classrooms*, equipped with advanced technology to enhance the learning experience. The establishment of *student-centric infrastructure has been prioritized*, providing an environment conducive to *holistic development*. To foster collaboration and real-world integration, the institution has signed new *MoUs with industries and NGOs*. The institution's *remarkable institutional growth* is clearly reflected in the *outstanding academic performance* of its students as well as their *notable achievements in extracurricular and cocurricular* activities. *Industry representatives* have been included in the IQAC, ensuring industry relevance and engagement. *Faculty development programmes* are organized to enhance teaching pedagogy and facilitate effective online teaching learning process.

National Education Policy (NEP)

In anticipation of the NEP implementation, the institution has appointed *a dedicated coordinator* to spearhead the alignment process. *Sensitization programs* have been conducted for the faculty,

acquainting them with the nuances of NEP. The institution has initiated *new value and skill-based courses, affiliated with Jagat Guru Nanak Punjab State Open University (PSOU)*, enriching the academic landscape. In a collaborative approach, the *staff's valuable inputs* regarding *potential interdisciplinary or multidisciplinary courses* have been shared with the Department of Higher Education, fostering a dynamic curriculum.

Long-term and short-term perspective plan

The institution demonstrates a comprehensive and well-defined long-term and short-term perspective plan for its development by employing strategic planning and committed implementation strategies:

Pedagogic Approach includes academic planning, academic enrichment, Use of e- learning resources, ICT tools, advanced planning of co-curricular and extracurricular activities, continuous assessment through class tests, mid semester exams and semester exams, transparent evaluation and feedback system etc.

Effective Governance like modalities of prospectus and admissions, annual budget submission, procurement, upgradation and maintenance of the infrastructure, assigning annual duties, ensuring E-governance, policy formation on varied topic, applies for grants to secure funding for various developmental initiatives, utilization of grants efficiently and effectively by prioritizing areas.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution has an effective and efficient management system, with clearly defined policies and has transparent mechanisms in place.

Administrative setup

- College functions under the Directorate of Higher Education, Chandigarh and has its affiliation with Panjab University, Chandigarh and Jagat Guru Nanak Dev Punjab State Open University (PSOU) therefore all courses are administered by rules and regulations of Universities.
- The organizational structure of the college consists of the principal, staff council, HODs, staff members and students.
- The administrative office has divisions: establishment, Finance and Accounts, examination,

scholarship etc led by the senior most office superintendent who generally allocate duties to the office staff.

Appointment and service rules

- Recruitment of the regular faculty (Group A) is done through PPSC and administrative staff (Group C) appointment is done through Staff Selection Board.
- Guest faculty is recruited against sanctioned posts created due to retirement of regular faculty, following guidelines issued by DPI, Colleges, Government of Punjab.
- The contractual faculty is appointed for self-financing courses by the management of HEI.
- Rules of procedure for appointment and service conditions of staff are dealt as per the directions of Directorate of Higher Education in coordination with Punjab Government.

Organizational setup

- The Principal is the administrator of the college who coordinates all the activities of the college through various committees.
- Staff council of five senior faculty members assists the principal as advisory body for planning and implementation of academic and administrative activities.
- College Committees are constituted to execute different activities headed by a senior faculty as convenor.
- The Bursars (government and non-government funds) of the college oversees the financial matters- funds, fees, sanctions, permissions, transactions etc.
- The Registrar Examination is responsible for the smooth conduct of MSTs ,internal assessment and university examinations.
- An Internal Quality Assurance Cell (IQAC) oversees that the college is operating effectively in sustaining the quality enhancement .
- The teaching faculty receives support from the Laboratory Staff to ensure a well-coordinated and efficient educational environment.
- The library is managed by the Library committee headed by a senior faculty assisted by Library Attendants.
- Student Council is an elected body of student representatives that works responsibly to ensure smooth functioning of the activities and acts as a bridge between the college authorities and the students.
- Grievance redressal mechanism is defined as per the rules of the GOI, UGC and the Panjab University .

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration

- 2. Finance and Accounts
- 3. Student Admission and Support
- 4. Examination

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college is aware of the *importance of human resources*. Therefore, in accordance with the regulations, both teaching personnel and non-teaching staff are extended these welfare measures:

Medical Facilities: In case of need, the college is very considerate in sanctioning the medical leave in the wider interest of the employees. The institution has a provision for reimbursing medical expenditures incurred by the employees as per Punjab government rules. There is a First Aid Room with a full-time pharmacist in the college.

ICT Facilities: The college has provided IT-facilities: Smart Classrooms, Desktops, Laptops along with Wi-Fi connectivity for academic and administrative purposes.

Diet Clinic: Diet clinic extends free diet consultation to college staff and students.

Hostel facility for staff members: The institution ensures the comfort and convenience of its staff members coming from out of station by offering on-campus hostels and a well-equipped mess facility.

Facilities for Physically Challenged: Provision of wheelchairs, ramps, staircases with handrails and disabled friendly washrooms are provided.

Canteen Facility: The college is well equipped with a canteen available for all the employees and students.

Health and Fitness: To promote healthy practices and fitness amongst the staff, indoor and open gym are there on the campus. Meditation and yoga center exist for relieving stress. Regular health checkup

camps in form of health mela, Nutrition week, physical fitness breaks are organized on regular basis. Regular vaccination camps were conducted during Covid-19. Half hour fitness break were introduced during pandemic in between the online courses.

Transportation facilities: A college van is regularly maintained for enabling safe and comfortable commute to students and staff to various camps, competitions and workshops.

Quality Improvement Initiatives: Workshops, seminars & conferences are regularly organized for faculty. Duty leaves are given to encourage the faculty to attend conferences.

The college abides by all policies and regulations, established and periodically communicated by the government:

Allowances as permissible from time to time: DA, CCA etc. are payable with salary.

Contribution towards EPF: Employees appointed at DC rate contribute towards EPF.

GPF and CPF: The regular employees appointed on or before January 01,2004 contribute towards GPF and the employees appointed after January 01, 2004, contribute towards CPF(NPS). The file work of the retiring officials gets completed on priority so that they get their retirement benefits well in time.

Leaves: Provision of leaves like Casual Leaves, Duty Leaves, Medical Leaves, Maternity Leaves, Paternity Leave, Child Care Leaves (for regular and contractual staff members) exist for employee well being.

LTC: Officials avail the facility of LTC as per provisions of the block year.

Performance Appraisal System: An online Performance Appraisal System (APAR) is in place for staff and carried out on iHRMS portal which is further reviewed by DHE and finally accepted by Education Secretary. The system is totally transparent, and grievances, if any, are duly addressed by the concerned officials.

Career enhancement: The regular staff is promoted according to government of Punjab rules. The contractual and temporary staff gets salary increments based on their experience.

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 0.4**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	0	0

File Description**Document**

Policy document on providing financial support to teachers

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**6.3.3**

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

Response: 11.65**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	67	2	2	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	35	39	48	46

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college has been successful in **securing diverse funds from both government and non-government agencies**, such as RUSA, MP Local Area Development Scheme, MLA discretionary grants, Parents' Teachers' Association, and Old Students' Association. To ensure transparent and inclusive decision-making regarding fund allocation, the college adopts a participative and collaborative approach by establishing special committees dedicated to managing funds for specific purposes.

Once formed, these committees conduct thorough surveys and meticulously analyze each proposal in consultation with the IQAC Chairperson, staff council, and relevant departments within the college. Through this process, they identify areas that require funding and prioritize the most critical needs.

For the procurement of goods and equipment, the college follows a structured procedure. For items costing up to Rs. 25,000, direct purchases are made from the **GeM Portal**. If the purchase amount falls between Rs. 25,000 and 5 lakhs, the college generates a list of products (L1) and procures from the most suitable suppliers. For purchases exceeding Rs. 5 lakhs, a competitive bidding process is conducted exclusively via the GEM Portal.

After obtaining necessary approvals from the Bursars and college Principal, the selected projects are implemented efficiently. This comprehensive approach ensures that the funds are utilized responsibly and contribute to the overall growth and development of the college.

FINANCIAL AUDITS -

The college has implemented a robust mechanism to ensure effective auditing of its accounts. This involves the **appointment of bursars (government and non government funds)** who meticulously supervise and approve the expenditure incurred under various categories as per rules and regulations before final approval by head of the institution.

Staff members perform physical **stock checking** as recorded in stock registers of departments. The assistants maintain departmental stock registers for Consumable/Non-Consumable Items. Separate Stock registers are maintained for grants received from UGC, RUSA etc.

To maintain transparency and accountability, the college's accounts undergo **regular audits** by a qualified chartered accountant. External Audit of UGC, RUSA, Grants/Funds are conducted by Chartered Accountant as per the mandate of these grants. (pl refer to metric no. 4.1.2)

In addition to internal audits, the college's accounts are also subject to **external audits** conducted by the AG Audit of Punjab government. This entails a team of auditors visiting the college to comprehensively review all financial reports. The college ensures full cooperation with the auditing team to facilitate a thorough examination of its financial practices.

By adhering to these stringent auditing procedures, the college aims to maintain financial integrity, compliance, and adherence to regulatory standards. This approach instills confidence among stakeholders and ensures that financial resources are utilized efficiently to support the college's objectives and initiatives.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Since the academic year 2017-18, the IQAC cell of GCG has been diligently formulating comprehensive action plans for five-year intervals, effectively implementing quality improvement strategies across diverse domains:

- Strategic discussions are held in the beginning of academic year to create improvement plans which uses data generated from yearly feedback from different stakeholders as well as inputs from subject matter experts to decide relevant strategic areas for the year in order to ensure that our institution is up to date with the current needs.
- Basis on these recommendations from IQAC team, a detailed action plan is formulated to implement the strategic areas. Appropriate committees and teams are formed to outline time bound long term and short term goal which are also broken down into departmental level targets wherever required. Examples: Two best practices identified for five years 2017-22 were *all-round personality development* of the students and *digital transformation* of the teaching

learning progress using ICT enabled methods.

- Frequent meetings are held to update progress and provide relevant support if required, to the concerned teams.
- End of the year final review is conducted by the IQAC team to analyze and map yearly target achievements as well as discussions on challenges faced by teams. Performance evaluation reports of the faculty is also generated to identify areas of improvement which is then shared individually with the concerned faculty members. This data is synthesized and then used as an input for the strategy building meeting held in the beginning of the year.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Action plan for Gender Equity:

- Gender sensitization entails modifying one's conduct and instilling empathy in their attitudes about their own and other's gender. The institute being a *girls' college* has framed a ***Gender Sensitization plan*** that presides over gender sensitivity not only within the campus, but beyond campus also through *lectures, seminars, workshops, group discussions, awareness programs and debates*.
- Days related to celebrating women such as *international women's day, National girl child day* etc are celebrated within the campus to bring attention to feministic issues like *gender discrimination, female foeticide and abuse against women*.
- This **gender equity** program includes *male faculty and male administrative staff* who are given *work responsibilities equivalent to their female counterparts*.

Various committees for gender sensitization are:

- ***Women Safety and Legal Literacy Cell:***
- Organizes awareness campaigns on *women safety, legal rights, women health, female foeticide and gender sensitivity* through street plays, rallies and camps.
- ***Gender Champion Club:***
- This club imparts skills and encourages the girls to challenge *gender stereotypes and norms* along with *understanding social and cultural constructs of gender* that they need to advocate for gender equality.
- ***Red Ribbon Club:***
- It aims to sensitise the youth with correct information on ***HIV/AIDS/Sexually Transmitted Diseases*** through awareness programmes to reduce the risk, stigma and discrimination among the society.
- ***Red-Cross Committee:***

- The students are encouraged for ***blood donation*** and are sensitized for ***helping the community*** during ***natural calamities***.
- ***Grievance Redressal committee:***
- The committee takes care of redressing the grievances ***fairly and impartially*** maintaining the ***confidentiality***.
- ***Internal Complaint Committee:***
- It aims to prevent ***discrimination and sexual harassment*** against girls by promoting ***gender equity*** among ***students and employees***.
- ***NCC and NSS***
- The spirit of ***nationalism, patriotism, leadership, basic cultural values and selfless service*** is inculcated amongst the volunteers which is in tune with college motto '***Learn to serve***'.
- ***Rotaract club***
- It develops ***professional and leadership skills*** as well as ***promotes integrity and goodwill*** among the ***community***.

Facilities for Women on Campus

Safety and Security: To ensure **Safety and security**, multiple initiatives taken are:

- Secured ***boundary walls, extensive CCTV surveillance, rotational proctorial duty*** by all faculty members, ***ID cards*** for students, staff and employees.
- Round the clock patrolling of campus and manning of gates by ***vigilant security guards***.
- ***Entry registers*** at the gates for the ***visitors***.
- ***Strict implementation of anti-ragging*** in the campus.
- ***Self-defense skills*** are sharpened through ***karate, gatka and martial arts***.

Counselling:

- Students are counseled from time to time through ***Tutorial groups, Student Counselling cell, Career and Guidance cell*** time to time to make them ***self-reliant*** and ***competent for global challenges***.

Common room:

The college has a well-equipped **Common Room** to give students a place to relax, study and to have informal discussions in free time available.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The college organizes several activities to build and instill an environment for *ethical, cultural, and spiritual values* among the students and staff. The *commemorative days* are celebrated on the campus with the initiative to generate the feeling of social harmony among the students belonging to *different socio-economic strata*.

Linguistic initiatives

- Various language departments of the College (*Hindi, English, Punjabi and Sanskrit*) enhance the linguistic skills of the students. For example, optional *functional English* course enhances **entrepreneurship skills**, observance of *Hindi Diwas* promotes *national language*.
- Maintaining the spirit of *inclusiveness* for *both rural and urban students*, the faculty use three mediums of language English, *Punjabi and Hindi* while delivering lectures

Regional/Cultural initiatives

- To spread *tolerance and harmony* among the *students and on campus employees*, important *national, international and regional days* are celebrated such as *Gurpurab, Basant panchami, Lohri, Baisakhi, Teej, Diwali, Birth anniversaries and martyrdom days of regional freedom fighters, Independence day, Republic day, Gandhi jayanti, National girl child day, National youth day, United Nation day, International Women day etc.*

Communal and Socio-economic initiatives

- College offers *government and non-government scholarships* for *meritorious* and *economically-weaker* girl students. At departmental level, the *book bank* facility is available for *needy students* (Refer to metric 5.1.1).
- The campus is *disabled-friendly* to create inclusive environment for differently enabled students

and staff.

- The institution encourages participation of students in *Sports activities, Rotaract club, NCC and NSS activities at State and National levels* to strengthen the *sense of brotherhood* amongst the students from *different socio-economic backgrounds* and also create awareness amongst the community.

Constitutional initiatives

- The institution sensitizes the students and the faculty to the **constitutional obligations**, values, rights, duties and responsibilities as a citizen of the country through various *curricular and co-curricular activities* such as celebration of United Nation Day by organizing *mock parliament, voter's day. SVEEP activities* are done to motivate the students to make their voter ID cards.
- For the **Divyangjan**, there is a *special cell* that creates awareness about their constitutional rights. The teachers provide **special audio notes** and encourage other students to help them.
- Institute has **code of conduct** for students and faculty, displayed on the website, followed by everyone **irrespective of their diverse backgrounds**.
- **Courses offered** such as *Sociology, Public Administration, Political Science, BCom, BBA*, etc. have topics that develop awareness among the students about their *constitutional obligations, gender equality, human values*.
- The **compulsory course on Environmental and Road Safety Studies** is a part of first-year curriculum which helps to raise **environmental consciousness** among the students and give them insight into *environmental acts, forest act, global warming, greenhouse effect etc.*

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice 1:

Panoramic Progression.

2. Objectives of the Practice

With the objective of *all-round personality development* of the students, college provides *high quality education* along with a range of *add-on facilities*.

- To lay great emphasis on *physical health, and stress management*.
- To nurture *critical thinking, creativity, problem-solving skills and language skill*.
- To inculcate the sense of *empathy, positive attitude, resilience and self-confidence*.
- To create a *favorable learning environment* through *infrastructural upgradation*.

3. The Context

The college's Vision and Mission is well aligned with its motto '*Learn to Serve*'. In this contemporary era, it is imperative to create balance in the 4Q's that *include Physical Quotient (PQ), Emotional Quotient (EQ), Intelligence Quotient (IQ) and Spiritual Quotient (SQ)* so that students can contribute towards the nation building and world peace. The institution adheres to the concept of '*Vasudhaiva Kutumbakam*' meaning 'The world is one family' to promote **oneness** among the staff and students coming from different socio-economic strata.

4. The Practice

Taking a *holistic approach* to education, the college has focused on all aspects of *students' growth* not only in their *academic advancements but also in social, emotional, physical, mental and intellectual growth*.

Physical Quotient: To promote physical well-being,

Initiatives taken:

- *Fitness break* during COVID-19.
- *Open gyms and Acupressure Park* establishment.
- *Annual Athletic Meet*
- *Yoga sessions* and *martial arts* like karate, gatka training.

Emotional Quotient: To enable the students to understand and manage *emotions*,

Initiatives taken:

- *Grievances Redressal cell* to deal with grievances.
- "*Dastak*" programme to approach the principal from 12.00 to 1.00 pm.
- Efficient *tutor-tutee* system.
- *Divyangjan-friendly* environment.
- Outreach activities for *community service*.

Intellectual/Intelligence Quotient: To promote rational thought abilities,

Initiatives taken:

- *Finishing school* to meliorate *interpersonal skills*.
- *Mentoring system, group discussions, and peer interactions* to enhance the cognitive skills.
- Consistent motivation for *library usage*.
- *Add-on courses, skill based short term certificate and diploma courses*.

- *Counseling of the students.*

Spiritual Quotient: To establish healthy relationships among staff and students,

Initiatives taken:

- *Annual Happiness Market.*
- *Virtual state-level event- The Happiness Market* in collaboration with *PYDB* during Covid-19.
- *Meditation and Yoga Park- 'Solace zone'*
- *Mentor-mentee system*
- *Manojigyasa Society*
- Annual "*Naitik Sikhiya*"- moral values examination by *Guru Gobind Singh Study Circle.*
- *Co-curricular activities* to enhance the spirituality.

To develop women of substance with strong EQ, Social Quotient also becomes imperative.

Social Quotient: The college envisions *promoting service-mindedness* beyond normative practices that is accomplished through various initiatives such as:

- *Ragging free Campus*
- *Events like Happiness market and Speak it loud.*
- Various college level *functions, debate, declamation, Nukkad Natak, quiz, extension lectures and rallies* etc. to sensitize the students on social issues
- *Outreach activities* like visit to old age homes, orphanages, helping people during natural calamities etc.
- *Regular Health Checkup Camps*
- *Free Vaccination camps* during COVID-19
- *Due* recognition and financial assistance to *Class IV employees*
- *Rotaract Club, NCC and NSS units* to partake in community service

Evidence of Success:

- Fully functional open gyms.
- Recognition of Happiness market at state level
- Issues solved by Dastak Programme.
- *15+ free vaccination camps* during covid with vaccination of *5000+* people.
- **Faculty on duty** during pandemic.
- 100% student-led initiative "*Gatka training and showcase*".
- Annual acknowledgement to *best rotaractor and NSS volunteer.*

6. Problems encountered and Resources Required:

- To encourage **the students to actively focus on these aspects especially during this age of adolescence.**
- **Student's inclination towards social media** made them **reluctant to visit to library.**

- To **adapt to novel learning methodologies**
- Limited financial resources.

1. Title of the Practice 2:

Empowering Minds for the Digital Era.

2. Objectives of the Practice

Due to transformation in education system, the institute lays emphasis on ICT-enabled teaching in addition to the traditional classroom education.

Chief objectives:

- Usage of the *ICT-enabled learning tools such as PPT, video clippings, podcasts, group discussions, assignments, projects, online sources* etc. along with chalk & talk method.
- *Wi-fi* facility.
- *Paperless learning ambience*
- Maximize *student participation in online classes during covid-19*.

3. The Context

The teaching-learning process is given immense importance in the institution for which the college embraces *digitalization of the entire academic and administrative processes*. The facilitator is required to use a variety of tools to keep the learners engaged in the learning process and to motivate their interest in education.

4. The Practice.

The institution provides digital resources to implement effective teaching-learning techniques.

Initiatives taken:

- *Usage of digital platforms* such as Google Meet, Zoom, Youtube, Whatsapp etc.
- Effective utilization of *audio-visual aids*
- Availability of e-resources like *INFLIBNET- NLIST, KOHA software* etc
- *Digitization of the administration processes*.

Apart from this, the college has *accepted the challenges posed by COVID-19*.

Initiatives taken:

- *Online interactive classes*.
- *Training of entire faculty*.
- Various *online FDPs*.
- *30-minute fitness break*.
- *10-minute break after each online class*.
- *Telephonic conversations by teachers* for the students residing in remote areas

- *Online co-curricular and extra- curricular activities.*
- *Blended teaching mode* after Covid.

5. Evidence of Success:

- Significant increase in digital infrastructure: *310% in smart classrooms, 57% in smart laboratories.*
- *100% digitization of library, administration.*
- *Access to free Wi-fi.*
- Increase in *number of routers* to *11* and increase in bandwidth from *100 Mbps to 400 Mbps.*
- Introduction of *KOHA application*
- *6 FDP's attended by 400+ participants on average.*
- Institution's *YouTube channel* with *1.5 K subscribers.*
- *100% online examinations and evaluation for 4 semesters* during *Covid-19.*
- *Monthly News Bulletin* at college Youtube channel.

6. Problems encountered and Resources Required:

- Challenging for the students and faculty to adapt to online mode of teaching and learning.
- Limited financial resources.
- Internet connectivity issues for students residing in remote areas.

These problems were resolved from time to time.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Govt. College for Girls, Ludhiana '*A Jewel in the Crown of Panjab University*' is a premier institution of the state. The College was established in the city under the leadership of its founder principal Miss Suda Sen during the British Raj in 1943 with 25 students and just six teachers with the vision to empower women in the era when girl students were not enrolled in formal education. Since then the institution has made an outstanding progress in all spheres-in scholastic as well as extracurricular activities by maintaining its glorious traditions. With the motto "*Learn to serve*" college adheres to its

vision and mission of empowering girl students in pursuit of knowledge, values and social responsibility and thus has played a pioneering role in producing '*Women of Substance*' by doing the same things differently (Refer to metric 5.2.1).

The institution has the distinction of being one of the largest, best-equipped and most popular colleges of northern India. College is empowering more than 3000 girls, each year from different socioeconomic strata by imparting them with value-based quality education. Located in sylvan surroundings, the college boasts of a beautiful and well-maintained campus and is *readily commutable* from city bus stand (1.8 km) and railway station (1.2 km) which conveniently attracts students from distant areas. Due to **this locational advantage**, the college lends its enormous ground for various exhibitions and other social gatherings. It is also used as a center to *conduct competitive examinations* such as UPSC, NDA etc. The *hostel facility* at reasonable cost proves lucrative to the students and college takes pride in being recognized as a *Model College by MHRD* in 2012.

The institute has established its distinctive approach towards this comprehensive vision by modelling it in the form of service to the society by means of various *skill-based courses* (**BBA, BCA, B. Voc, Diploma in Beauty and Wellness, PGDND, PGDCA, M.Sc- IT, M.Sc- Botany and M.Com**), *Add-on courses* (**Journalism, Computer-based accounting**) alongside of offering a wider array of *elective/specialization in Arts, Sciences and other courses*. The curriculum of university is effectively implemented by the institute through well planned and effective teaching-learning activities blended with *latest pedagogy approaches*. The *curriculum gaps* are proactively identified by the mentors who make provisions for imparting relevant knowledge beyond the syllabus thus, bridging these gaps. The institute has been focusing on the *holistic development* of students while aiming at excellence in education and meeting the quality standards set by accrediting and regulatory bodies.

This approach has been accomplished by allowing students to organize events that help them to develop their skills through multidisciplinary projects, entrepreneurship skills, ethical and human value development along with community service sensitization (Refer to Metric 1.2.1, 1.2.2, 1.3.2).

1. Skill development: The institution arranges skill enhancement programs through various add-on courses, short-term certificate courses and finishing school to develop following skills:

- **Soft and Communication skills:** To enable the students to grab wider range of employment opportunities.
- **Innovative skills:** To evolve creativity that can help the students to solve different type of problems and create unique solutions
- **Personality development:** To enhance the overall personality of students for their personal, academic and professional life.

1. Projects/workshops: Students at the UG and PG degree courses take up workshops at industries and other educational institutes which gives them hands-on training in their field of interest.

2. Entrepreneurship development: The institute crucially works on generating the excitement of young brains to produce innovation, develop self-employable skills and thus laying the stones for entrepreneurship.

- **Ethical and human value development:** Ethical value is the foremost interest of the institution. Students are motivated to visit **orphanages, old age homes, cancer institutes** through committees like Rotaract Club, NSS, Red Cross, Red Ribbon Club etc. This is also practiced

within the institution by giving the **Class IV employees** an opportunity to hoist the flag on Independence Day and Republic Day during their retirement year along with Principal and Staff Council. Health fund is also provided to them. Teaching and non-teaching Staff come forward at the time of need by contributions for the help of Class IV employees

- 1. Outreach activities:** Creating awareness on campus and among masses regarding various social/ environmental issues through rallies, visits to rural area and adoption of villages (NSS).

To develop above mentioned skills, infrastructure was upgraded like new classrooms and laboratories for cosmetology, beauty and wellness, well-equipped Curie Research Laboratory, etc.

Multifarious conveniences have been added to the infrastructure such as **solar panels, state-of-the-art seminar hall, ramps for Divyangjan (differently-abled students), incinerators at the hostel, comfortable furniture** etc. To meet the expectations of burgeoning technology, campus is equipped with **41 smart classrooms, 28 Wi-Fi enabled labs** etc. The college has skillful faculty including, **40 NET, 02 SLET and 27 PhD holders**. A remarkable number of **quality research papers** are credited to the faculty members and hold the place of pride in renowned **national and international peer-reviewed journals**. The **members of Board of Studies, Research Development Committees** from the institution and **FDPs** organised by the IQAC keeps the faculty updated about latest pedagogies that helps in quality assurance, innovative approaches, consistency and transparency.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The SSR reflects the comprehensive evaluation of various aspects of our institution. The report highlights GCG's commitment to curricular enrichment, evidenced by introduction of well-structured academic programs, as B.Voc (Global Professional in Beauty & Aesthetics) & M. Sc (Cosmetology and Health Care) and various other Add-on, certified courses and skill based courses aligned with industry demands. Our innovative teaching-learning methodologies and rigorous evaluation practices ensure quality education delivery. To foster innovation and research, we have invested in specialized research facilities and equipment, the latest development being the DST Curie lab, a space designed to facilitate hands-on learning and experimentation on environment sustainability. The emphasis on research, innovation, and extension activities reflects our dedication to advancing knowledge and contributing to societal progress.

The institution has implemented substantial measures to fortify its educational facilities, by revamping our classrooms, lecture halls, and laboratories. State-of-art technology and interactive displays have been integrated to create dynamic and engaging learning spaces. Our library and resource centers have been fortified with an extensive collection of physical and digital resources. These include research databases, e-books, and scholarly journals, providing students with comprehensive academic support. We have revamped our fitness and recreation facilities, with the construction of Meditation and Yoga park open gyms for fitness, providing open spaces for physical activity, relaxation, and mental rejuvenation.

In addition, our comprehensive range of services and resources such as counselling, student engagement activities and career guidance provide students with the necessary support to thrive in their studies. Our student-centric approach and comprehensive support systems foster student progression and well-being, ensuring a fulfilling academic journey. Furthermore, our commitment to sustainability is evident through our fortified infrastructure. Solar panels, energy-efficient lighting, and waste management systems contribute to a greener campus, aligning with our eco-conscious values.

Concluding Remarks :

The report serves as a constructive tool, guiding us towards further enhancement and growth. We remain fully committed to delivering quality education as well as contributing meaningfully to the academic landscape and society in general and we remain resolute in our efforts to achieve both.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 382 Answer after DVV Verification: 371</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1343</td> <td>1314</td> <td>1328</td> <td>1312</td> <td>1322</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1304</td> <td>1276</td> <td>1364</td> <td>1227</td> <td>1271</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1558</td> <td>1582</td> <td>1559</td> <td>1483</td> <td>1438</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1460</td> <td>1486</td> <td>1460</td> <td>1383</td> <td>1389</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1343	1314	1328	1312	1322	2021-22	2020-21	2019-20	2018-19	2017-18	1304	1276	1364	1227	1271	2021-22	2020-21	2019-20	2018-19	2017-18	1558	1582	1559	1483	1438	2021-22	2020-21	2019-20	2018-19	2017-18	1460	1486	1460	1383	1389
2021-22	2020-21	2019-20	2018-19	2017-18																																					
1343	1314	1328	1312	1322																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
1304	1276	1364	1227	1271																																					
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1558	1582	1559	1483	1438																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
1460	1486	1460	1383	1389																																					
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p>																																								

2021-22	2020-21	2019-20	2018-19	2017-18
612	564	284	540	512

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
591	554	284	502	497

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
746	758	747	712	690

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
698	711	699	663	665

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1195	1107	1141	1178	1127

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1154	1066	1088	1097	1082

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1195	1107	1141	1178	1127

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1154	1066	1088	1097	1082

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58.5	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44.70	0	0	0	0

Remark : As per clarification received from HEI, and Financial year to be considered in this metric, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	7	3	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	5	5	0

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

58	20	13	50	35
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	8	28	16

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	15	23	35	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
40	12	20	30	11

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
98.65067	7.35877	14.61975	21.21009	17.67998

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
98.53	7.35877	13.62	24.34	35.46

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

4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>38.73045</td> <td>21.33262</td> <td>41.61592</td> <td>18.77137</td> <td>34.20132</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>26.70</td> <td>19.51</td> <td>43.89</td> <td>22.13</td> <td>39.88</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	38.73045	21.33262	41.61592	18.77137	34.20132	2021-22	2020-21	2019-20	2018-19	2017-18	26.70	19.51	43.89	22.13	39.88
2021-22	2020-21	2019-20	2018-19	2017-18																	
38.73045	21.33262	41.61592	18.77137	34.20132																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
26.70	19.51	43.89	22.13	39.88																	
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1178 1046 1312"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>957</td> <td>392</td> <td>1804</td> <td>2184</td> <td>1880</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1391 1046 1525"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1048</td> <td>401</td> <td>1823</td> <td>1973</td> <td>1905</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	957	392	1804	2184	1880	2021-22	2020-21	2019-20	2018-19	2017-18	1048	401	1823	1973	1905
2021-22	2020-21	2019-20	2018-19	2017-18																	
957	392	1804	2184	1880																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1048	401	1823	1973	1905																	
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>																				

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
642	986	609	79	152

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
642	986	609	79	152

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1194	1128	1143	1178	1129

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1154	1066	1088	1097	1082

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	23	8	11	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

15	12	3	6	2
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	46	64	21	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	29	10	13

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	67	2	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	67	2	2	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	35	39	48	46

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

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>3449</td> <td>3369</td> <td>3351</td> <td>3344</td> <td>3335</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>3410</td> <td>3336</td> <td>3277</td> <td>3261</td> <td>3278</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	3449	3369	3351	3344	3335	2021-22	2020-21	2019-20	2018-19	2017-18	3410	3336	3277	3261	3278
2021-22	2020-21	2019-20	2018-19	2017-18																	
3449	3369	3351	3344	3335																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3410	3336	3277	3261	3278																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 135</p> <p>Answer after DVV Verification : 131</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>100</td> <td>93</td> <td>102</td> <td>109</td> <td>109</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	100	93	102	109	109	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	93	102	109	109																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

98	92	100	108	107
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3.1 **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
141.21792	33.99746	76.35387	53.59532	67.89629

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
125.24	26.86	57.51	46.48	75.35