



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE

GOVERNMENT COLLEGE AJNALA

143102

www.gcajnala.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College Ajnala was established in 1974 by S. Harcharan Singh Ajnala, the then Education minister of Punjab for imparting quality education to educationally and socio- economically backward area falling under Ajnala subdivision of Amritsar district. The college has proven to be a boon for the underprivileged community of this backward rural area who remained deprived of higher Education. The college is affiliated to Guru Nanak Dev University Amritsar. The College offers graduate courses in Humanities, Commerce and Computer Applications and Post graduate diploma in Computer Applications.

Along with Academic education, Punjab Finishing School is being run in the college to train the students in soft skills and hard skills. It is the only college in Amritsar district which is running Punjab Finishing School to meet the complex needs of individuals and society.

The college has four lecture theatres, 3 smart class rooms, well equipped Computer Laboratories, Digital seminar hall, Conference hall, Auditorium, Well stocked Library, Personality Grooming lab, Open Air Theatre, Stadium and Indoor Gymnasium, Canteen and Girls' separate Common room. College Library is well stocked having a collection of 21,207 books on different subjects, journals and magazines to meet the needs of students and faculty. During this session 2022-2023, 1440 books were purchased for the college library. The college campus is CCTV enabled to cater to the safety requirements of the students and campus.

The college is recognised as Social Entrepreneurship, Swachhata and Rural Engagement Institution (SES REC) under Mahatma Gandhi National Council of Rural Education. A strong Alumni and Parent Teachers Association are working to cater to the ever changing needs of the students of the college. NSS unit is also very vibrant. It has adopted a village Phulle chack wherein various activities based on societal needs are being held from time to time.

Various clubs and societies have been established in the college such as Anti ragging committee, grievances redressal committee, Red cross unit, Red ribbon club SESREC, IQAC to run the college smoothly.

It is the primary responsibility of the Internal Quality Assurance Cell to initiate, plan and supervise the various activities held in college that are necessary to enhance the quality of education imparted in the College.

Vision

The Institution envisions to make students fully competent in the corporate globalized world as potential human resources and fine human beings to take education to every corner of the border/ rural area so that nobody remains illiterate. The college provides an affordable quality education by equipping its students with knowledge and skills in their chosen stream, inculcates ethical and human values and identifies hidden talents by organizing various extensive activities. The students get opportunities to realize their full potential and then shape themselves into future leaders, entrepreneurs and above all the good human beings.

Mission

Government College has been continuously working with determination and moral responsibility to remove ignorance through education and encouraged everyone to ask search and achieve as per its motto 'Jo khoje so paave.' (that he who seeks, finds) The college makes every effort to accomplish its vision. The following mission statements function as the guiding principles in carry out all the strategic plans and their implementations:

- To educate with emphasis on making education accessible to the underprivileged.
- To teach, guide and motivate the mediocre and meritorious students by providing quality education.
- To inculcate the spirit of cooperation and healthy competition among the students.
- To channelize the energy of students towards creativity, team spirit and service with dedication, devotion and discipline.
- To ensure physical moral and mental growth of students.
- To facilitate and encourage the spread of women education.
- To provide special training to empower women through the women's wing of the college.
- To inspire the students to achieve excellence in academic, cultural, sports and other activities so that a balanced personality of the students can be developed to be successful in every walk of life.
- To bring out the hidden talent and strengths of the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Government College Ajnala is the only government co-educational college in Amritsar district catering to the educational needs of socio-economically challenged students of the rural/border area.
- The college provides inclusive education to all the sections of the students irrespective of any kind of discrimination on the basis of caste, creed, gender, color and financial background.
- Red cross unit of the college was honoured with trophy by Civil Hospital Ajnala for carrying out blood donation camps on 14th June 2023.
- Plastic free, Pollution free and eco-friendly Green Campus provides a better learning environment to the students.
- An anti-ragging committee has also been constituted in the college. Due to its continuous efforts no ragging case has been reported so far.
- The college conducts Seminars, workshops, extension lectures, industrial visits and educational tours regularly which are supplementary to the routine classroom teaching.
- The College has made higher Education accessible to the needy students hailing from rural areas and economically weaker sections of the society.
- A committed IQAC bound to quality enhancement by mentoring
- quality initiatives interwoven curricular, co-curricular and extracurricular activities.
- Various outreach activities such as NSS camps, Blood donation camps, tree plantation drives and social awareness drives are conducted to integrate the academic programs with social and community objectives.
- Promotion of programs which cater to the inculcation of human values social and gender sensitivity, self-Reliance and national integration.
- Feedback collected from students is given due consideration for the quality enhancement of the college.
- Government college Ajnala is the only college of Amritsar district which is running Punjab Finishing

School for enhancing life skills and employability skills.

- A digital seminar hall with the latest multimedia devices has been established in the college.
- Dedicated teaching staff works tirelessly for achieving high academic standards and holistic development of students.
- Efficacious interpersonal mentor - mentee relationship and grievances redressal committee to address the problems of the students.
- The college boasts of its Open Air theatre to conduct various activities of music club and theatre club.
- The countless alumni of the college have risen to important positions in different spheres of life.

Institutional Weakness

- Average performance of the students in competitive examinations.
- Despite of the fact that state and Central Government provides adequate grants to the college, yet at times the college is faced with financial crunch thereby disabling it to expedite the implementation of its plan
- Inadequate scholarships from the government for the OBC and general ji category.
- Need to bring new skill based job oriented courses to help the students in getting jobs and becoming entrepreneurs.
- High drop-out rate of students due to high trend of immigration to foreign countries
- Shortage of support staff to maintain the huge campus area.
- Institute interaction with the industry is limited which prevents the rural youth to grab opportunities.
- Poor transport facility as the college is situated in the outskirts of the town.

Institutional Opportunity

- Government College ajnala is a co-educational institution. The college provides higher education to all the sections of society of border/ rural area irrespective of their caste creed colour and gender.
- The college spread over 35 acres of land and stands a lot of chances for growth. The college can use this land for the extension of the building, construction of new classrooms and set up of herbal gardens.
- Student representation at various levels in literary sports and cultural activities.
- Provision of programs of social outreach organized by NSS unit, Red cross unit, environment cell and SES REC for inculcation of social responsibilities.
- Introducing new skill based job oriented courses.
- Strengthening alumni network to create more employment opportunities and generate endowment funds.
- Preparing students for competitive examinations.
- As the majority of students hailing from rural border area they face the hassle of public transport. The provision of college buses can be a great convenience to the
- students.

Institutional Challenge

- Poor communication skills of the majority of students hailing from rural/border areas.
- Paucity of funds for participation in sports and youth festivals.
- Organization of national and international conferences in the college to provide better research

atmosphere to the faculty and students through exposure to the latest trends in different areas of learning.

- To put more efforts in generating placement opportunities for students.
- To install the solar panel in the college for which government policy is in the pipeline.
- To build a new volleyball court in the college for which we have already sent the proposal.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution, a co-educational Government college, affiliated to Guru Nanak Dev University, Amritsar, invariably endeavours to attain accomplishment in providing globally combative quality education. The curriculum provided by the university is strictly adhered to. The college follows the academic calendar released each year by Guru Nanak Dev University. Admissions, commencement of classes, internal assessments and examinations are scheduled as per this calendar. For co-curricular and extension activities, college create their calendar of events. This calendar pertains to activities such as guest lectures, seminars, and skill development workshops. The principal encourages adherence to this calendar through regular meetings with the staff. The faculty members are also appointed as Members of Board of studies, to proffer recommendations for the formulation and revision of the curriculum.

Academic process in the institution is streamlined with time tables, Unitization of syllabus, workloads and other administrative tasks prepared well in advance of teaching sessions. The teaching faculty of the institution is supported by the well-equipped ICT enabled smart classrooms with internet facility. The faculty regularly update their disciplinary knowledge through active involvement in faculty development programmes, workshops, evaluation and participating in different decision making bodies.

Teaching strategies as lecture method, project work, presentations etc. are blended with life experiences through field trips, ensure effective delivery of curriculum that incorporates an emphatic approach and makes teaching learner-centric. Some courses provided practical experience to student through project work and field trips and industrial visits add an experiential quotient to students' understanding. Motivational sessions are conducted to encourage the students to participate in activities as per their comfort and interests. Issues of anxiety, stress and a slew of academic worries are resolved through collaborative efforts of the teachers and students. certificate courses and value added courses offered by the college broaden the mind horizon of the students. Moreover the Critical issues related to ethics, gender and human values are an integral part of teaching learning process in various courses. Feedback from students, teachers and alumini is collected on the basis of curriculum content, co-curricular activities as well as student support facilities and infrastructure.

Teaching-learning and Evaluation

The progress of any educational institution depends heavily on teaching, learning, and evaluation. Our college supports value-based education that is combined with practical training. The admissions procedure is open and fair, and students are accepted to different courses in accordance with Guru Nanak Dev University's policies. The Admissions Committee oversees a fair and transparent admissions process and provides students with admissions advice. The Academic Planning and Monitoring Committee's "Academic Calendar" governs how the institute's activities are scheduled. The operation of the examination committee, the assessment process, the grievance redressal mechanism, etc. are proof that the institution has a strong and transparent evaluation system. In order to engage pupils and promote their overall development, teachers use a variety of interactive and cutting-edge teaching strategies. In order to increase student performance, co-curricular and extracurricular

activities are encouraged, ICT-based teaching and learning is fostered, and methods of teaching and learning are updated. Different departments hold competitions for things like designing posters, writing essays, reading poems, seminars, and elocution contests, among other things. Seminars, Projects, Oral Tests, Home Assignments, and Tutorials are all part of the college's evaluation policy.

Research, Innovations and Extension

The college recognizes the importance of research in academic pursuits. The institution is established with a vision to benefit the global community using its strength in research, Innovations and extension activities. This being key areas of focus, the institute is committed for promoting interdisciplinary research, innovation skills and development to create technologies through academic collaborations. During last 5 years the college's PhD qualified faculty has number of publications under their credit. There have been publications in the form of books, journals, and paper presentations etc. in the subjects of Commerce, computer science, Economics Punjabi, and physical education has taken initiatives for creation and transfer of knowledge. Extension activities are organized by various societies and departments in the college of National Service Scheme(NSS), Red Cross Society, Red Ribbon Club, Career Counselling & Guidance Cell, departmental societies etc. During last five years a number of Extension activities have been conducted in the college campus, nearby localities, city and villages and have earned appreciation for the volunteers, brought a positive change in the area concerned and sensitized the students deeply. Awareness campaigns under 'Fit India Movement', 'Swachh Bharat Abhiyan', Van Mahotsav, Ek Bharat Shreshtha Bharat, Road Safety Month, Blood Donation Camp, Mission Awareness against Drug Addiction, World Environment Day etc. are organized by NSS successfully, which nurture desirable attributes of social responsibility among the students. Apart from these field trips and departmental competitions like Quiz, Poster Making, Essay Writing, Debates and Paper Presentation are organised to strengthen experimental & task based learning. Number of books and chapters in edited volumes/ books published and papers published in National/International conferences, number of research papers published in the Journal by the faculty members on UGC care list, multiple number of extensions and outreach programs conducted by the institution through NSS, Red Cross etc. including the programs such as swachh Bharat, AIDS awareness, gender issue etc programs organised in collaboration with community to sanitize students to social issues for their Holistic development are given.

Infrastructure and Learning Resources

The Management has developed adequate infrastructure and learning resources in the campus to achieve its objective of excellent education. The campus is beautified by gardening and landscaping. The campus has well equipped classrooms, Well-equipped laboratories, well stacked library, spacious playground. The college has one indoor auditorium; one outdoor, Canteen and power back up with generator and UPS. Every department is equipped with a Computer having internet connectivity. Class rooms have been made ICT ready. New facilities have been augmented during the past four years. ICT resources have been sufficiently strengthened in the college.

Student Support and Progression

The institution organizes various capacity building and skill enhancement activities for the benefits of students

such as seminars, workshops, Punjab Finishing School and lectures. Finishing School is an initiative of Punjab Government to empower the students of final year in different courses with hard and soft skills so that they are ready when they step out in the world. Different modules offered to the students under this scheme like soft skills, Communication Skills, IT and Networking and hospitality. The college has been providing government scholarship named Dr. B R Ambedkar post matric SC Scholarship to eliminate the hindrance of financial problems. In addition to financial support, the Grievance Redressal Cell of the college helps the students to seek redressal for complaints, including harassment and ragging. Career Counseling & Guidance Cell provides support with regard to career aspirations, guidance for higher education, civil services exams. Activities and awareness campaigns by NSS wings of the institution impart learning and sensitize the students towards societal and environmental issues. The departmental activities and competitions aid in their progression, to make them ready for the real world experience. An Honesty Shop was opened in the college on August 2018, where stationery items were kept at the corner of the administrative office with rate list without CCTV, and students can pick any item by dropping price money in a box. This initiative taken by college was successful. The alumni association has been established in the college which is instrumental in connecting the current Students with the alumni. The most visible involvement of the alumni is by contributing their time to participate in the activities of the college, endeavours to enhance college enrollment and to assist students and faculty in their various endeavours for the development of the college

Governance, Leadership and Management

The college ensures the following:

- The Principal is the driving force behind the academic and administrative activities of the college.
- The college has a transparent and multi layered governance marked by transparency, inclusivity and accountability. The governance at the college is reflective of a visionary and effective leadership.
- With well defined vision and mission, the college bolsters an atmosphere promotive to actualize intellectually proficient, morally conscientious and socially committed citizens.
- The College conducts internal and external financial audits on a regular basis.
- Frequent meetings of Principal and the staff to generate short term and long term perspective plans
- Existence of formal and informal grievance redressal mechanism for both the students and the staff.
- The college has put in place the Internal Quality Assurance Cell. The IQAC has been ensuring the quality education.
- Various committees like Scholarship, Career Counselling, Time Table, IQAC, PTA etc. are formed at the beginning of every academic year. They meet to plan, accomplish and evaluate the academic, curricular activities and disciplinary measures to ensure continuous improvement of academic standards.
- Minutes of the meetings of all the committees are maintained.
- The college Council and various committees & cells in the college deal with different areas such as Admission Rules, Conducting of Examination, Extension Activities, Scholarship provisions, Use of financial grants from various spheres, Youth and women empowerment endeavours and many other similar areas.
- The institute also has well-structured Performance Based Appraisal System to ensure productivity of the faculty. Accordingly each employee is expected to fill an Annual Performance Appraisal Report (APAR) and submit it to the concerned authority.
- The Compliance of academic procedures and continuous improvements in teaching learning process is ensured through systematic audits by IQAC
- They review the plan for the growth and expansion of the college and the report of the progress, approval of annual budget and expenditure are encompassed by the Governing Council.

Institutional Values and Best Practices

Our college ensures the promotion of gender equity and women empowerment in the form of delivering lectures, conducting seminars, webinars etc. To oversee the safety measures for women at the individual and collective level, many committees and cells formulated in college such as the Anti-Ragging Cell, Grievance Redressal Cell and Caste/Women Discrimination Cell and Social Entrepreneurship, Swachhata and Rural Engagement Cell. In particular, we provide counselling for female students. In addition, there is a separate career counselling for the care of all students, dealing with student academic and personal counselling by mentor teachers. Safety and security are maintained at the college entrance, CCTV cameras, and discipline of alert staff like proctorial duties performed by all college faculty members. There is a girls' common room with a private washroom equipped with incinerators and vending machine. The college now boasts 2232 plant species among its fauna. Due to the increased number of bird and insect species on campus, the biodiversity index has improved.

Many environment consciousness and its sustainability activities such as use of power efficient equipment, plantation drives, pedestrian friendly pathway, No Use of plastic, environment promotional activities organized by various departments. Various activities are conducted by the college campus for the green campus initiative like slogan writing competition on water conservation, tree plantation drives, ozone layer day, earth day, environment day are conducted from time to time and students are informed about the importance of trees. Institution efforts and initiatives in providing an inclusive environment for students staff such as tolerance and harmony towards regional and other diversity. Students and employees of the institution fulfill the constitutional obligations such as values and rights. It has conducted periodic program on code of conduct i.e. Proctorial duties. This criteria also describe the two best practices such as "True Friends" in which students and teachers donate books and "Community and Administration Assistance". College campus aims to strengthen and build leadership capacity among youth, to address issues of environmental sustainability and be the main change agents in the country in working towards and shaping sustainable environment.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | GOVERNMENT COLLEGE |
| Address | GOVERNMENT COLLEGE AJNALA |
| City | Amritsar |
| State | Punjab |
| Pin | 143102 |
| Website | www.gcajnala.org |

| Contacts for Communication | | | | | |
|----------------------------|-----------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | PARMINDE R KAUR | 01858-221038 | 9501450400 | - | gcajnala@gmail.com |
| Associate Professor | PREM SINGH | 01858-2221038 | 8146281451 | - | drpremsingh33@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|--------|---------------------------|-------------------------------|
| Punjab | Guru Nanak Dev University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 03-09-1974 | View Document |
| 12B of UGC | 03-09-1974 | 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 | GOVERNMENT COLLEGE AJNALA | Rural | 35 | 5000.784 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Arts, | 36 | TWELVETH | English,Punjabi | 160 | 188 |
| UG | BCom,Commerce, | 36 | TWELVETH | English,Punjabi | 75 | 59 |
| UG | BCA,Computer, | 36 | TWELVETH | English | 60 | 28 |
| PG Diploma recognised by statutory authority including university | PGDCA,Computer, | 12 | GRADUATION | English | 40 | 4 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 1 | | | | 13 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 5 | 7 | 0 | 12 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 24 |
| Recruited | 6 | 3 | 0 | 9 |
| Yet to Recruit | | | | 15 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

| 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 | 0 | 2 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 0 | 10 |
| 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 | 2 | 1 | 0 | 3 |
| 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 |
| | | 0 | 0 | 0 | |

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 | 278 | 0 | 0 | 0 | 278 |
| | Female | 190 | 0 | 0 | 0 | 190 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 2 | 0 | 0 | 0 | 2 |
| | Female | 2 | 0 | 0 | 0 | 2 |
| | 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 | 129 | 105 | 62 | 64 |
| | Female | 67 | 57 | 45 | 51 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 23 | 12 | 21 | 9 |
| | Female | 18 | 11 | 12 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 74 | 82 | 43 | 37 |
| | Female | 50 | 47 | 40 | 33 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 361 | 314 | 223 | 202 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>The college is aware of the increasing focus on multidisciplinary and interdisciplinary approaches as enshrined in NPE 2020. The college is a multidisciplinary Institute as it offers graduate courses in Arts, commerce and computer science. The students of Arts can opt for economics, history, Elective Punjabi, Physical education, Computer science and Political science according to their interests. The college is running Punjab Finishing School to enhance students' proficiency in English and to improve their life skills, hard skills and employability skills to face the real life challenges in 21st century. Students from BCA, B.com and B.A are benefitted by Punjab Finishing School. Projects on</p> |
|---|--|

| | |
|---|--|
| | <p>community engagement and social service are undertaken by students every semester. Red cross unit, NSS and SES REC volunteers take part in community services throughout the year like cleanliness drive, tree plantation drive, health awareness drive and blood donation camps etc. The college introduced skill based job oriented certificate courses in creative writing and content development, business ethics and professionalism and in mushroom cultivation in January 2022 in collaboration with Jagat Guru Nanak Punjab State Open University Patiala. The career guidance and counseling cell guides the students for choosing the right career during their stay in the Institution. Faculty of the college participate in many interdisciplinary National and International seminars, workshops, orientations and Faculty Development programs etc. every year to promote a blending of different disciplines leading to exchange of research ideas and knowledge on different topics of various domains.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>The University Grants Commission has initiated Academic Bank of Credits (ABC) as a novel system to help educators to manage and verify the credits earned by the students. ABC system is introduced as a key component of National Education policy 2020, a comprehensive reform in the Indian Education sector. As per instructions of the Director Higher Education Department, ABC IDs of the students were created in the month of January 2023. A Committee was constituted to assist the students in getting registered under Academic bank of Credits . ABC IDs of students enrolled in the session 2023-2024 are being created as per the orders of Director Higher Education Department. Academic Bank of credits is a digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. The credits earned by students will be deposited in their ABC 'Academic Account.' If the student moves to a different institution, the accumulated credits get transferred to the account of the new Institution. The Academic credits can only be shared from the institution, not directly from the student. Only the credits submitted by an authorized Institution will be accepted for storage and validation by the Academic Bank of credits. Moreover ABC promotes flexibility, customization and the efficient utilization of Academic achievements ultimately</p> |

| | |
|--|--|
| | empowering the students to take greater control of their educational journey. |
| 3. Skill development: | <p>The university syllabi of all the courses offered by the college encourages skill development in concerned subject area. Moreover the college is running Punjab Finishing School to improve soft skills, hard skills, communication skills and employability skills of the students. Seminars and workshops are organized by the college to enhance practical knowledge and skills of the students. Industrial visits are organized to provide students with first hand information of production processes. Various national and international days like Independence day, republic day, voter day, World Aids day, International Women day and birth anniversaries of eminent personalities are celebrated to inculcate positive and ethical values among the students. In order to develop values, the college organizes religious and divine events and celebrates the festivals in their true spirit.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>The study of Indian languages contributes to the greater cause of glorifying the ancient Indian knowledge and converging its outcomes with the modern requirements leading to the prosperity of society and nation at large. the study of the Indian language not only leads to the prosperity of the nation but also makes the individual person culturally rooted and get better in his/her expressiveness. The Institute believes in preserving the authenticity of the Indian multilingual system under Ek Bharat Shreshtha Bharat program. The Institute celebrates International mother day, yoga day, teej festival, lohri and Diwali festival as an reverence towards Indian languages and culture. The faculty members can opt any medium of instruction. Undergraduate students are also allowed to study either in Punjabi or Hindi or English medium as per their choice. The promotion of Indian languages and traditions is facilitated through the various competitions held at Talent Hunt organized by the youth welfare department. Competitions such as poetical symposium ,folk song, poster making competition, declamation contest, rangoli competition, mehndi competition and costume parade etc. encourage the students to stay connected with rich Indian culture and heritage.</p> |
| 5. Focus on Outcome based education (OBE): | Outcome based education is a student centric |

educational model that maps and measures students performance at every step. Outcome based education model aims to achieve maximum student learning outcomes by developing their knowledge and skills. OBE empowers students to choose what they would like to study and how they would like to study it. The National policy of education 2020 has created a skill based education model. It recognises the importance of soft skills as vital life abilities such as communication, teamwork, problem solving the decision making and analytical thinking. The college is affiliated to GNDU Amritsar and strictly adhere to the curriculum and syllabi prescribed by the university. The University itself has clearly stated the programme outcomes regarding every programme offered by it. The faculty members and students are informed well of these outcomes of the prescribed syllabus for each semester at the very onset of their teaching-learning process. The college undertakes continuous evaluation through house tests, written assignments, unit tests and oral presentations, seminars and University examinations which are held at the end of each semester. The college also assesses programme outcomes through co-curricular activities and Feedback collected from the stakeholders. The integration of vocational education into general education will assist the students in developing a variety of skills to meet the industrial demands and enhance the quality education. The National Education Policy (NEP) 2020 has placed a special emphasis on vocational education. The new policy has created a skill based education model. There are some learning outcomes viz Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. They demonstrate regular environment and active engagement over a period of time. They are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to issues either locally, nationally or Internationally. The Department of Higher Education, Punjab in collaboration with the British Council introduced 'English for Work' course in Government College Ajnala in the current session with the following Program Outcomes: ? Proficiency in professional communication ? Business writing skills ? Cross cultural communication course ? Job interview preparation ? Client customer service skills

| | |
|--|--|
| | <p>? Workplace ethics ? Resume building and career development ? Real world application of language skills in business simulations and Internships</p> |
| <p>6. Distance education/online education:</p> | <p>National policy of education 2020 focuses well on online learning and digital tools and platforms like DIKSHA and SWAYAM upgraded with new thoughts and training content in class resources, projects and assignment aids with the interactive experience focused on the creation of digital and interoperable infrastructure that is utilized by multiple platforms. The Department of Higher Education, Punjab in collaboration with the British Council introduced 'English for Work' course for the students of Government colleges of Punjab. It aims to equip the students with the language skills and knowledge needed to effectively communicate and operate in a professional, English-speaking work environment. In this course, students will have to attend a 55 minutes Live Online class and one Teacher - Led webinar in weekly schedule. With the rising cost of infrastructure and offline education, Indians are more tending towards online education due to easy access and cost effectiveness. During lockdown in India due to COVID-19 pandemic, the communication process between the teachers and the students was halted. The communication gap between teachers and students abridged with Online Education through Google classroom, Google Meet and Zoom platforms used for virtual classes. Various queries related to the syllabus were resolved through online mode only. Moreover YouTube channels and video lectures were also utilized by the students as per teachers' instructions. At present WhatsApp groups of each stream, class and subject have been created by the teachers concerned, in which they have been informed about their class time table class tests, books and study material queries. Even the college administration has also used this platform to circulate its daily routine instructions received from Director Higher Education(DHE) University grants Commission(UGC) and Faculty Development Program (FDP) related brochures from other Academic bodies for the teachers. Online teaching and learning makes students more responsible for their own education. The college introduced Skill based job oriented courses in January 2022 in collaboration with Jagat Guru Nanak Punjab State</p> |

Open University Patiala. The college has its own smart classrooms and digital seminar hall and well equipped labs to facilitate online learning.

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>YES Electoral literacy club(ELC) has been set up in the college as per the guidelines of the Election Commission of India for new voters who are aged between 18 to 21 years. Electoral Literacy Club provides a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with electoral registration and Voting. It aims at strengthening the culture of electoral participation among young and future voters. College ambassador and ELC Nodal officer are working continuously to sensitize the young generation about the electoral process and importance of casting the vote in democratic country.</p> |
| <p>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?</p> | <p>Yes the coordinator and coordinating faculty members are appointed by the college principal, the coordinator works according to the letters related to electoral tasks sent by the district administration. Yes, the electoral literacy club is functional. It conducts the registration campaign 'Voter Mela' every year wherein the registration form no.16 have been filled by the students (aged 18 and over) to apply for voter cards. The students are also motivated to sensitize the masses about the electoral process and the importance of voting. During the elections, college is given to the local administration for conducting the election rehearsals and election work. Electoral Literacy club's Nodal officer and staff help in carrying out the conduction of elections.</p> |
| <p>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,</p> | <p>. Tehsil level program on National Voter day is organized in Government College Ajnala under the guidance of worthy Sub Divisional Magistrate, Ajnala every year. Electoral literacy club's nodal officer and faculty members coordinate in organizing National Voter Day. Under the SVEEP program, various activities are conducted in the college like poster making competition, essay writing competition, slogan writing competition, declamation</p> |

| | |
|---|---|
| <p>commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>contest and rangoli competition etc. by the Electoral Literacy Club. Rallies are organized in surrounding areas by the Electoral Literacy Club to generate awareness among the masses about the Electoral process and the importance of casting a vote. Faculty members performed their duties as Polling Officers (PO), Assistant Presiding Officers (APRO), Presiding officers (PRO) and Counting Supervisors (CS) to assist the administration during Zilla Panchayat Elections, General Assembly Elections and Parliament elections.</p> |
| <p>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.</p> | <p>The college assisted in Provisions for Person with Disabilities Project 'Sanman' initiated by Election Officer Amritsar. In this project young and first-time voters were given the task of assisting Persons with Disabilities (PwDs) and super senior citizens. This project was selected as the best Electoral practice of India and was awarded by the worthy President of India.</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>Electoral Literacy Club guides the students below 18 years of age about the electoral process from time to time. Nodal Officer of Electoral Literacy Club organizes lectures on electoral process to enlighten the students throughout the year. The college works on moto of 'No water to be left behind'. We have 100% voter enrollment of the students.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360 | 314 | 221 | 603 | 229 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 12

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 11 | 11 | 11 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78.54 | 2.00 | 7.52 | 5.80 | 36.86 |

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 makes its best efforts for effective curriculum delivery and transaction of curriculum provided by the university. Guru Nanak Dev university designs the syllabus and makes it available to the college at the beginning of session. It also defines the examination and assessment pattern. University also describes the data of beginning and ending of session. The college organises the following well marked action plan for the effective implementation of prescribed curriculum.

Time table and unitization: At the beginning of each academic session the time table of arts, commerce and computers streams is prepared according to the number of elective subjects and the same is displayed on the student's notice board and on college website. Unitization of syllabus is also done by all the faculty members and is shared on college website.

Academic Calendar: The college adheres to pre-planned academic calendar, as given by the affiliating university. The Teaching, Examination and cultural activities are planned as per Guru Nanak Dev University calendar. Meanwhile the college also prepares an internal academic calendar after the discussion with all faculty members.

Innovative classroom teaching: The teacher acquaints the students with the prescribed course content, texts and recommended books. They are also given with the information about the pattern of university question paper for better understanding. As most of our students come from rural background, so the multilingual method of teaching is used. During the time period of Covid-19 online mode(for instance Google meet and zoom)of teaching was used with the help of ICT tools.

Problem solving and doubt clearing session: sufficient time is earmarked for solving the problems and clearing the doubts of students with peer discussion, brain storming etc along with the successful completion of syllabus.

Different Student interactive activities: Every department organises various youth activities like Nukad Natak, seminar on environment consciousness and social issues, etc not for only broaden the mental outlook of students but provide adequate exposure and knowledge to the students. To facilitate the learning process, students are encouraged to actively participate in group discussions, declamation contests, quiz, seminars and workshops. Various projects are assigned to students to inculcate their interest in research activities.

Class tests and assignments: Regular class tests are conducted along with the mid semester test. Assignments are also given which are duly checked by the teachers and appropriate feedback is provided

by the teacher to the students.

Orientation program: orientation program is conducted in the college for implementation of the curriculum in a structured and holistic manner. At the beginning of session, Principal introduces the students to the vision, mission of the college and sensitizes them regarding the code of conduct on the campus. In the classroom, teachers guide students regarding projects, career and higher education plans.

Inclusive education: Various scholarships and resources are offered by the college to form a part of all round education. The scholarships aim at inclusive education for a wide range of marginalized section of society.

Faculty outreach: The college faculty members participate in workshops, seminars, and faculty development programs to keep themselves up-to-date of latest methods of implementing curricula.

Visits and tours: The students are also taken out for educational tours such as industries, place of historical importance to provide them first-hand knowledge of various things.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View 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: 3

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | 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: 5.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 87 | 0 | 0 | 0 |

| 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:

Education is no longer confined to the classrooms. Stepping beyond the circumference of mainstream teaching, the college aims to impart value based education for holistic development of students. It hopes to inculcate a sense of responsibility toward are environment and fellow beings, amongst them the students, faculty and society through an amalgamation of academic courses and co-curricular activities. The college believes that learning is a blend knowledge, wisdom and experience and endeavours to carry the legacy of excellence.

Gender Sensitization: - Gender study is well integrated into the curriculum prescribed by the affiliating university. It is a part of Humanities such as English at undergraduate level. Activities like seminar, Poster making competition on Gender sensitization on the occasion of “International women day” are organised to sensitize the students about gender equity at work place as well as at home. College has constituted Women Redressal cell to create awareness about gender issues like problem of female foeticide, dowry and sexual abuse. A pressing concern has been the empowerment of women in order to enable them to become productive member of the society. A special cell i.e. Social Entrepreneurship, Swachta and rural engagement cell under the aegis of Mahatma Gandhi National council of rural education is constituted at college which organises Exhibition cum sale and also provides equal opportunities to girls for enhancing their cooking, art and craft and marketing skills. College has installed CCTV cameras especially for the safety of girls’ students. NSS unit of college organises many activities like “Beti bachao, beti padhao” for gender sensitization.

Professional Ethics and Human Values: -As the college have been sanctioned certificate courses by Jagat Guru Nanak Punjab state open University Patiala to run courses like Business Etiquettes and Professionalism whose main objective is to create skilled manpower, but also in still ethical sensibilities. Moreover in Guru Nanak Dev University curriculum for professional ethics, in B.com I and IV Semester, topic Business ethics is taught in a detailed manner. The education plays a critical role in inculcating human values in students. At graduation level a qualifying paper is introduced is Drug Abuse – Problem management and prevention through which students are informed about the ill effects of drugs. In Addition to this each and every chapter of English and Punjabi (literature) teaches the students about our social problems and their solutions cultural, moral values as well. Moreover, students learn how to live their lives from biographies of great freedom fighters and artists. Various important days like Road safety day, National Integration day, Sadhbavna diwas are celebrated by the different cells of the college for imparting human values.

Environment and Sustainability: -Environment education is an inbuilt part of semester program introduced by the university. There is a compulsory paper in all degree programs on Environmental education covering aspects such as climatic change, biodiversity, ecological equilibrium. NSS and Mission Green Punjab unit of college organises numerous activities such as Plant distribution in World Ozone Day, Seven Day camp on cleanliness, stubble burning campaign and Tree Plantation on World Earth Day, to make the students more sensible towards environment. College has a pollution free green campus and to sustain the greenery at college, saplings are planted annually on Van Mahotsav. A huge compost pit has been dug in the campus to compost garden litter.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View 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: 32.78

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

Response: 118

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

1.4 Feedback System**1.4.1**

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

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

| File Description | Document |
|---|-------------------------------|
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| 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: 39.52

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 170 | 174 | 108 | 103 | 107 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 335 | 335 | 335 | 335 | 335 |

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](#)

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: 59.06

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 124 | 68 | 65 | 55 | 66 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 128 | 128 | 128 | 128 | 128 |

| 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: 30

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:

Engaging students in the learning process increases their attention & focus motivates them to practice higher level critical thinking skills. In order to motivate the students beyond the theoretical knowledge various methods like seminars, group discussions, Mock test, Project work, Assignments, Quiz competition, Essay writing competition have been adopted. Discussions and debates on contemporary issues are encouraged so that students can analyse by the eliciting responses to the subject under discussion. Moreover NSS Cell has been set up set up for the students to participate, integrate and learn. ICT tools include Projectors, Computer Labs , Smart Class , Educet, Conference Halls etc.

Seminars: Seminars are organized events where students can delve deep into specific topics. They often involve presentations and discussions, enabling students to gain in-depth knowledge about a particular subject. They also provide an opportunity for students to improve their presentation and communication skills.

Group Discussions: Group discussions foster collaborative learning and critical thinking. Students engage in open conversations, sharing their perspectives, and learning from one another. This method encourages active participation and develops students' ability to analyze and discuss various topics.

Mock Tests:Mock tests simulate real exam conditions and help students prepare for assessments. They provide a valuable opportunity for students to assess their knowledge and identify areas where they need improvement.

Project Work:Project-based learning allows students to apply theoretical knowledge to real-world scenarios. It promotes problem-solving skills, creativity, and teamwork, as students work on projects that require research, planning, and execution.

Assignments:Assignments require students to explore and apply what they've learned. They often involve critical thinking, research, and analysis, and they help students develop a deeper understanding of the subject matter.

Quiz Competitions: Quiz competitions are a fun way to test and reinforce students' knowledge. They encourage healthy competition and motivate students to learn and retain information.

Essay Writing Competitions:Essay writing competitions help students enhance their writing and research skills. They also encourage students to express their thoughts and opinions on various topics.

Discussions and Debates:These activities promote critical thinking and analytical skills. By engaging in discussions and debates on contemporary issues, students learn to evaluate different viewpoints and develop well-reasoned arguments.

NSS Cell (National Service Scheme) The NSS Cell provides students with the opportunity to participate in community service and social activities. It fosters a sense of social responsibility, empathy, and leadership skills.

ICT Tools: Information and Communication Technology (ICT) tools, such as projectors, computer labs, smart classes, and Educet, enhance the learning environment. They make learning more interactive and engaging, incorporating multimedia and digital resources to support the curriculum.

Overall, these strategies aim to make learning more interactive, engaging, and practical. They not only increase students' attention and focus but also encourage them to think critically, collaborate, and apply their knowledge to real-world situations.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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: 81.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 14 | 14 | 14 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 38.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 4 | 4 | 4 |

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

Processes and procedures related to Examinations

1. Appointment of Coordinators and Committees: In line with the guidelines of GNDU, the college appoints coordinators, registrars, and examination committees. These individuals and committees are responsible for conducting examinations and devising strategies to ensure transparency and effectiveness in the assessment process.
2. Internal Examination Management: The Examination Committee plays a crucial role in ensuring the smooth functioning of internal examinations. This encompasses various assessment methods, including assignments, quizzes, tutorials, surprise tests, orals, seminars, and presentations. Scheduling these assessments and conducting mock orals and tests beforehand helps students become familiar with the examination process and address any queries they may have.
3. Recording of Marks: All marks and assessment results are meticulously recorded and submitted to the examination department for record-keeping, maintaining transparency and accountability.
4. Purpose of Internal Assessment: The college's approach to internal assessment focuses on allowing students to demonstrate the practical application of skills and knowledge. This approach enables students to pursue their interests without the time limitations and constraints typically associated with traditional

written examinations.

5. Preparation for Summative Exams: Periodic assignments and tests conducted by faculty members serve the purpose of preparing students for final summative exams with confidence. These may include periodic assignments, tests, seminars, PPT presentations, viva-voce assessments, internal assessment, and house tests.

6. External Examinations: The college also conducts external examinations as mandated by GNDU. These external exams are organized and conducted in an organized manner every semester, ensuring the evaluation of students' performance is standardized and fair.

7. Student Grievances Handling: A Student's Grievances Cell is in place to address any issues that students might encounter before or during examinations. This cell deals with problems and concerns that students may have, providing a mechanism for them to voice their grievances.

8. Grievance Resolution: If a student has a grievance related to examinations, they are required to approach the internal examination in-charge. The student must submit an application detailing the grievances to the examination committee. The committee then reviews the problem and forwards it to the Principal. The Principal, in consultation with College Council, takes necessary steps to address and resolve the grievances, ensuring a fair and transparent evaluation process. CCTV are installed in the examination halls and their IP address are shared with superintendents in final examinations for fair and transparent conduct of examination.

In summary, the college follows a comprehensive approach to examinations, emphasizing both internal and external assessments. It places a strong emphasis on transparency, effective preparation, and addressing student concerns to ensure the fair evaluation of students' knowledge and skills. This approach aligns with the guidelines of GNDU and aims to provide a conducive learning environment for students.

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

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 aim is to make the students ready and equipped with knowledge and skills required for future. Evaluation of outcome serves the institution as an effective tool for introspection and improvement. The

Students are guided with required mentoring to achieve the desired outcomes. Evaluation of stated outcomes is carried out using multiple assessment methodologies. It is carried out regularly during routine teaching and periodically through internal assessment and through evaluating the university results of the outgoing students and their progression to higher education. Program outcome and course outcome is displayed on college website.

PGDCA (Post Graduate Diploma in Computer Applications)

Expertise in Computing Skills: This program equips students with advanced computing skills, including software applications and programming.

Teaching: Graduates of PGDCA can pursue careers in teaching, particularly in the field of computer applications as instructors.

Data Entry Operator: They can work as data entry operators, to handle and manage data efficiently.

System Operator: Graduates can work as system operators, ensuring the smooth functioning of computer systems.

BCA (Bachelor of Computer Applications):

Expertise in Computing Skills, Computer Languages & Development of Projects: BCA focuses on developing strong computer skills, including proficiency in programming languages and the ability to work on software projects.

System Analyst: They can work as system analysts, responsible for designing and maintaining computer systems.

IT Sector: BCA graduates find employment in the IT sector, where they work in various roles, such as software developers or IT consultants.

-Masters: BCA graduates can choose to pursue a master's degree for further specialization.

BCOM (Bachelor of Commerce):

-Learning Financial and Economic Environment: BCOM students gain a deep understanding of financial and economic principles and how they relate to businesses.

- Management Skills: They acquire the management skills required to oversee business operations effectively.

- Banking: Graduates can work in the banking sector, managing financial transactions and customer accounts.

- Chartered Accountant: Some BCOM graduates choose to become chartered accountants, specializing in financial reporting and taxation.

- Financial Analyst: BCOM graduates can work as financial analysts, evaluating financial data to provide

insights and recommendations.

- Entrepreneurship: Those inclined towards entrepreneurship can start and manage their businesses.

BA (Bachelor of Arts):

- Developed Arts Skills: BA programs focus on developing arts-related skills and fostering a creative mindset.

- Positive Values and Attitude: BA graduates cultivate positive values and attitudes, which are valuable in various professions.

- Teaching: BA graduates can enter the teaching profession, especially in subjects related to the arts and humanities.

- Content Writer: They can work as content writers, producing written materials for various platforms and industries and can become freelancers in writing.

- Defence Services: Graduates can choose careers in defence services.

Punjab Finishing School:

- Personality Development: Punjab Finishing School focuses on steps in enhancing students' personality and soft skills, making them more employable and confident.

- Career Counseling and Placements: It provides career guidance and support for job placements, ensuring that students are prepared for the professional world.

Students of all streams can go in for state or national level jobs by appearing in entrance exams

In summary, these educational programs offer a wide range of outcomes and career opportunities, reflecting the diverse interests and career goals of students.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View 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:

Methods to measure the attainment of Program Outcomes (POs) and Program-Specific Outcomes (PSOs).

Assessment Methods:The college employs two main types of assessment methods: formative and summative. Formative assessments are an ongoing process, providing feedback during the learning process, while summative assessments are conducted at the end of a course to evaluate learning outcomes comprehensively. The college uses Continuous Comprehensive Evaluation as a direct assessment method for formative assessments. This includes various activities such as assignments, projects, mid-examinations, student seminars, poster presentations, and quizzes. These are crucial components of the internal assessment process.

Focus on Applicatory Skills:To ensure a comprehensive evaluation of student learning, the college emphasizes more than just conceptual knowledge. The efficacy of these assessment tools depends on their ability to gauge applicatory skills, analytical thinking, and critical thinking.

Question and Prompt Design:Careful consideration is given to the design of assessment questions, project topics, and term paper prompts. The questions are formulated to assess not only what students know but how they can apply their knowledge in practical situations. They also assess higher-order thinking skills, including analysis, synthesis, and evaluation.

Alignment with Course and Program Outcomes: One of the key principles in this assessment process is the alignment of assessment tools with course outcomes (COs) and program outcomes (POs). In other words, the assessments are directly linked to what students are expected to achieve in both individual courses and the overall program.

Mapping for Evaluation:By mapping the course outcomes and the formative and summative assessment question papers, the college can assess the attainment of both COs and PSOs. This mapping process provides a clear picture of how well students are meeting the expected outcomes at the course and program levels.

In summary, the college's approach to assessment is comprehensive and outcome-driven. It recognizes that education is not just about acquiring knowledge but also about developing skills and abilities that can be applied in real-world situations. By aligning assessment methods with course and program outcomes and carefully designing assessment questions, they ensure a thorough evaluation of student learning and the effectiveness of the educational program. This approach ultimately benefits students by preparing them for the challenges they will face in their future careers.

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

2.6.3

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

Response: 79.75**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 50 | 58 | 45 | 54 | 45 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 83 | 70 | 45 | 54 | 64 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.48

| 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: 0.48

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.48 | 0 | 0 | 0 | 0 |

File Description

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:

The college is working with the higher goals of holistic development of students so that they will prove to be an asset for the society. They are actively participated in teaching- learning process and in other curricular and co-curricular activities. Students are initiated to become curious about the subtler aspects of the prescribed syllabi related topics. Students are encouraged to actively involved in the application of Technology for societal needs. They are so groomed that the knowledge leash created in them over a period of time will help them not only in their career growth but also in adding to the societal needs lectures, workshops, seminars and guest lectures on Entrepreneurship are organised. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. Besides the conventional oral presenting methods, student centric methods like project method, field study, ICT enabled teaching, interactive methods are being used. The students are given an extensive exposure to experimentation in many subjects and they inculcate a scientific spirit of finding the solutions to the queries in a systematic way. Organization of quiz competitions at different levels help students in developing their innovative skills. NSS units, Women cell, Career guidance cell, Bhasa manch and sahit manch of the college are developing creativity and inculcating the spirit of social work among the

students. These presentations give students a taste for research work to be opted for in the future. Thus an environment for innovations help in grooming students to think rationally, innovatively and creativity to develop their systematic understanding and to add new dimensions to learning has been created in the college. The college faculty members participate and present papers in seminars and workshops conducted by other institutions. This helps them to understand the current research scenario and get acquainted with their scientific peers to keep abreast with research activities. Social entrepreneurship swachhata and rural engagement cell

Government College Ajnala has formed SESREC under the aegis of Mahatma Gandhi National council of rural education, to work for improving the conditions in the area of sanitation hygiene and waste management not just within the college but outside in the local community, along with the purpose of promoting social entrepreneurship among the students. SES REC organised sanitation awareness drive in adopted village Phulle chack of Ajnala on 2nd March 2023. Door to door sanitation campaign was organised on solid waste management to generate awareness among villagers about the segregation of dry and wet waste which help in maintaining the community's cleanliness. SESREC volunteers doubt village women how to make liquid hand wash and sanitizers at home.

To promote social entrepreneurship among students, social entrepreneurship swachhata and rural development cell organised an exhibition cum sale to provide the students with the platform to exhibit their innovative skills. In this exhibition cum sale, different stalls were installed by students such as best out of waste, handicraft stall, mehndi stall, painting exhibition food items stalls etc.

Punjab finishing School has been running in the college since 2015, which aims at enhancing students proficiency in communication skills, life skills and hard skills.

Career guidance counselling cell: This cell plays a vital role in providing guidance to the students regarding career opportunities by organising workshops guest lectures and industrial visits.

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: 5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 1 | 1 | 0 |

| 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: 0.83

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 2 | 0 | 8 |

File Description

Document

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Links to the papers published in journals listed in UGC CARE list or

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

3.3.2

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

Response: 0.92

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 5 | 3 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities

3.4.1

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

Response:

Extension activities play a crucial role in higher education by bridging the gap between the academia and the real world. These activities encompass a wide range of initiatives aim at connecting students, faculty and institutions with communities, industries and societal needs. These activities create awareness of on social issues and instill social responsibility, cooperation and tolerance among the students.

Multiple extension activities are conducted in the campus and outside in the local community by various clubs and societies of the college.

Red cross unit of the college inculcates humanitarian values among students and prepare them to be citizens and contribute to meet the needs of vulnerable people within the local community.Red cross unit conducts various extension activities like seminars, declamation contests and blood donation camps ,to generate awareness among the masses towards voluntary blood donation.

NSS Unit is voluntary association of college students to work for campus - community linkages.The aim of NSS unit is to develop students 's personality through community services.The NSS unit provides a platform to the students for community work and developing a sense of responsibility in the tasks of nation building.Multiple activities are conducted every year to channelize the energy and idealism of the young generation into creative pursuits.NSS volunteers educate the students and community regarding various issues like health, sanitation environment and blood donation.

Cleanliness and tree plantation derives and health awareness rallies are regularly organised in the nearby villagers to educate the community about social issues and social responsibilities.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

Youth Welfare Department was established in the college with the objective of promoting cultural activities. It provides students opportunities to express themselves, to interact and compete with the students of different colleges, build confidence and develop social skills. Our college participated in Zonal Youth Festival, GNDU Amritsar every year in various activities viz costume parade (Fancy Dress), One Act Play, Poetical symposium, cartooning, Rangoli, Mehndi, Phulkari, Painting, Folk song and poster making competition and bagged various prizes viz third prize in costume parade and in one act play in 2018, third prize in costume parade in 2019, first prize in debate, first prize in poetical symposium in 2021,

third prize in costume parade in 2022 and third prize in one act. Dr. Kiran, Dept. Of Phy.Edu. received a degree of Ph.D. in Convocation held at Guru Nanak Dev University in Oct.2022. Mrs. Aarti Sharma (Dept. of Political Science) has been honoured twice a year by SDM Ajnala for coordinating the tehsil level functions on independence day and republic day.

Mrs. Aarti Sharma and Mrs. Raminder Kaur (Dept. of Eng.) honored by SDM, Ajnala for at Tehsil level programme on SVEEP and Voter day for organising various activities to generate awareness among masses towards democratic right to cast vote.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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:** 35**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 4 | 6 | 6 | 3 |

| 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 |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 0

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Classroom: College classrooms are well furnished and airy. The classrooms are equipped with fans and lights . Classrooms are spacious and well ventilated with abundant natural light to provide the right ambience for an effective learning experience at college. There are three smart classrooms and one digital seminar hall. Well equipped ICT enabled computer labs.

Auditorium: The auditorium of our college is fitted CCTV cameras and is spacious projector, Wi-Fi Internet facility, with a capacity of 300 students for organising cultural programmes.

Cultural and co-curricular events: Cultural events like Talent hunt, Teej Festival, Independence day, Republic, Punjabi Maha Divas and other national days and festivals. We try our best to provide opportunity to students which result in enhancement of the personal skills and experiences like confidence. Youth Festival Competitions organized by university and intercollege competitions students participate in Quiz, Declamation, Play, cartoon making, Rangoli, Elocution, Fancy dress, Debate.

Open Air Theatre: It is used for out door events by theatre club. The open air theatre has the capacity to accommodate 200 students . Skits and nukkad natak are showcased there.

Sports Activities: A playground is a vital part of a student's life. It is not just a place to play, but also a space for learning and overall development. The college has a well established Sports Department . In-house competitions, coaching camps, and other recreational activities are organized to keep the students motivated to stay healthy and fit. The students are encouraged to participate in University Inter-college tournaments, interuniversity, state and national level tournaments.

The following Indoor and Outdoor facilities are available in Sports Complex

Outdoor games: For out door activities and games college has a Stadium, Badminton , Basket ball Volley Ball courts and 400m track.

Indoor games: Indoor games The students are trained for indoor games like Wrestling, Badminton, chess, carroms, and yoga .

Gymnasium:

College has a well equipped Gymnasium for regular physical activity.

It can help both students and staff improve their cardiovascular fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions such as Heart disease Cancer.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.1.2

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

Response: 70.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 64.87 | 0 | 0.31 | 1.85 | 25.00 |

| 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:

A library is a very useful platform that brings together people willing to learn.

The College Library is a key learning resource integral to the teaching learning process. Managed by the Library team along with the Library Committee, the library is one of the finest in the College. Library is a holistic space to further augment student and faculty's intellectual acumen. Library is well furnished with comfortable chairs and tables for students and teachers. It houses 21,207 books . There is enough storage facility and a spacious well lit reading rooms. Student is issued 3 textbooks for a borrowing period of 15 days, on renewal basis. Security of library resources is maintained with constant checking. Strict surveillance of the complete library is done through CCTV cameras.

There are two daily newspapers one in Punjabi and the other in English in the library. The college library has separate Reading Rooms for girls and boys with 50 seats each. Library has wi-fi connectivity.

Identification Card:

The library card also serves as a method of identification. When a student borrows any book or study material and presents their library card to the library, they take responsibility for the borrowed book and promise to abide by certain rules, usually including a promise to return the book by the due date. ID card systems enable efficient tracking of library usage and resources. With each student having a unique ID card, the library staff can easily monitor which resources are being borrowed and returned. This allows for better inventory management, making it easier to track books and ensure their availability for all students. Library furniture has comfortable seating, bookshelves/bookcases/cabinets/racks / Cupboards for books . Storage and the organisation of books as per the catalogues. The primary objective of the college library is conservation and dissemination of knowledge. The location and ambience of library is serene and away from the disturbances of the campus.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.3 IT Infrastructure**4.3.1**

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

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

Response:

Government College Ajnala is committed to offering a conducive environment to its faculty and student to enhance the teaching learning process and in this digital age, provision on upgradation of IT facilities is essential. The college has excellent ICT Facilities on the campus. We have Wi-Fi Internet facility with 100 Mbps speed for College Staff and Students. The College has 72 Desktops computer and 2 Laptops for College Staff and Students. There are 3 ICT rooms equipped with Computers, 5 Projectors and Speaker Facilities. More than 29 printers with the help of a digital board for classrooms, audio, video, graphics, charts, and graphs are all intelligently integrated on a single platform. Furthermore, The College has total 4 Multimedia Projectors for Classrooms. Computers Labs, with the help of projectors, it's easy to connect with students and all students can easily view information in formats like video, audio, PowerPoint presentations, graphics, and so on... To present this information one can use whiteboards, displays and computers as tools. Auditorium and Library has internet facility. This facility is used by various departments for online meetings and online teaching .

The entire campus is Wi-Fi enabled. The major areas of college are under CCTV Surveillance.

Conference and Room and Smart Classrooms: The modern Conference Room and three smart Classrooms are equipped with multi-media teaching aids with high resolution Projectors.

Smart podium: There are two e-podiums in college . Having sleek and user-friendly touch interface, allows users to effortlessly navigate through content, annotate live in presentation, effectively interact with the audience .and one can seamlessly access files, websites, and multimedia content.

Interactive flat panel.

LED AND INTERACTIVE SMART PANEL : The college has high quality LED panel (56 inches)and Interactive smart panel(model -7532-2, 75 inches,4k) facilities.

Software: Required softwares for the conduct of various lab experiments as per the syllabi are available in the departments. The following is the list of software available in the college SYSTEM SOFTWARE: WINDOWS xP, 7 and 8 SOFTWARE: C++, MySQL ,JDK XAMPP Tool PHP 5.5

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.3.2

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

Response: 5

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

Response: 72

| File Description | 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: 28.53

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.67 | 2.00 | 6.52 | 3.24 | 11.86 |

| 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: 35.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 189 | 152 | 97 | 95 | 82 |

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](#)

5.1.2

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: D. 1 of the above

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](#)

5.1.3

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

Response: 26.75

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 119 | 94 | 89 | 72 | 88 |

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: A. All of the above

File Description

Document

Details of statutory/regulatory Committees (to be notified in institutional website also)

[View Document](#)

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

[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 25.79

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 10 | 16 | 21 | 14 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 58 | 45 | 54 | 45 |

| 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: 5.35

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 01 | 01 | 07 | 01 |

| 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: 6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 0 | 1 | 2 |

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

5.3.2

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

Response: 8.2

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 19 | 18 | 0 | 1 | 3 |

| 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 alumni are Goodwill ambassadors of the college. The alumni association has been established in the college which is instrumental in connecting the current Students with the alumni. The most visible involvement of the alumni is by contributing their time to participate in the activities of the college, endeavours to enhance college enrollment and to assist students and faculty in their various endeavours for the development of the college. The registration of Alumni Association is in progress.

Aims and objectives of alumni association:

1. To promote and foster mutually beneficial interaction between the alumni and the current Students of Govt.College Ajnala.
2. To enable the alumni to participate in activities that would contribute to the development of the college.
3. To organise the re-union meetings of the alumni
4. To serve as a forum through which alumni may support and advance the pursuit of academic excellence of the institution.
5. To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.
6. To assist and support the efforts of the institution in obtaining funds for development pursuits.

Contribution of alumni

1. To initiate, nurture and sustain engagement with alumni as active partners in the college's pursuit of

excellence, the college conducts alumni meets where in the alumni interact with principal coordinators and faculty members and discuss on the issues pertaining to their roles in contributing to the development of the college. The college adopts the suggestions and ideas put forth by the alumni .

2. Few alumni are included as members of IQAC and invited to attend the meetings of IQAC which are held periodically to improve the academic and administrative performance of the institution.

3. College alumni are invited as resource persons to give guest lectures on soft skills contemporary technology developments and career guidance to improve the employability quotient of the students.

4. Alumni contribute in creating a green environment in the college by donating plants to the college regularly.

5. Feedback is also an essential component for analysis and improvement in higher education academic culture. The feedback forms have been designed with the help of Google forms which are shared in the WhatsApp groups of alumni to collect the feedback from alumni.

6. Competitive examination on morality is organised by alumni for the enlightenment of the current students. Winners of the examination are honoured with cash prizes and certificates by alumni.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

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 being situated in the remote and Indo Pak boarder area, its vision to provide a qualitative and innovative teaching and learning catering to the specific needs of the area. Its vision and mission is to provide holistic development and inclusive education by making the its students a self-sufficient and a productive citizen in civil society. The college aims to provide the students with knowledge, skills, values and sensitivity to face the challenges in life both in academic field achieving different opportunities in their personal life by exploring the locally available economic resources for their employment and providing support to the society in the future.

In pace with the NEP, the Institution has stepped into ‘Academic Bank of Credit’(ABC) platform created by National E- Governance Division (NeGD) of the Ministry of Electronics and information Technology. Under this the college has successfully registered under Academic Bank of credits through digilocker.All the enrolled students have created their ABC IDs.This ABC system provides students with the flexibility to choose their own learning paths,and the ability to move between the Institutions without losing earned credits.The college is aware of the increasing focus on multidisciplinary and interdisciplinary approaches as enshrined in NPE 2020. Under NEP the teaching staff members attended the FDP as NEP2020 organised by IGNOU.Also the college implements credit based syllabus from the session 2023-24 under the guidelines of GNDU.

The college is multidisciplinary Institute as it offers courses in humanities, commerce and computer science.The college allows a change from one discipline to another within the time frame of one month. Seminars, workshops, publications and paper presentations promote interdisciplinarity.

Also, under the affiliation of Jagat Guru Nanak Dev Punjab State Open University, Patiala, the College has enrolled students for skill based courses which help in increasing proficiency, growing skills and achieving improved scenarios of placements.

The college usually functions with a decentralised administrative set up which had full transparency in decision making process in the institution. The Principal, College Council are involved in this process. There are various committees contributed for smooth functioning of the College. The convener or coordinator of the committees coordinate and helps in the implementation of all the decision taken at appropriate level. Most of the issues are discussed in the meetings and decisions are taken after considering the suggestions put forward by different committees and bottlenecks are removed in day-to-day functioning. All the academic and administrative issues like budget, guest faculty recruitment, purchases, admissions, promotions, etc, are discussed transparently in the departments and decisions are taken for implementation.

Further, the College's structure has also promoted the involvement of academic staff in different committees to set up and frame rules and norms on a various academic and administrative matters.

It has been one of the primary concern of IQAC to adopt best practices, and make action plans which will provide quality education to the students through an effective teaching and learning process. IQAC meetings have been organised at least once in semester where discussion on important matters takes place. This play an instrumental role in enhancing the quality of the academic and co-curricular endeavours of the college in keeping with its vision and mission'

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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 college is the highest decision making body which is in constant touch with the Principal on all matters pertaining to the smooth functioning of the institution.

As the vision of the college is to make it a seat of excellence and to uplift the living standards of the rural youths by imparting them higher education and fostering an enduring sense of discipline and single-minded dedication to their work. The college will inculcate discipline, eco friendly environment, higher levels of culture and time values among the youths. The following bodies in the college were constituted for the over all governance of the institution.

1. College Council : College Council comprising five senior most teachers turns out to be the highest decision making body of the college. It is the supreme decision-making body of the college. The council is responsible for the proper financial management, including the up keep of the assets of the college and its academic affairs. It has been directed by the principal.

2. Student Council: Student council comprises of Head boy, Head girl and all the CR of respective classes. The meeting of student council are held regularly to address the student related issues and organizing extra-curricular through various cultural societies.

3. Disciplinary Committee: The Disciplinary Committee consists of the heads of all departments of the college. All the teachers perform their proctorial duties to maintain discipline in college campus. Students are sensitized to instil self-discipline among themselves.

4.Admission Committee:Being affiliated to GNDU, the college has an Admission Committee comprising of teachers of the college which is responsible for preparing the merit list of candidates based on the guidelines of the state Education Department and GNDU norms.

5.Examination Committee: The Examination Committee comprises of the different heads of the college.The committee conducts the house exam in every semester, for smooth examination process date-sheet and sitting arrangements of students are scheduled.

College Committees:Different committees have been created by the college authority to look after various activities and implement numerous plans and policies: IQAC, Grievance Redressal Cell, Women Cell, NSS, Library Committee, PM-USHA Project Monitoring Committee, Career Guidance Cell, Anti-raging Committee, College Campus and Infrastructure Maintenance Committee, Canteen Management Committee, College Prospectus Committee, Time Table Committee.

All The executive bodies are formed democratically, they discuss relevant issues under their jurisdiction and resolved independently. The decisions and planning of the various bodies after their respective meetings are conveyed to the relevant departments.

Permanent Teaching Staff are appointed by Punjab Public Service Commission while vacant non-teaching and supporting staff positions are filled at the college level as per the guidelines of Director Higher Education Government of Punjab. Promotional policies and Grade enhancement are set up on par with the regulation of the Government.The Permanent Staff is given its salary pertinent to the Pay Commission accepted by Government of Punjab. Guest Faculty Staff Salary is jointly allocated by Director Higher Education as well as from PTA fund of the college. The Self Finance Courses' staff are paid from a separate HEIS Fund.

After the retirement, which is fixed, to be at the age of 58 years, the permanent staff is entitled to a retirement gratuity, fixed leave encashment and the amount that employee has contributed to his/her Provident Fund throughout the Service.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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 institute follows a well planned appraisal system for both teaching and non-teaching faculty, structured by the Government itself. Appraisal is prominently done on the basis of feedback received on the students' feedback forms. This provides an insight into one's own assessment of effectiveness of the teaching style and its impact on the students. It also reflects the involvement of both teaching and non-teaching activities. Feedback forms are a showcase of a teacher's professional competence.

The College has adopted "Performance Based Appraisal System" prescribed by UGC. Faculty performance is verified, validated and sent to the Director Higher Education in the form of annual ACRs. The performance evaluation is done on the parameters like teaching and evaluation activities, extension activities, paper publications, seminars and conferences attended etc. The performance of contractual, part time and guest faculty staff is diligently monitored by the principal of the college.

As the college thrives on the staff -friendly environment, various welfare measures have been taken for the satisfaction and motivation of the faculty and the staff.

? General Provident Fund for all the teaching and non-teaching staff is ensured through Government Treasury as per Government rules. Pension benefits is well streamlined and efforts are made to disburse pension and gratuity benefits to the retired employee at the earliest.

? Leaves are allowed as per the University Statute and Government regulations. It includes maternity leave and Child care leave too. Leave accounts are maintained properly so that no staff member faces any difficulty at any point of time during and after the service period.

? All permanent employees are allowed to draw medical allowances as per the state government guidelines. Besides, Government salaried staff are encouraged to join Government Health schemes.

? The institution is very supportive to ensure that all its faculty members as well as non-teaching staff

meet the required criteria for career advancement (promotion).

? The institution facilitates leave to faculty members as permissible under the Government norms to complete Ph.D.

? The institution allows duty leave for faculty members to attend various courses stipulated by the University Grants Commission like Refresher Course, Orientation Programmes, Faculty Development Programmes and Short term courses.

? Faculty members are encouraged to attend international, national as well as local seminars of importance as resource person and as paper presenters. Duty leave is allotted accordingly.

? All monthly payment of casual staff is directly credited to their bank account to ensure transparency.

? Medical camps and Blood donation camp are periodically organised by NSS unit and Red Ribbon Club of the college.

? The staff members are entitled to enjoy the indoor games and Gymnasium facilities provided by the college at their leisure time. The college has a canteen where food, snacks are available to the staff at a reasonable price

? The college administration facilitates the process of availing these benefits by providing every possible assistance. A host of such schemes is as:

? LTC, Mobile allowance

? Loan against General Provident Fund

? Medical re-imburement

? An nsurance policy named Group Insurance Scheme (GIS)

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

6.3.2

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

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: 15.18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 0 | 0 | 7 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 10 | 11 | 11 | 12 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the 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 Institution prepares a centralised Annual Budgetary plan in the beginning of the session that is thoroughly discussed and presented in IQAC meetings for timely salary payments, maintenance work required for college building, maintenance of the teaching aids, other teaching material and laboratory equipments. Regular External Financial Audit is done over the funds received through various agencies.

The major sources of institutional financial resources are PTA fund, fee from students for regular and self financed courses, RUSA, Equity and UGC grants .

The institution conducts both internal and external audits regularly to ensure total transparency in financial matters. The Punjab Government's financial rules are properly implemented in financial transactions of the institution.

Internal sources of finance include fees and funds from student PTA fund, fund and from self finance courses. It's a continuous process which ensues after each and every financial transaction and the college itself carries out the initial stage of the internal audit. The officer incharge verifies the financial data.

The institution receives external funds from various sources such as UGC, guest faculty funds for their salary, scholarship funds for students , RUSA equity grant etc. During last five financial years number of grants have been received from RUSA, under infrastructure component and equity component. These grants have been used for the developmental and maintenance aspects of institute The bills and vouchers of the revenue expenditure are checked and a proper record is maintained and verified by the authority.

Utilisation of funds received from various agencies are audited by the auditors appointed by the Government on the completion of ongoing project or grant and then utilisation certificate is submitted to the concerned higher authority on regular basis.

External financial audit is conducted by the Auditor of the Government. The purchase bills that come under internal financial audit are thoroughly checked by college Bursar and quotations are invited from the open market. These bills include expenditure on various institutional events.

The institution has meticulously adopted a transparent system for mobilising funds from different funding agencies. A proper procedure of purchase is also adopted. Quotations are called and prices are compared.

As per the need of each unit of the college, the funds are allocated or grants are applied for as per UGC schemes and RUSA guidelines for the building/development projects of the institution. Income/expenditure is closely monitored by the accounts branch. The institution has formed a purchase committee for the purpose. The Government audit of the budget as well as the local audit by the CA also exercise a check on the expenditure. Internal audit is conducted by the departmental Govt. team

periodically. It has been done in FEB 2022. The P.T.A and the HEIS audit is conducted by the C.A. from the private sector. The College administration along with faculty members continuously pursue political leaders and the officers of the civil administration for the fund raising. Such funds are utilised for the purpose for which these have been sanctioned.

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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:

The IQAC is a Nodal agency of the college comprising the Principal as chairman and senior teachers from various departments that plays a significant role in maintaining and enhancing the quality parameters of the Institution. It systematises and channelizes quality measures and efforts towards academic excellence. It conducts regular meetings for the institutionalising of quality assurance strategies and skill development of both the faculty and the students.

It has been one of the primary concern of IQAC to adopt practices, which will provide quality education to the student through an effective teaching and learning process. This play an instrumental role in enhancing the quality of the academic and co-curricular endeavours of the college in keeping with its vision and mission.

Teaching learning scheduled as per the university prescribed syllabus and timetable academic calendar was prepared. The unitisation of syllabus has been done. Class test and assignment are given to the students with the aim of bringing about improvement in the academic pursuits. A house examination was also conducted and marked answers sheets have shown to the students.

Teams of teachers are sent to the nearby catchment areas in various Government and private senior secondary schools to increase the enrolment of the students. Under the guidance of Department of Higher Education colleges (Punjab), the College organised “Alumni Meet” of old students of the college, who are working as school teachers in the catchment area. Its aim was to increase enrolment of the students in the institution.

All the Departments are encouraged to organise conferences and seminars on themes relevant to the educational needs and futuristic growth of the students. Such initiatives boost confidence of the learners

and make them well competent to face the challenges of real life.

- 1) A seminar, a quiz competition and a declamation contest were conducted in the wake of “Y -20” program on the theme of future work, climate change and Disaster Risk Reduction and Youth in Democracy.
- 2) The college organised 5 days workshop on carrier guidance and entrepreneurship to generate awareness among students regarding various options in career now a days.
- 3) A Industrial visit to Verka Milk Plant was organised for students to give them first hand information regarding the manufacturing, processing and packaging of milk, curd and cheese. Students practically experienced the whole process.
- 4) IQAC ensure that the Classrooms and Labs are fully equipped with ICT facilities . Teachers are encouraged to use ICT tools to prepare and deliver their lectures through Audios ,Videos and PPTs.
- 5) There has been infrastructure development as:
 - ? Construction of new Classrooms, Washrooms.
 - ? Interlocking tiles in the campus
 - ? Renovation of Library, Multipurpose Hall, Cycle\Scooter\car Parking and Gymnasium
 - ? Flooring of Classrooms

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| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | 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:

The differences in literacy rate between males and females are narrowing signifying a positive development in gender equity; still the need to promote education for women in India is imminent for various reasons such as improving economic independence and social status of women and also because women education makes a favourable impact on fertility rate and health care of women and children. In Punjab sex ratio is a major cause of concern. In 2011 Sex Ratio in Punjab was 895 i.e. for each 1000 male, which is below national average of 940. Only education for girls can alleviate all of these issues. Government College Ajnala has a special responsibility to advance higher education and make sure that gender equity in the education empowers women. The Indian Constitution's Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles all specifically mention the significance of gender equality. The Government College Ajnala has long prioritized the Constitutional provision that guarantees women equal access to participation and decision-making in the social, political, and economic outcomes of our nation.

Core values of the institution ensure fair treatment for both women and men in terms of rights, benefits, obligations and opportunities. The college tries to break the taboos related to discrimination against women that are deeply rooted in society through constant endeavours. We all understand that gender parity supports balanced growth and a sustainable society as members of a civil society. Our staffs are committed to the gender equity goal. In our college, the Women Cell monitors gender issues and conducts annual activities to promote gender justice and awareness, including women's rights, breast cancer, and the legal implications of discrimination, self-defence, and the health and hygiene of young girls. Organize developmental lectures and awareness programs, psychological and spiritual strength, as well as seminar, presentation competitions, book exhibitions, etc. on related topics. Through various awareness programmes created by various clubs and cell that make up the institution, we foster a sense of social responsibility. The entire campus is covered in green space, and there are designated seating areas with benches where girls and boys can gather with peers and mentors to talk and discuss in comfort. We have time to time organized a lectures, seminar and workshops on gender equity and women empowerment.

Common rooms:

- Separate common room for girls in campus with adequate facilities (including Sanitary pad Incinerators in washrooms)
- Separate reading room in library for girls and boys.

Institutionalisation of Gender Equity:

- Focus on Gender Equity during Orientation Programme.
- Anti-ragging policy strictly enforced.
- Non-biased Grievance redressal mechanism.
- Equal opportunity for girls in academic and cultural functions.
- Self defence training given to girls.

Discuss women's empowerment through education and learning. To oversee the safety measures for women at the individual and collective level, many committees and cells formulated in college such as the Anti-Ragging Cell, Grievance Redressal Cell and Caste/Women Discrimination Cell and Social Entrepreneurship, Swachhata and Rural Engagement Cell. In particular, we provide counselling for female students. In addition, there is a separate career counselling for the care of all students, dealing with student academic and personal counselling by mentor teachers. Safety and security are maintained at the college entrance, CCTV cameras, and discipline of alert staff like proctorial duties performed by all college faculty members. There is a girls' common room with a private washroom equipped with incinerators.

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| 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: C. 2 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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 |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | 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 Government College Ajnala believes in the notion of Unity in Diversity. The institution values all ethnicities irrespective of disability, gender or race and ensures no discrimination is made on the grounds of cultural, regional, linguistic, communal, or socio-economic basis. Anti-Ragging norms are strictly followed by the institution. Diversity is also seen in the parent stakeholders whose occupations range from farmers, auto rickshaw drivers, house help to business persons. Events that promote tolerance and concord with regard to cultural, regional, linguistic, community, and socioeconomic relevance are therefore remembered. With respect to the distinctiveness of every student, we try to ignite a feeling of 'camaraderie' among all the members of the institution by giving space to each and every stakeholder to participate, explore, enhance and attain their full potential, ultimately making the campus an equitable place. Being a college in rural area, most of the students belong to villages, that is the big reason majority of the students do not had a good communication skills, through the Finishing School of our college, they learn soft skills, hard skills, personality grooming, confidence building, and etiquettes enhancement.

Celebrating festivals of different cultures and religions creates a harmonious environment. College ensures the celebration of Diwali, Gurpurav, Lohri, Teej Diwali and Holi with zest, thereby promoting mutual respect and tolerance. College also celebrate different days like Sadbhawana Diwas, Integration Day, Republic Day, Independence Day, Social Justice Day, Constitution Day, NSS Day, Mother Tongue Day, Swachhata Abhiyaan (Clean India) etc.

Additionally, Government College Ajnala is dedicated to fostering morals and values among its faculty and students. The college's value system attempts to make students and staff aware of their constitutional commitments so they can understand their values, rights, duties, and responsibilities as citizens. To enhance tolerance and Harmony towards cultural, regional and Socio-economic aspects there are various educational seminars and lectures related to road safety, cyber crime and traffic rules are conducted to make pupils aware. In collaboration with the district administration, the college also held SVEEP programmes to aware our students about their voting rights and its importance. The institution has staff from different religions and cultures setting an example of communal harmony for its students.

| 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:

Title of the Practice

1. TRUE FRIENDS

The Objective - Books and education play a major role in providing knowledge to people and in many cases opportunities to avail education are lacking while in other cases students don't have access to books and important reference material. It is impossible for us to help one and all right away, but donating books is something that we can very much do, and this will help a long way in educating underprivileged students. Knowledge shared is, after all, knowledge squared, and books are the means to do so effectively.

The Context- We often overlook the importance of books and how much of a difference they can make, especially in the lives of students. Books help students make sense of the world around them; impart morals and values to them, often without sounding preach; teach them empathy and the difference between right and wrong. It is believed that giving something wholeheartedly translates to personal happiness. In donating books you make other people happy as you make yourself happy.

The Practice- The College started a new initiative 'True Friends' in which staff members and students can donate text books, reference books, journals and magazines to the college library. Our college is located in the rural area where most of the students belong to rural background and underprivileged families who may not be able to access all books which are related to their syllabus. We focus on reference books for different subjects and competition magazines as students from underprivileged may easily access these books.

Evidence of Success- This beautiful initiative is publicized not only through the college prospectus given to the students every year but also by the teachers, in course of their regular delivery of the curriculum. Students motivated by their teachers to donate more books so needy and meritorious students can help.

Problem Encountered and Resources Required- Some obstacles have been faced in the implementation of this best practice, which has been in vogue for the past years, and has been going on in a smooth, efficient and well-planned manner. For this practice, with teachers, more number of students also required for donation of books, but most of the students belong to the financially weak families. However, through the tireless efforts of teachers and students volunteers' number of books donated to the college library.

Title of the Practice

1. COMMUNITY AND ADMINISTRATION ASSISTANCE

The Objective- To provide Assistance to the local Community and Administration in all possible manners in the hour of the need.

The Context- The idea behind this is that Institution does not work in isolation. After all, we draw all resources from society and therefore we must repay society and other stakeholders in an appropriate way.

The Practice-

- Being close to the Indo-Pak border, the BSF, Army unit do regular exercises on the college campus during the vacation schedule and all infrastructure and logistic help is provided by the college campus.
- During Lok Sabha and Parliamentary elections, the college campus is given to local administration for conducting election work. Most of the teaching and non-teaching staff helps the administration in various activities such as election rehearsals, SVEEP program or Voter's awareness program, etc.
- No. of Seminars were held on the above subjects.
- Our students regularly take part in Republic Day and Independence Day celebrations at Tehsil level and have won many awards.
- Our college staff and students are also remaining on the forefront for curbing many social evils,

primarily Drug De-addiction, Environment Awareness and Gender Equity campaign has remained in the full swing during. Many awareness programs in the form of public rallies, seminars, poster-making, competitions, street plays etc. have been carried out successfully.

- The college has earned a great reputation among the masses and local administration in the regard. Our staff has won no. of awards in many activities.

Problem Encountered and Resources Required-

The major problem being faced in this regard is that it is very difficult to take masses along with you on such social service acts.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Government College, Ajnala is the only co-education Government institute of higher education in the Indo-Pak border belt, sub division of Amritsar district. It caters to the higher educational needs of the students hailing from economically and educationally backward, rural and border area. Since its inception, our college has been imparting inclusive education without any discrimination. Being institution of state government, our college has a minimal fee structure and provision for government scholarships which allow the students from socially and economically challenged background to get higher education in our college. Our institution is making every possible effort to uplift the weaker sections of the society by educating and encouraging them to realize their potential to face mind boggling situation of the world.

Our college welcome students from all walks of life and different backgrounds, Our aim is to provide a learning experience that enhances students career development, instils lifetime's values and help students fulfil their ambitions. We offer affordable & high quality academic & professional courses in a stimulating & safe environment. Our distinguished and experienced faculty contribute to the students learning and individual experiences by sharing their knowledge in and out of the class.

We sure that our students will come out with flying colours as a complete person with good personality & education to achieve success in life. Our college is in a rural and boarder area in which students from far and wide villages come to study. This is a very golden opportunity for students to make their own future in our college. Government College Ajnala is the only coeducational college in the rural area. There is no other government college nearby the area around 30-40km. Moreover even in Amritsar there is only Government College for girls whereas there is no government college for boys in Amritsar

district. So it is beneficial for both girls and boys of nearby rural areas to study here.

Both boys and girls are given this equal opportunity without any discrimination. Our college is committed to impart holistic education focusing on the overall development of personality through various activities from time to time like co-curricular, sports, academic and cultural activities, in which students are given an opportunity to showcase their strengths. Equality of educational opportunity includes the provision of education for all, irrespective of religion, caste, creed, sex and location. It doesn't mean identity of educational opportunity but a means best suited to the intelligence and aptitude of every student.

The distinctiveness of our college is also explicit through Punjab Finishing School which imparts training in soft skills and hard skills. Being a college in rural area, most of the students belong to villages that are the big reason majority of the students do not have good communication skills. Through the Finishing School of our college, students learn soft skills, hard skills, personality grooming, confidence building, and etiquettes enhancement. The finishing school facilities started by the Punjab government are still not available in many colleges but the Government College Ajnala is continuing the processing of the finishing school till date.

Our college also takes pride in promoting human, ethical and cultural values among students by celebrating different festivals and days related to different religions such as Diwali, Lohri, Rakhi, Gurupurab, Teej, Independence Day, Voter's Day, Republic Day, Teachers Day, Punjabi Maah, Mother Tongue Day, Punjabi Virsa and organising multi various events at college.

Endeavouring to stay abreast with the demands of contemporary world of education, our college takes sincere initiatives to acquaint students with the modern trends of their streams through seminars, workshops and industrial visits. The college organized a five-day workshop in which information was given about the entrepreneurship, soft skill bio-data, MS word, MS Excel etc. Industrial visit was also conducted by college for the welfare and improving the knowledge of their students in 2023. At the college, career guidance cell is made to inform the students about their future and career guidance seminars are conducted from time to time for awaring their students. IBT Institution and Career Launcher Institution provided information to students about career guidance and competitive exams.

Our goal is to teach girls and boys, how to move from informal to formal situations with ease. It is about evaluating the situation they are faced with and known, what is appropriate for their dress, behaviour and body language. So we can proudly say that we are catering to the educational needs of socially and economically backward students and grooming there for venturing confidentially into the competitive global world.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Away from the hustle bustle of the town, Government College Ajnala is spread over 35 acres of land with more than 2200 tree cover providing a peaceful, clean and green environment to the students. College campus is eco-friendly with a large compost pit for litter and no organic matter is burnt. Huge tree cover supports varied fauna like peacocks, partridges etc. It is worth mentioning here Peacocks are flourishing here in large numbers without any human or external threat.

To spread the awareness about environment, the students carry out cleanliness drives in gurdwara and tree plantation drive, celebration of independence day in nearby village Phule chak. The college provides atmosphere for overall growth and development of the students.

Concluding Remarks :

Government College Ajnala is situated in remote area still we ensure the quality education despite of the fact that the majority of students hailing from poor families and have limited financial resources but they are encouraged and motivated for excellence in Academic study, Sports, Personality development and Skill development. Students are encouraged for active participation in curricular, co-curricular and extra curricular activities for their holistic development. College has been working with determination and moral responsibility to make the students of this rural border area up to date and competent enough to face the challenges of 21st century. The college is recognised as Social Entrepreneurship, Swachhata and Engagement Institution (SES REC) under the Mahatma Gandhi National Council of Rural Education. Various clubs and societies have been established in college such as Internal Quality Assurance Cell (IQAC), NSS unit, Red cross unit, Red ribbon club, UGC Committee, Sports Club, Environment Club, Career Guidance and Counseling Cell, Electoral Literacy Club, Anti Ragging Committee, Alumni Association, Parents Teachers Association, Grievances Redressal Committee, Youth Welfare Club, Heritage Club, Music Club, Theatre Club etc. Multiple activities like blood donation camps, cleanliness drives, health awareness drives, celebration of National and International days have been organized for the welfare of the college and the society

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|----|----|---|---|---|
| 1.2.1 | <p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :3</p> <p>Remark : DVV has made changes as per report shared by HEI and value have been downgraded due to repetitive count.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>281</td> <td>265</td> <td>175</td> <td>146</td> <td>156</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>87</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per report shared by HEI and values are nil on 2020-21, 2019-20 and 2018-19 as there were no certification courses during the year</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 281 | 265 | 175 | 146 | 156 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 09 | 87 | 0 | 0 | 0 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 281 | 265 | 175 | 146 | 156 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 09 | 87 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 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</p> <p>Answer before DVV Verification : 144</p> <p>Answer after DVV Verification: 118</p> <p>Remark : DVV has made changes as per report shared shared by HEI and values have been downgraded due to repetitive names.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p> | | | | | | | | | | | | | | | | | | | | |

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 93 | 68 | 65 | 67 | 67 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 124 | 68 | 65 | 55 | 66 |

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 157 | 157 | 157 | 157 | 157 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 128 | 128 | 128 | 128 | 128 |

Remark : DVV has made changes as per prescribed format shared by HEI and for 2.1.2.1 values have been downgraded due to excess of reserve category.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 58 | 82 | 45 | 25 | 40 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 58 | 45 | 54 | 45 |

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78 | 106 | 45 | 53 | 49 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 83 | 70 | 45 | 54 | 64 |

Remark : DVV has made changes as per report shared by HEI and values have been modified as per revised data shared in supporting documents.

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:

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

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.48 | 0 | 0 | 0 | 0 |

Remark : DVV has made changes as per report shared by HEI and values have been modified as per documents shared.

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:

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

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 5 | 3 |

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered ISBN Publications.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 31 | 13 | 9 | 8 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 4 | 6 | 6 | 3 |

Remark : DVV has made changes as per documents shared by HEI and values have been modified as per revised data shared for NSS programs.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 64.87 | 0 | 31260 | 185655 | 25.00 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 64.87 | 0 | 0.31 | 1.85 | 25.00 |

Remark : DVV has converted values into lakhs.

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)

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)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.67 | 201000 | 786027 | 324462 | 11.86 |

Answer After DVV Verification :

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

| | | | | |
|-------|------|------|------|-------|
| 13.67 | 2.00 | 6.52 | 3.24 | 11.86 |
|-------|------|------|------|-------|

Remark : DVV has converted value into lakhs.

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***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has made changes as per documents shared by HEI and 1 of the above option has been selected as life skills photographs have been shared.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 10 | 16 | 21 | 14 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 10 | 16 | 21 | 14 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78 | 69 | 45 | 54 | 60 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 58 | 45 | 54 | 45 |

Remark : DVV has made changes as per report shared by HEI.

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

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.)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 8 | 3 | 11 | 3 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 01 | 01 | 07 | 01 |

Remark : DVV has made changes as per documents shared by HEI.

| | |
|-------|--|
| 6.5.2 | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made changes as per report shared by HEI and any 2 of above option has been selected as we were having IQAC and Collaborative quality initiatives are there.</p> |
|-------|--|

| | |
|-------|---|
| 7.1.2 | <p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above</p> <p>Remark : DVV has made changes as per report shared by HEI and 2 of above has been selected as we have considered geo tagged photographs of Water Conservation and Green Campus Initiatives.</p> |
|-------|---|

| | |
|-------|--|
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 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 : A. All of the above

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

Remark : DVV has made changes as per report shared by HEI and any 2 of above option has been selected as we have received geo tagged photographs of Clean and green campus initiatives and beyond the campus environmental promotion activities

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"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>361</td> <td>314</td> <td>223</td> <td>202</td> <td>231</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>314</td> <td>221</td> <td>603</td> <td>229</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 361 | 314 | 223 | 202 | 231 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 360 | 314 | 221 | 603 | 229 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 361 | 314 | 223 | 202 | 231 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 360 | 314 | 221 | 603 | 229 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>78.54</td> <td>201000</td> <td>817287</td> <td>510117</td> <td>36.86</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>78.54</td> <td>2.00</td> <td>7.52</td> <td>5.80</td> <td>36.86</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 78.54 | 201000 | 817287 | 510117 | 36.86 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 78.54 | 2.00 | 7.52 | 5.80 | 36.86 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 78.54 | 201000 | 817287 | 510117 | 36.86 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 78.54 | 2.00 | 7.52 | 5.80 | 36.86 | | | | | | | | | | | | | | | | | |