



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

POST GRADUATE GOVT. COLLEGE

POST GRADUATE GOVT. COLLEGE SECTOR-46, CHANDIGARH

160047

www.pggc46.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Affiliated with Panjab University, higher education at this institution, is a well-tried and tested blend of academic excellence, sports, arts, and music which happily co-exists with modern technological advances. The college offers an array of fine higher educational options in various streams namely Arts, Commerce, Business Administration and Computer Applications, with Honours in selected subjects and a master's degree in Commerce. In addition, the college is the only college under Panjab University that has introduced environmental conservation as an elective subject for students pursuing undergraduate arts. This subject is unique because it aims to equip the students with the knowledge and skills to address the climate crisis that the world is facing and also to contribute to sustainable development goals.

Accredited with an A grade by NAAC in 2015, the college has faculty with impeccable credentials, genuine interest and enthusiasm for teaching, a desire to help students learn and grow, and upgraded knowledge that prepares the students to become diligent citizens and hold leadership positions. For its contribution to engaging and mobilising youth to prevent and control HIV/AIDS under the National AIDS Control Programme, the college was awarded by the National AIDS Control Organization, Ministry of Health and Family Welfare, GOI during the session 2019-20. Recently, the college has been accorded the highest grade A+ for green cover on campus and rooftop solar system under National Rural Institutions Sustainability Grading (NRISG) conferred by Mahatma Gandhi National Council of Rural Education(MGNCRE), Ministry of Education, Government of India.

Each year, the college admits more than 2000 students, including students who are differently abled, and those from socio-economically disadvantaged backgrounds. Fostering a culture of creativity and curiosity among students, and encouraging them to explore new ideas and possibilities, education at PGGC-46, is not only a means to an end but also a process of personal growth and discovery.

Adding new dimensions to the existing superior infrastructure, the foundation stone of IT Block was laid by the Hon'ble Governor of Punjab & Administrator of Chandigarh in February 2023 and contemporaneous with it is the construction of on-campus hostel buildings. These are some of the milestones achieved by the institution during the last five years and yet we have a long way to go.

Vision

The motto of the college 'Light is Life' ignites the fire within, aiming at a comprehensive and value-based learning system for academic excellence, development of skills, character building and the holistic development of the students.

Mission

To provide quality education.

To nurture team spirit and instil a sense of discipline and responsibility.

To uphold and sustain the ideals, ethics and morality.

To sensitise youth towards comprehensive social concerns, gender and environmental issues.

To enrich the students with new ideas, concepts and debates for polishing their multifaceted artistic abilities and learning.

To bring forth mature and diligent citizens with pre-eminent qualities of head and heart and a sound grounding in history and culture.

To prepare the students to face the outside challenging world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well-qualified faculty members (out of 58 faculty members, 37 are PhD holders)
- Commendable Teacher-student ratio (1: 35.87)
- Civil engagement and community outreach programmes through coordination between the college and local civil bodies such as adaptation of the village Ram Darbar and active participation by students and staff during pandemic
- Conducive academic mentoring of students from the underprivileged communities by giving admission, remedial classes, scholarships, financial aids
- Green and eco-friendly campus – solar energy consumption, rain harvesting, herbal garden and greenhouse
- Promotion of local cultural ethos and traditions through cultural and literary activities such as Amphitheatre performances and open stage cultural events
- Environment Conservation and Advertising, Sales Promotion and Sales Management subjects offered exclusively
- Robust sports infrastructure with indoor and outdoor facilities

Institutional Weakness

- Shortage of staff leads to extra work load leaving less time for research
- Limited funds and grants for innovative and collaborative initiatives

- Lack of science, technical and skill-based courses to meet the need of competitive world
- Counsellor services required

Institutional Opportunity

- Long term association of the training and placement cell with various companies provides ample opportunities for the employability
- Diversification of courses and interdisciplinary approach
- Introduction of PG courses
- More conducive environment for research engagement

Institutional Challenge

- Start of Science stream
- More funds and grants from UGC and other academic agencies
- Posts falling vacant due to retirement and long pending issues on recruitment
- Integrating the university curriculum according to changing competitive requirements
- Better infrastructure facility
- Better job placement opportunities
- Addition of cabins and workstations for staff for efficient working
- Lift to connect all the floors of the building and also to facilitate differently-abled students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PGGC-46's curriculum is guided by its affiliating university, Panjab University, guidelines issued by UGC and its vision and mission. The academic processes are streamlined with workload distribution, weekly teaching plans and timetables prepped well in advance. During the last five years, two new courses i.e. Environment Conservation as an Elective course in BA and Political Science Honours in BA were added during the session 2019-2020. Environment Conservation as an elective course is exclusively available in the institution among the city colleges. Through its academic and civic articulation of the matrix of nature and culture, the content and pedagogy of the subject enable students to address the concerning issues of nature and its conservation and engage with the public to contribute to the policy of sustainable development.

The students can apply their theoretical knowledge to real-world situations through various experiential learning activities. These include on-the-job training, projects, and field trips integrated into the curricula. Emphasis on interdisciplinary concerns, such as ecological sustainability, professional principles, human ethics, and gender has been laid through the curriculum of various programmes.

The institution provides clear guidance and feedback to students to help them understand the expectations and requirements of the course. An orientation programme is conducted every year at the beginning of a session to introduce the template of the syllabus and pedagogy of teaching to the freshers and familiarise them with the institution's regulations and its academic schedule. Along with the deliverance of the syllabus and dissemination of knowledge through an interdisciplinary approach, the students are adequately assisted in achieving their set goals by facilitating updated resources and providing diverse opportunities to hone their skills.

Student evaluation is conducted holistically and comprehensively throughout the academic year by the institution following the affiliating university's guidelines. Each course and programme outcomes are also assessed internally through oral tests, class tests and mid-semester tests. A subsequent series of measures is taken to further improve and enhance student's performance.

Structured feedback on academic performance, the ambience of the institution and the curriculum is collected and analyzed from students, alumni, teachers and employers.

Teaching-learning and Evaluation

A well-developed teaching-learning and evaluation methodology is employed to facilitate education and make learning more effective. The process is facilitated through a systematic dissemination of knowledge by well-trained and experienced faculty members. A variety of methods are used to assess the learners' learning capacity and remedial guidance is provided based on their needs. Experimental and participating learning is enabled through a systematic deployment of ICT tools and diverse interactive pedagogies. Since the majority of our students come from underprivileged and rural areas, the teachers aptly devise creative teaching methods and simplify the complex syllabus to disseminate knowledge.

Absolute transparency is maintained during the admission process. Information regarding reservation policy is incorporated through the relevant pages of the joint/college prospectus as mentioned in this SSR. The intricacy of the admission process including reservation policy and subject combination is clearly explained to students during the admission. The average enrollment percentage (over the last five years) was 102.42%, and the percentage of seats filled against the reserved seats (SC, ST, OBC, etc.) during that time was 95.67%. The student-full-time teacher ratio in the latest completed academic year

was 35.87. The percentage of full-time teachers against sanctioned posts during the last five years was 93.65% and the percentage of full-time teachers with NET/SET/SLET/ PhD was 60.63% during the last five years. The research engagement of the faculty enables them to contextualize the syllabus in contemporary social contexts and provide students with vital insights into the complex layers of our society.

Assignments, preparatory class tests, and mid-semester tests are used to assess students regularly. Tutorial groups are made to identify the problems of students and provide them with adequate material/details so that they get conceptual clarity. The pass percentage of our students during the last five years was 71.15 %. Various tools are used by the college to assess the student's skills in completing the course content in terms of knowledge and practicality, which in turn ensures that a particular programme, outcome, or course outcome is achieved.

Research, Innovations and Extension

The institution has provided a conducive environment and excellent research facilities to the faculty members who are actively engaged in research and innovation. The institution encourages a vibrant and inclusive research culture which is deeply rooted in Indian culture and simultaneously responsive to global research engagement and dissemination of knowledge. To promote research activities, the institution has a well-maintained library, equipped with all basic facilities required for research. The library subscribes to research journals, periodicals, and e-journals to facilitate interdisciplinary research to cater to the needs of various departments. Financial support is also received from the different agencies for organizing seminars, workshops, and awareness activities. The Department of Psychology was granted a research project in 2017 which was completed in 2020. Six faculty members are actively engaged in research as research guides in their respective fields. Dr G.C. Sethi from the Department of Political Science was awarded 'The Indo-Russian Friendship Award for Education Excellence 2019. In the year 2017, the College signed a Memorandum of Understanding (MoU) with IGNOU to start a study center at the college. The faculty of the college has published 77 Research Papers in UGC-approved and peer-reviewed journals. The institute also has active 07 collaborations with industries for internships, on-the-job training, and projects.

The institution actively engages students in various extension and outreach activities such as Swachhta Abhiyan to encourage them to participate in civil activities, fostering a 'civil sense' in both students and locals. Besides organizing blood donation camps, environmental awareness programmes, and helping in disaster management, the college has adopted a village, Ramdarbar. The NSS Unit of the college also initiated a first-of-its-kind project on converting the campus and its adjacent area into a plastic-free zone. The college has several interdisciplinary societies which collaborate with several governmental organizations such as the Chandigarh Traffic Police, and various non-governmental organizations to educate students about various social issues. The institution has been recognized as the Swachhta Action Plan Institution by the Mahatma Gandhi National Council, Ministry of Education, India for its contribution to nurturing Swachhta awareness among students.

Infrastructure and Learning Resources

The college has a well-developed infrastructure to facilitate the effective transmission of information and knowledge. The spacious and well-maintained campus of the college has thirty-five classrooms including

twelve ICT-enabled rooms, departmental rooms, and well-equipped laboratories to utilise in the academic pursuit of the college. The basic infrastructure is further enhanced by the fully air-conditioned and well-furnished multimedia hall and auditorium.

The spacious library (926.97 Sq. Meters. in area) with the provision of an open access system is well equipped with 48229 books which include textbooks, reference books, general books, and non-book materials. The library subscribes to 21 journals, 24 magazines, and 09 newspapers. Most of the library's activities are computerised using "LIBSYS" (Web Centric LSEase system), an integrated library software package regularly updated since 2006.

A playground and an open-air theatre are also available for academic, cultural, and sporting activities on campus. The playground is spacious and well maintained, equipped with tracks and markings for playing games/sports (both indoor and outdoor), and a yoga hall where training and related activities are regularly held. On the campus, we have set up an open-air gym and an indoor gym equipped with the latest equipment to support and encourage physical fitness activities among sportspersons and students. To enhance security and improve student behaviour, attendance, and learning outcomes by creating a sense of accountability and transparency 79 video surveillance cameras are installed on the campus. Out of these, 20 were added during the last five years. To enhance the quality of education, and enable access to online learning platforms, academic databases, and other tools that support learning and collaboration, the college upgraded to a fast 100 Mbps LAN facility in 2020.

Student Support and Progression

The institution's commitment to students' progression is reflected in the diverse initiatives and activities conducted by the college that give them exposure to different career opportunities as well as scope for higher studies. Various capacity-building and skill-enhancement initiatives are undertaken for the benefit of the students. Lectures and workshops on personality development, leadership and communication skills, effective time management, etc. are regularly organised in the college. Yoga sessions and lectures on health and hygiene by experts help to promote awareness about health and fitness among the students.

The Placement and Career Counseling Cell provides training and counselling to the students through workshops, seminars, expert lectures and Job Fests. 26.50 % of students benefited from guidance for competitive examinations and career counselling offered by the institution during the last five years. 11.66 % of outgoing students were placed and progressed to higher education during the last five years.

The college assists students in applying for scholarships offered by the GOI, state governments, and Panjab University. Students are also provided with fee concessions and the Student Aid Fund by the institution under different categories. The college firmly believes in a democratic environment and actively encourages student participation in its governance. Students are granted the opportunity to act as editors of the college magazine and lead various clubs and societies. Students also find representation in the Internal Quality Assurance Cell (IQAC) as one nominee from the Students' Council is a member of IQAC. The college has a transparent mechanism for the timely redressal of student grievances, including sexual harassment and anti-ragging, to ensure a safe and secure environment.

Various students actively participate in sports and other cultural activities such as Panjab University Youth and Heritage Festivals and win laurels with outstanding performances. The number of sports

and cultural programmes in which students of the institution participated is 40.6 on average for each session and 300 individual and group prizes were won in the last five years. The institute has a robust registered Alumni Association that provides an opportunity for networking and collaboration to the members.

Governance, Leadership and Management

The institute aligns its vision and mission with national policies on higher education, focusing on education as a means of nation-building and social reform. The governing body of the college is democratic and participatory with the Director of Higher Education as the apex authority, and the Principal, Dean and Vice Principal are respectively responsible for the internal governance of the college. All the stakeholders ensure effective governance through coordination and cooperation between the administrative and academic agencies of the institution. Students are also encouraged to participate and contribute to the overall governance of the college through the student council and other departmental channels.

The college has several administrative committees, including the Bursar and the Registrar Examinations, which handle financial and examination-related matters. It has implemented measures for the welfare of teaching and non-teaching staff, such as a Staff Welfare Committee, Career Development and Progression opportunities, periodic training, and provisions for child care, maternal, paternity, medical and earned leave. The college follows a systematic financial management system for its economic operations, including expenditures, revenue, and balance sheet health. The process for appointing candidates to teaching positions follows the guidelines outlined in the 1990 Rules, as per the UGC norms approved by the Ministry of Education, Government of India, while appointments to non-teaching positions are made per the Punjab Civil Services Rules. 06 permanent teachers joined the institution through UPSC in the last 5 years.

The college Purchase Committee, the Advisory Committee, the Technical Committee and other related agencies function jointly to build infrastructure and add other structural facilities. The institution established an Internal Quality Assurance Cell (IQAC) in 2013 to ensure the quality of education and to enhance the academic standards of the institution. A committee is in place to facilitate NEP 2020 implementation based on the university's directions.

To enhance the efficiency, effectiveness, transparency and accountability of the institution, e-governance has been implemented in various domains of its operation such as planning and development, examination, student admission and support, finance and accounts and administration like Nebero, SPIC, G-Suite, INFLIBNET, GeM, etc. wherever it is suitable.

Institutional Values and Best Practices

The institution ensures openness and honesty in all its activities related to values such as gender equality, facilities for divyangjan (differently-abled) students, and environmental, cultural and social responsibilities.

The institution understands the importance of instilling the students with values that work towards betterment of the society and also help in the holistic development of students' personalities so that they can be sensible citizens. The institution has systems in place to ensure positive steps in these directions from teacher-student collaborative bodies like the Gender Equity Society and Enabling Unit for the Differently-abled students, to monitoring bodies like the Advisory Committee and a committee to check sexual harassment at the workplace.

The institution is also committed to its duties towards environment conservation and steps toward adopting alternative sources of energy. The institution is stringent about utilising resources to the optimum when it comes to these concerns. In addition to energy conservation measures like planting trees, rain harvesting, and using solar energy, the institution sensitises the students towards these issues to become responsible and proactive citizens who take vital steps to make the world a better place.

The institution boasts of a culture of inclusion and assimilation where it designs and organises activities that aim to educate and create awareness among students as well as teachers. The college celebrates and observes all constitutionally and nationally important days and events to groom a healthy-minded generation of youngsters.

The institution has implemented best practices for the benefit of educators, students, and society at large. Book Donation drives, self-defence training for girls, volunteer work in the adopted village of Ramdarbar, etc. are conducted regularly under best practices. The institution has an established IGNOU centre which has been running various programmes in Psychology. As per the Memorandum of Understanding between the two institutions, IGNOU and PGGC-46, the host institution provides classrooms and other infrastructural facilities like laboratories and classrooms for teaching.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	POST GRADUATE GOVT. COLLEGE
Address	Post Graduate Govt. College Sector-46, Chandigarh
City	Chandigarh
State	Chandigarh
Pin	160047
Website	www.pggc46.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Abha Sudarshan	0172-2678022	9888611009	0172-2678022	gc46chandigarh@gmail.com
IQAC / CIQA coordinator	Rajinder Singh Koura	0172-2678046	9872027275	-	kourachd@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
Chandigarh	Panjab University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	17-05-1993	View Document
12B of UGC	16-09-1993	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	Post Graduate Govt. College Sector-46, Chandigarh	Urban	16.02	15709.44

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,Ba Honors In History,	24	BA I	English,Hindi,Punjabi	40	40
UG	BA,Ba Honors In Public Administration,	24	BA I	English,Hindi,Punjabi	15	15
UG	BA,Ba Honors In Geography,	24	BA I	English,Hindi,Punjabi	18	18
UG	BA,Ba Honors In Hindi,	24	BA I	English,Hindi,Punjabi	10	10
UG	BA,Ba Honors In Economics,	24	BA I	English,Hindi,Punjabi	28	28
UG	BA,Ba Honors In Political Science,	24	BA I	English,Hindi,Punjabi	46	46
UG	BA,Ba Honors In Psychology,	24	BA I	English,Hindi,Punjabi	36	36
UG	BCom,B Com Honors In Banking,	24	B.Com I	English	112	112
UG	BA,Bachelor Of Arts,	36	Senior Secondary	English	475	475
UG	BCom,Bachelor Of Commerce,	36	Senior Secondary	English	140	133
UG	BBA,Bachelor Of Business Administration,	36	Senior Secondary	English	44	44

UG	BCA,Bachel or Of Computer Applications,	36	Senior Secondary	English	48	48
UG	BCom,B Com Honors In Accounts,	24	B.Com I	English	16	16
UG	BCom,Bcom Honors In Business Economics,	24	B.Com I	English	0	0
PG	MCom,Mast er Of Commerce,	36	Bachelor of Commerce	English	40	30

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				19				39			
Recruited	0	0	0	0	11	8	0	19	16	23	0	39
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	1	5	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				76
Recruited	53	23	0	76
Yet to Recruit				0
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				3
Recruited	3	0	0	3
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	8	5	0	5	3	0	21
M.Phil.	0	0	0	1	1	0	1	1	0	4
PG	0	0	0	2	2	0	1	0	0	5
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	4	12	0	16
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	5	2	0	7
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	5	0	6
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	1122	223	0	0	1345
	Female	536	141	0	0	677
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	29	11	0	0	40
	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	265	277	261	220
	Female	85	89	101	98
	Others	0	0	0	0
ST	Male	40	34	20	10
	Female	3	5	8	5
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	1266	1221	1084	1010
	Female	473	491	505	560
	Others	0	0	0	0
Others	Male	146	160	146	124
	Female	65	68	64	54
	Others	0	0	0	0
Total		2343	2345	2189	2081

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Post Graduate Government College, Sector-46, Chandigarh is affiliated with Panjab University and follows the syllabus prescribed by the university as per the UGC guidelines. We truly believe that learning should not be confined to a single discipline but should rather integrate multiple perspectives and domains of knowledge. It is very well reflected in our curriculum and is designed to foster critical thinking, creativity, collaboration and communication skills, as well as ethical and global awareness. The college offers ample opportunities in the form of a choice of courses. Students can opt for elective subjects to broaden their spectrum in the concerned fields. English is a compulsory subject for BCA and BCom</p>
--	---

	<p>students in their first year of study, and it is a compulsory subject for BBA students in their second year of study. As part of the first/ second year of study, the students have the choice between Punjabi and the History and Culture of Punjab. In addition, students of BCom are offered interdisciplinary subjects like- Psychology of Managers, E-Commerce, Issues in Indian Commerce, Security Analysis and Portfolio Management as a part of the prescribed syllabus. The college promotes interdisciplinary education and hosts events that bring together different disciplines. These events facilitate collaboration and learning from each other's expertise. They broaden participants' horizons and prepare them to face real-world challenges. Societies, units, cells and departments provide students with opportunities to gain a deeper understanding of disciplines beyond their specific fields through lectures, seminars, invited talks, conferences, field visits, internships, project work, extension education, etc. Even though the college has not yet implemented NEP 2020, it has started preparing the roadmap and creating the infrastructure for the project. We offer augmented multidisciplinary learning experiences to our students using innovative pedagogical methods and techniques such as blended learning and e-learning. Students and faculty are encouraged to participate in specialised seminars and workshops on the new education policy. Such initiatives aim to develop lifelong learners and leaders who possess the skills and knowledge necessary to adapt to the evolving landscape of education policy. Flexibility and choice of students to pursue their interests and passions across various disciplines, without being constrained by rigid boundaries or silos of knowledge will be borne in mind as and when NEP 2020 is implemented. Furthermore, academic guidance and counselling will be provided at the college level to assist students in making informed choices and planning their learning paths.</p>
2. Academic bank of credits (ABC):	<p>Conforming with the rules envisaged in the National Education Policy, the institution is preparing to adopt an academic bank credit facility. As per the directions issued by the Director of Higher Education, UT Administration Chandigarh, the institution initiated the process of creation of ABC accounts on March 01, 2023. A meeting of the Heads of the Departments</p>

	<p>of English, Computer Applications, Business Administration and Commerce was called by the Dean of the college and the importance of this virtual repository (which enables students to deposit, transfer and redeem credits facilitating multiple exits and entries) was explained. Committed to implementing it in form and content, the college registered 1809 students of BA, BBA, BCA, BCom and MCom on the ABC portal.</p>
<p>3. Skill development:</p>	<p>In line with the National Skill Development Programme, the institution has established an Entrepreneurship & Development Cell and a Training & Placement Cell. While the Entrepreneurship & Development Cell serves as a vehicle to provide adequate knowledge and skills to the students for employment and entrepreneurship by organising related events, talks, and such activities, the Training & Placement Cell actively engages the students to face the challenges of the real world by organising extension lectures and webinars and inviting companies to conduct campus drives, etc. Entrepreneurship skills are also imparted to students by allowing them to organise exhibitions, fairs, etc. where the students showcase and sell their artistic and innovative handmade products. This helps students to earn while they learn. The two interrelated aspects of education - curriculum and skill development are included in the course component too. In the Business Administration programme, students are taught about personality development and professional skills. This includes topics such as team spirit, conflict resolution, and task management for teams. Additionally, the program introduces concepts and guidelines for successful negotiation, leadership skills, trends in leadership style, work culture, ethics, stress management, and non-verbal communication. Essential for the holistic development of the youth, value-based education is provided by the institution through subjects like electives in philosophy which highlights the ethical philosophies propounded in the different Indian philosophical systems and exposes the students to the tenets of Buddhism, Sikhism, Gandhism, Gita and Vedic Culture. It also gives an insight into the nature of ethics, moral notions, and basic moral theories, the notion of truth, beauty, and goodness, reflective customary morality. In addition, value-based learning and soft skills are integrated</p>

	<p>into the curriculum through lectures, seminars and debates, teamwork, extra-curricular activities, role-playing and demonstration, experiential learning, self-assessment and feedback, computer-assisted learning, case studies and problem-solving, and field visits. The college's curriculum is complemented by workshops, activities, interactive sessions and talks. One of the most valuable offerings is the personality development sessions, which have a transformative impact on students. By taking part in these sessions, students can develop valuable skills that will serve them well throughout their lives. Participation in the annual PU Youth and Heritage Festival also contributes to skill development, as it fosters self-confidence, communication, teamwork, problem-solving and leadership among participants.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution utilizes relevant, inclusive and holistic curricula and pedagogy that balance theoretical and practical learning. The humanities departments, specifically dealing with languages and literature, like Hindi, Punjabi, Sanskrit and English, have the Indian knowledge system infused in the texts taught in the classes. Further, students can opt for electives in the vernacular languages Hindi and Punjabi to promote and enhance their language skills. International Mother Language Day is also celebrated in the college to commemorate the different linguistic heritage of India. The college has a Bhasha Manch to promote the vernacular language. The history and culture of Punjab are also taught to promote the rich cultural heritage of the state. In addition to the subjects and courses that have been integrated into the Indian knowledge system in the classes, the college has also incorporated yoga into the curriculum through physical education. Yoga is one of the Indian philosophical systems that emphasises the importance of working with the body to develop healthy behaviours and thoughts. It serves as a vital component of the curriculum and encourages creativity, critical thinking, and problem-solving skills by exposing students to the interdisciplinary and holistic nature of the Indian knowledge system and its applications to contemporary issues. Additionally, the faculty members are recruited through UPSC and have multilingual backgrounds. This can aid in bridging the linguistic and cultural barriers between the Indian Knowledge System and</p>

	contemporary learners. The college also caters to students from mofussil areas thereby making it necessary for the faculty to make use of bilingual teaching methods.
5. Focus on Outcome based education (OBE):	<p>The college aims to ensure that all students achieve the same predefined standards of knowledge, skills, and attitudes by the end of a course or programme. The departments prepare an academic calendar and weekly teaching planner for the semester for smooth delivery of the course contents and activities on time. The course and programme objectives are outlined by the concerned departments and are displayed on the college website and departmental blogs. Students are communicated to go through their concerned departmental blogs. The faculty pays special attention to curriculum delivery to achieve the objectives to make the students prepared for a better career once they complete the course. At the outset of every session, the college familiarises students with the programme outcomes (POS), programme-specific outcomes (PSOs) and course outcomes(COS) through orientation for a better understanding of curriculum delivery. At the departmental level, concerned faculty clarify and state subject-specific objectives so that they have a better grasp of the future course of learning. In addition, students are guided/ encouraged to access the course objectives displayed on each departmental blog. Students are assessed periodically through Mid-semester Tests, Class tests, assignments, projects, etc. Lectures, talks and seminars are organised for the students to help them understand the potential of the courses they have taken. After the implementation of NEP, the college will ensure that students acquire the necessary competencies and values for their personal, professional, social and economic growth.</p>
6. Distance education/online education:	<p>The Institution offers courses in regular mode under the host university, Panjab University. However, MAPC (Master of Arts, Psychology), MSCFT (Master of Sciences [Counseling and Family Therapy]), PGDCGT (Post Graduate Diploma in Counseling and Family Therapy) and BDP (Bachelor's Degree Programme) are being offered by the IGNOU centre of the college. A blend of both online and offline modes of imparting education is followed by the institution. Regular webinars, online talks and competitions are held for the students.</p>

Departments upload course material on departmental blogs in addition to the college website. E-newsletters and E-Magazines are also prepared and uploaded on the website. The college library has a functional blog and caters to the needs of the students. Additionally, the library has a large collection of e-books and magazines.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The institute is committed to enroll all the students and staff members of the college for electoral literacy and to generate interest in electoral participation. The college has set up its Electoral Literacy Club. Following directives issued by the Director of Higher Education Chandigarh Administration and the Chief Electoral Officer (under the aegis of the Election Commission of India), the club aims to develop and sustain an electoral culture among youth. It envisioned in strengthening democracy by imbibing democratic values to develop political culture and creating awareness of the rights and duties of the citizens of India and realizing the importance of vote and sharing of power in government formation. The objective are: a) ELC is to engage the targeted populations in experiential learning through well-conceived resources about voter registration and the entire electoral process. b) to provide a confident, comfortable and ethical way for the target audience to exercise their suffrage right. c) to enable critical thinking on issues related to electoral rights, democracy and its processes.</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 club has been actively working to facilitate both the students and staff members of the college to enroll in the electoral rolls by making their voter ID or epic number. Upon seeking admission, if eligible, students are made aware of the importance of exercising the right to vote and thus it is ensured that they do not miss their first vote. It works under a representative pattern.</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</p>	<p>The institute has set up its Electoral Literacy Club (ELC). The sole motive of the ELC of the institute is to sensitize to each and every student for two objectives; a) self electoral enrolment and motivate</p>

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>their respective family members, b) to enroll the members of families in neighborhood. c) to create awareness about Voter APP to apply online. The role of ELC is vibrant for the success of Indian democracy for exercising adult franchise to form the government. The participatory electoral culture will strengthen the democratic structure of India. Under the banner of ELC, regular camps are organised to enroll the left-out voters or prospective electors wherein the members of the club are involved. Further, to harness the potential of ELC members, days of national importance like Constitution Day and National Voters Day are celebrated under the guidance, consultation and supervision of the Nodal Officer. In addition to the three teaching faculty members, the ELC has a student representative who acts as a campus ambassador. All the activities are planned by the team in consultation with the campus ambassador thereby encouraging a collaborative framework for student-teacher engagement. Activities like essay writing, poster making, slogan writing competitions, etc. are organized periodically every session.</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>Regular awareness drive provides education about: a) registration and the electoral process. b) familiarise the targeted populations with machine voting like EVM and VVPAT, c) help the targeted audience understand the value of their vote, d) to ensure the citizens that they should exercise their adult suffrage right with confidence in an ethical manner. e)to develop a sense among the citizens that 'Every Vote Counts' and 'No Voter to be Left Behind'. Voter awareness drive is a regular activity. To ensure the authentication of entries in the electoral rolls and avoid duplication the students and faculty are encouraged to link Aadhar. Though it is done voluntarily, the pros and cons of linking Voter ID with Aadhar are discussed with the students and staff through a vote awareness forum and periodic reports are submitted to the Chandigarh UT Administration. Fostering an inclusive club culture, the ELC of the institution has been working to prove that electoral literacy is an important part of civic engagement and how it works in collaboration between organizations and local governments so that everyone has a voice when it comes to making decisions which affect their lives directly.</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.

Electoral literacy club of the institute working throughout the academic session with a motto: "No Voters To Be Left Behind". It is helping and guiding the students to enroll the students above the age of 18.

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
2081	2189	2345	2343	2469
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: 88

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
56	57	56	59	57

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
124.05	46	105.98	918.34	484.24
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college is affiliated with Panjab University, Chandigarh. The curriculum of the programmes offered by the college is designed and updated by Panjab University as per the UGC guidelines. Those faculty members who are a part of the Board of Studies (BOS) participate in meetings and contribute toward revising the syllabus.

ACADEMIC CALENDAR

As a Panjab University-affiliated college, the college follows the university's academic calendar. The calendar is made available for all through the Joint Prospectus and the Panjab University website. The college innovates within these established academic structures, committed to providing holistic development for its students. Implementation of plans is monitored and controlled by the Heads of Departments, Vice Principal, Dean, and Principal.

ACADEMIC WORKFLOW

The academic workflow is optimised by allocating tasks and scheduling classes well before the start of the term in the form of timetables and weekly teaching plans. Faculty competency mapping is done at the departmental level to improve professional development, enhance performance, and align teaching practices with the curriculum and learning outcomes. The timetable is prepared as per department requirements in consonance with the timetable committee and teacher-wise/class-wise matrix structure is followed.

STUDENT ORIENTATION

At the commencement of every academic year, the college holds an assembly-cum-orientation programme for newly admitted students. It is designed to help new students transition smoothly to the academic and social environment of the college. It aims to provide information, guidance, and support to students on various aspects of college life, such as academic policies, timetables, syllabi, examination schedules, assessment procedures, campus resources, student services, and extracurricular activities.

CONTINUOUS INTERNAL ASSESSMENT

The college undertakes continuous internal evaluation of the students for their sustained performance following the norms and guidelines of Panjab University. Class tests, mid-semester

tests, assignments, projects, presentations, etc. assist in monitoring students' progress.

During the semester, a mid-semester test is conducted by the college. The date sheet is displayed on the college notice board by the Examination branch. Various examination centres (Morning/Evening sessions) are made in the college for the smooth conduct of the internal examinations. Strict invigilation is done so that the students can use no unfair means. After the MSTs, teachers check the answer sheets and guide students on how to improve their performance. Mid-semester tests are conducted to provide students with a chance to practice beforehand for the End-semester exams.

The mid-semester marks are uploaded on e-Campus Solution software (www.dhe.chd.gov.in) by concerned subject teachers/departments and the same can be viewed by the students/parents through the students' registered login IDs.

Continuous Internal Assessment (CIA) provides feedback to both students and teachers on the identification of learning gaps and areas for improvement. It also helps to motivate students to engage in regular and consistent study habits and to develop self-regulation and critical thinking skills.

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: 0

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 0

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

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

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution lays significant emphasis on the inculcation of professional ethics, gender equality, human values, environmental consciousness, and sustainability into its curricular framework and these fundamental principles form the cornerstone of our pedagogical approach.

ENVIRONMENT AND SUSTAINABILITY

Our college in Chandigarh is one of the first and only institutions to offer Environment Conservation as an elective subject in the Bachelor of Arts programme. Since its introduction in 2019-20, students opting for this subject have gained a comprehensive understanding of environmental concerns through papers like 'Environment and Forestry', 'Soil & Water Pollution', 'Air Pollution & Climate Change', 'Solid Waste & Disaster Management', 'Public Awareness & Environmental Issues', and 'Biodiversity & Conservation'.

Furthermore, during the first year of BA, BCA, BCom, and BBA, Environment Education is taught as a compulsory subject to train students to cater to the need for ecological citizenship through the development of a strong foundation on the critical linkages between ecology-society-economy.

The ethical and moral dimensions of environmental problems, the historical and geographical patterns of environmental change and sustainability are also covered in Philosophy, Economics, History and Geography.

PROFESSIONAL ETHICS

Professional Ethics is a part of the BCom and BBA curricula. Students are educated on the

fundamentals of- Business Ethics and Corporate Governance; Social and Business Ethics; Personality Development and Professional Ethics; Industrial Labour and Legislation. The subjects of English, Hindi and Punjabi Literature, Public Administration (focusing on Conduct, Discipline & Ethics), and Advertising, Sales Promotion, and Sales Management (with an emphasis on the ethical aspects of Sales Promotion and Public Relations) are essential for students to develop a better understanding of ethics. These courses equip students with the necessary skills to make ethical judgments and decisions in their future careers.

HUMAN VALUES

"Human values" is a topic that runs through all areas of study and action, regardless of the discipline. Students are introduced to intrinsic human values in various subjects such as Sociology's 'Fundamentals of Sociology' and 'Social Structure and Social Change'; Philosophy's 'Justice and Tolerance' and Defence Studies 'Psychological Aspects of War' under the BA programme. Under the BBA programme 'Workforce Emotions and Organisational Culture' is taught. Students can gain valuable insights into different perspectives, emotional experiences and moral dilemmas by exploring Hindi, Punjabi, English, and Sanskrit literature. This can also help them learn about human values.

GENDER ISSUES

Gender issues are covered in various topics across different subjects. In Bachelor of Business Administration, the topic is 'Changing Workforce'. In Sociology, the topics include 'Gender as a Form of Social Stratification' and 'Problems of Working Women'. In History, the topics are 'Women in Medieval India, Modern India', 'Women's Role in Freedom Struggle', and 'Women Scholars in Ancient India'. In Economics, the topic is 'Women and Child Labour'. In Philosophy, the topics are 'Moral Rights of Foetus and Female Foeticide', 'Sexual Harassment', and 'Gender Justice.' Gender issues are also addressed in the form of poetry, drama and novels in Hindi, Punjabi, English, and Sanskrit literature.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 16.58

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

Response: 345

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
Feedback analysis report submitted to appropriate bodies	View 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: 97.41

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
730	776	736	858	1079

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
760	810	760	860	1100

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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: 86.08

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
161	170	152	264	249

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
193	193	158	274	339

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 37.16

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:

The institution is committed to the holistic development of its students and has adopted a student-centred approach where learners are put at the centre of the educational process and are empowered to take charge of their learning.

EXPERIENTIAL LEARNING

Engaging students in active and hands-on experiences, rather than passive and theoretical ones, the students were encouraged to learn through-

1. Projects and Assignments: Students were assigned to work on a problem or a task that requires research, planning, execution and presentation, such as creating a product, conducting an experiment, designing a website, etc. Students of MCom, Advertising, Sales Promotion and Sales Management completed projects as a part of their syllabi.

2. Simulations: Creating scenarios that mimic real-life situations, such as mock trials, debates, role-plays, etc. were organised.

3. Field Trips: Field trips were conducted so that the students could observe, interact and learn from real-world situations. Students of BA-III studying Functional English as an elective subject completed on-the-job training as a mandatory part of their syllabi and gained insight into a multitude of aspects of business communication.

4. Service-learning: Integrating community service with academic learning, such as volunteering at a local organisation during COVID-19 and raising awareness about a social issue, etc.

PARTICIPATIVE LEARNING

The institution has developed strategies through participative learning to promote diversity, inclusion, empathy and social skills among learners. These strategies encourage active involvement in the learning process, rather than passive reception of information. By sharing their ideas, opinions, perspectives and experiences with others, learners can better understand and appreciate different viewpoints.

1. Seminars, extension lectures, and workshops allow students to actively engage with the content, interact with the instructors and peers, and apply their knowledge to real-world problems.

2. Peer teaching 3. Debates, Quiz and Group Discussions

PROBLEM-SOLVING

Students were allowed to analyse, synthesise, evaluate and apply knowledge from various sources and disciplines. This methodology helped in developing analytical, creative, strategic and decision-making skills.

1. Brainstorming using the 5Ws technique is commonly used in the subjects of languages and ideas are generated and developed further.
2. It is followed by mind mapping which serves as an effective tool for finding linkages and building structures that reveal distinct patterns in the topic under review.
3. When simulating thoughts, learners create detailed scenarios and evaluate their accuracy.
4. Engaging in activities such as scavenger hunts, Venn diagrams, spellathon, pictionary, etc. in both individual and group settings.

MAKING OPTIMUM USE OF ICT FACILITIES

- Made use of online platforms like Google Classrooms, Google Meet, Zoom, Webex, etc.
- Used the G-Suite software platform to conduct online classes during COVID-19. This platform was even used to conduct extracurricular activities to continue the teaching-learning process.
- Update departmental blogs periodically with e-content.
- While the pandemic was in effect, the college offered online classes, mid/end-semester exams, including practical exams.
- The e-PG Pathshala material and YouTube videos provided practical exposure.
- Ensure that classrooms and academic spaces are ICT-enabled and promote a blended mode of learning.
- In addition to providing free online resources, the library is regularly updated with online resources, and INFLIBNET membership is regularly upgraded.

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: 89.06

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
64	64	64	64	64

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: 61.4

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
37	37	35	34	32

File Description	Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college diligently follows the norms prescribed by Panjab University, Chandigarh for evaluation. To assess the progress of the students regularly, multiple assignments (descriptive, objective, practical-oriented project work, etc.) are given to the students. Tutorial groups are made to identify students' problems and provide them with adequate material/ details to get conceptual clarity. On orientation day, the principal informs students about rules and regulations. The Examination Cell and departments of the college inform all the students about the various components of the assessment process at the beginning of the session and even during tutorial sessions.

INTERNALS

The criteria for internal assessment are as follows:

- **BCom and BBA programme: 50% weightage is for MSTs, 30% is for class projects, and 20% is for attendance.**
- **BA programme: 5% weightage is for class tests, 3% is for academic activities (seminars, projects, assignments and 2% is for attendance.**
- **BCA programme: 10% weightage is for Internal Assessment and 90% is based on the student's performance in the end-semester examinations.**
- **MCom programme: 20% of weightage is for attendance, 30% is for written assignments and 50% is for the mid-semester test.**

Internal evaluation is done by concerned faculty members within a stipulated time from the date of examination. Randomly selected answer sheets are reviewed by the Department Head to verify adherence to the standard evaluation process.

The attendance and internal assessment records of the students are displayed on the college notice boards so that they can easily track their records, identify discrepancies, if any, and report them to the examination department.

The students and parents can check the marks from the e-campus software (<http://dhe.chd.gov.in/eCampus/Login.aspx>) and approach the teachers to raise their grievances.

EXTERNAL

The Examination Cell and Chief Coordinator oversee Panjab University End-semester exams. The exams are held twice a year- in December for odd semesters and May-June for even semesters. The university-appointed superintendent manages all aspects of exams, including seating, staff duties, distributing papers, collecting booklets, etc.

Exam halls are only open to students with their admit cards. As per the guidelines established by the university, answer booklets are collected and securely packaged in coded form to maintain confidentiality. These sealed booklets are then sent for evaluation. In case of medical problems, an amanuensis is provided to the student to produce a verbatim transcription of a student's dictation of answers to exam questions in handwritten format.

The university provides an opportunity for rechecking and revaluation of the answer sheets of students after the declaration of end-term examination results. If grievances are received, the Controller of Examinations of Panjab University, Chandigarh appoints a second or third examiner to reassess the same.

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:

POs and COs offered by the institution are stated and displayed on the website and communicated to the students. The institution places utmost importance on Outcome-based education (OBE) and adopts a rigorous approach to creating and revising program outcomes and course outcomes.

COMMUNICATION OF PROGRAM OUTCOMES AND COURSE OUTCOMES

Each department frames the learning outcomes of each programme and course. These are made available not only on the college website www.pggc46.ac.in but also on the departmental blogs for ready reference. Regular departmental and staff meetings are held to inform the new faculty members of the intended course outcomes.

At the beginning of the session, the departments brief the new entrants regarding programme outcomes and course outcomes in the form of introductory subject/course classes to clarify to the students the scope of a programme, various assessment methods and scheme of evaluation.

At the time of admission, the college provides the facility of helpdesks to answer students' queries regarding particular programmes that can help them achieve their goals and the future opportunities of various courses available to them.

An orientation programme organised for the first-year students at the commencement of the undergraduate/postgraduate programme serves as a vehicle to communicate the POs and PSOs to the student community. The programme and course outcomes are also discussed by the concerned teachers and mentors in the classes and tutorials respectively from time to time.

Various departments/cells/societies/units endeavour to augment the course outcomes by organising workshops, extension lectures, special training sessions, brainstorming sessions and talks by successful entrepreneurs and subject experts. This helps the students expand their vision and outlook towards the relevance and materiality of the programmes and courses they have enrolled in.

The programme and course outcomes also address the inherent issues of quality, quantity, sustainability and growth. The specific learning outcomes help the students to explore and acquaint themselves with the job opportunities available in specific fields and the interaction with the academia and industry further enlighten the teachers and the students regarding the promising

career opportunities in the specific subjects.

Through regular industry-academia interfaces, the students are made aware of the course or programme intended result, which is employability.

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:

The college uses various tools to gauge the capability of the students in attaining the desired results in terms of knowledge and practicality of the course content which in turn ensures the attainment of a given programme outcome and course outcome.

The institution monitors and ensures the achievement of programme outcomes by taking feedback from the alumni and helps to evaluate whether students have properly perceived the content of the curriculum. Close awareness of cross-cutting issues, basic conceptual clarity, life skills, practical exposure, and behavioural change are a few of the parameters to recognize or evaluate the attainment of their course outcomes.

Programme-specific outcomes are measured through both the academic and non-academic performances of the students. The measurement of programme-specific outcomes includes performance in internal and external examinations, practical and assignment completion, participation in class activities, and involvement in departmental activities. Course outcomes are measured through the performance of the students in the class, practicals, internal evaluations, and external evaluations. Academic performance evaluation involves continuous assessment of students based on their attendance, responsiveness, active engagement in classroom discourse, and general conduct quality. The internal exam results give us a clear indication of their learning progress.

Some of the key indicators for measuring attainment are

MID-SEMESTER TESTS

Mid-semester examinations, covering about half of the syllabus for a particular semester, are extremely effective tools for evaluating the performance of students. They allow the teachers to assess the students' understanding of the key concepts and skills taught in the course, as well as to identify the areas that need more attention or improvement. The students are also provided with an opportunity to review and consolidate their learning, as well as to receive feedback and guidance from the instructors.

INTERNAL ASSESSMENT

Internal assessment is calculated as per the university norms based on their performance in mid-semester examinations and regularity and participation in classroom activities.

END- SEMESTER EXAMINATIONS

The final evaluation of a student's academic performance is done through Panjab University theory and practical examinations held every semester.

CLASS ACTIVITIES

The evaluation of the home assignments, PowerPoint/blackboard presentations, and project reports/practical files prepared by the students on specific topics from within their syllabi helps the teachers gauge their progression in terms of comprehension of the subject and their basic understanding of the concepts.

PRACTICAL/VIVA-VOCE EXAMINATIONS

The practical examinations are conducted twice during the semester (one each before mid-semester and final examinations) to assess the students' level of understanding of the particular subject.

INTERNSHIPS/PROJECTS/ ON-THE-JOB TRAINING

Students of various streams of humanities, commerce, and computer applications undergo internship/project work and training to enhance their capacity for logical, critical, and analytical thinking and problem-solving abilities.

FEEDBACK REPORT

The college collects feedback related to the completion of the syllabus, level of attainment of knowledge, and skills from the students and teachers. This helps in analysing the attainment of POs and COs.

In addition to the result statement mentioned in the Annual Performance Assessment Reports of the teaching faculty, the college prospectus mentions the class achievers as a reflection of the learning outcomes achieved.

STUDENT PROGRESSION AND PLACEMENT

The success of the course/programme can be measured by the students' progress with regard to their admission to higher education or job placements.

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: 99.03

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
671	753	867	625	761

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
676	760	869	629	779

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.46

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

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	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:

PGGC-46 fosters an academic culture that values innovative thinking and originality. This approach unlocks the potential of both students and teachers, making idea generation a central part of our academic ethos. By integrating creativity into our academic pursuits, we aim to encourage the development of new knowledge and ideas that will drive progress and growth.

INDIAN KNOWLEDGE SYSTEM

In the vast realm of education, where theories and equations intertwine, the roots of knowledge extend deep into the ancient soils of India. The institution has fostered a culture of innovation that is rooted in the Indian Knowledge System (IKS). Vernacular Languages which are inextricably linked with the art and culture of the place are part of the syllabus. In addition to Hindi, Punjabi, Sanskrit, and English language and literature being taught, the History and Culture of Punjab are a part of the syllabus. The Stress Management & Yoga Society (ANAMAYA) organises online and offline workshops and knowledge-sharing sessions.

TRANSFER OF KNOWLEDGE

The institution has numerous examples of endorsing the transfer of knowledge-

- **Presentations prepared and delivered by teachers and students on course material for clarity of concept.**
- **Extension and outreach activities.**
- **Utilizing technology for collaboration.**
- **Training for nearby school students**
- **To promote networking and establish significant collaborations, 06 Memoranda of Understanding (MoU) have been created and the college campus is hosting a successful IGNOU Study Centre, where classes are being conducted.**
- **Activities through Dedicated Cells & Committees: a.The IPR Cell works with an aim to empower teachers and students with knowledge of Intellectual Property Rights, while also providing a platform for local innovators to showcase their inventive ideas. b.The Entrepreneurship and Development Cell has been proactive in providing exposure, guidance, and support to aspiring entrepreneurs. A series of events have been organized which include a workshop on Digital Marketing, an Entrepreneurship Development Programme focusing on Fruits and Vegetable Processing, talks by eminent personalities, an Essay Writing Competition, a Debate and an Article Writing Competition on ‘Women's Entrepreneurship’. c. The Social Entrepreneurship Swachhta & Rural Engagement Cell was constituted during the session 2022-23 and a self-help group festival “Karigari Se Karobari” was organised to empower students with entrepreneurship skills to innovate and sell.**
- **Access to other resources/online journals/ books available in the college library supporting the academic goals and intellectual pursuits of the college community and fostering a culture of inquiry and innovation.**
- **Striving to innovate in the context of pedagogy, the teachers think out of the box to make learning enjoyable. Some of the strategies used are:**
 - **Problem-solving activities**
 - **Brainstorming**
 - **Online games, quizzes, etc.**
 - **Project-based learning**
 - **Flipped classroom**

- **Online platforms and tools like Google Meet, Google Classroom, Google Jamboard, YouTube videos, etc. to complement traditional teaching methods**
- **Embracing multiple perspectives and diverse opinions**
- **e-content and mobile books**
- **The annual college magazine and the start of Pixate Film Club and the Poetry Club help students express their creativity and provide platforms for creating and sharing knowledge.**
- **Co-working spaces, well-equipped laboratories, etc provide an enabling environment to learn, implement and innovate.**
- **Research Guidance: Panjab University has approved six faculty members as research guides in Psychology, History, Political Science, Commerce, Geography and Philosophy.**
- **New courses in Environment Conservation and Honours in Political Science provide targeted learning and reignite interest by offering fresh perspectives and novel approaches.**

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

3.2.2

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	1	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: 0.42

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
7	5	4	14	7

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

3.3.2

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

Response: 0.44

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
8	5	12	10	4

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

3.4 Extension Activities

3.4.1

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

Response:

The institution has regularly and successfully carried out various extension and outreach activities in the neighbourhood community and adopted village by sensitising the students and residents on Cleanliness, Hygiene, Health, Nutrition, Sanitation Cyber Security, Disaster Management, Drug De Addiction, Road Safety, National Integration, Women Empowerment, Skill Development, etc. The initiatives are conducted under national and state level campaigns viz. Poshan Mah, Swachh Bharat, Azadi ka Amrit Mahotsav, Digital India, Beti Bachao Beti Padhao, Jal Shakti, and Ek Bharat Shreshta Bharat Abhiyan.

As a part of the Swachh Bharat Summer Internship program, NSS volunteers worked with Govt. High School, Ramdarbar, and organised different activities like composting pit construction, making useful things from waste, poster making, slogan writing, and other awareness activities. During COVID-19, volunteers made and distributed masks, and food and attended COVID-19 management programmes. The students were involved in the cleanliness of the campus under Swachhta Abhiyan and generating awareness on how to fight back vector-borne diseases like Dengue and Chikungunya. During various outreach programmes, students carried these inputs to the residents of village Ramdarbar adopted by the institution as part of the NSS initiative. There students conducted surveys on COVID-19 awareness and women's health and hygiene. Such case studies immensely helped the students to understand the existing social values, and challenges as well as work on these limitations. The NSS Unit of the college also initiated a first-of-its-kind project on converting the campus and its adjacent area into a plastic-free zone.

NSS units of the college undertake social work on a large scale in and around Chandigarh by regularly visiting the adopted village, Ramdarbar, and taking part in various government and college-led community activities. Our volunteer teams distributed masks, and food and gave psychosocial support to covid patients and their families during Covid-19. NCC cadets of the Naval Wing participate in the Republic Day Parade, Integration, Leadership, Adventure, and Annual Training Camps which develop a sense of selfless service towards the community. The interdisciplinary societies of the college such as the Community Hygiene and Public Health Society, Drug De-addiction Society (Now named VADA), Environment Awareness Society, Red Ribbon Club for AIDS Awareness, Traffic Awareness and Road Safety Society, Preservation and Protection of Heritage Society, The Society for Gender Equity and Best Out of Waste society, engage students from various disciplines in different extension and outreach activities such as

rallies, human chains, educational trips, cyclothon, street plays, tree plantation, and cleanliness drives, field visits, surveys, run for unity and drug-free India, expert talks, door to door interactions, workshops, and training programs to create awareness on various issues. These societies collaborate with agencies like Social Welfare dept., Traffic Police, U.T Health dept., Fire and Safety Department, PGIMER, GMCH-32, and different NGOs for sensitization and awareness generation. Various departments, clubs, and societies of the college promote the holistic development of the students and sensitise them to the community's needs as they encourage a free-flowing exchange of ideas among students through a range of outreach activities on and off the campus.

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

3.4.2

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

Response:

The college has been awarded and recognised by various government and government recognised bodies for its outstanding extension activities. These activities aim to serve the community and foster social responsibility among the students and faculty. Some of the notable awards and recognitions are:

1. The institution received the Best Red Ribbon Club Award - 2019-2020. By creating awareness of HIV/AIDS, the college's AIDS Awareness Program strives to better society. In addition to enhancing early referrals to HIV prevention, care, treatment, and support for newly diagnosed HIV positives, the college AIDS Awareness Society aims to educate people about preventing HIV by changing their sexual behaviour. To raise public awareness about HIV, make communities more supportive of people living with HIV and develop community care projects for people living with HIV.

2. The institution has been recognised as the Swachhta Action Plan Institution by the Mahatma Gandhi National Council of Rural Education Department of Higher Education, Ministry of Education Government of India. The college has formed committees of volunteers in the fields of sanitation, energy conservation, water conservation, green campus, and waste management. Several online workshops on Swachhta under the guidance of the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India were also organised. The Swachhta Action Plan has been mainstreamed under the Environmental Information, Awareness, Capacity Building and Livelihood Programme of the

Scheme “Environment Education, Awareness, Research, and Skill Development”.

3. The institution has been recognized as the Best COVID Campaign Institution. The institution has participated in Each One Reach One Covid Mission. Faculty members and students contributed their valuable services to the COVID-19 patients and their family members during the COVID-19 pandemic. Each One Reach One COVID Mission is a part of the Beat Campaign initiated by Mahatma Gandhi National Council of Rural Education, Ministry of Education Government of India.

4. The institution has been recognized as The Institution for Best Waste Management Practices by the Swarmani Youth Welfare Organisation in collaboration with CPCC and Chandigarh Administration. The institution regularly organises activities such as rallies, camps, pledges, poster and slogan writing competitions, best out of waste competitions, etc. related to waste management.

5. The institution was graded A+ for green cover on campus and rooftop solar system and A for surface water harvesting, rooftop water harvesting and waste management-2022-23 during the first phase of the National Rural Institutions Sustainability Grading (NRISG) by Mahatma Gandhi National Council of Rural Education, Ministry of Education Government of India.

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: 43

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
8	11	4	9	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
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: 86

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

To support and enhance the teaching-learning process, the institution provides infrastructure for academic excellence according to its vision and mission. The facilities are divided into the following categories:

ACADEMIC FACILITIES

Classrooms

? 35 spacious and well-lit classrooms with large windows overlooking the campus.

? 12 ICT-enabled classrooms well-equipped with digital podiums, overhead projectors and Wi-Fi connectivity.

? Accessibility to all floors through ramps, broad staircases and corridors. The footfall needs of the institution are met by multiple exit points.

Laboratories

? 13 laboratories designed to provide them with hands-on skills and knowledge that complement their theoretical studies.

Library

There are a variety of resources, journals, online databases (N-List membership) and multimedia materials available at the college library, including:

? Books(41,070 titles)

? LIBSYS

? OPAC software

SUPPORT FACILITIES TO SUPPLEMENT TEACHING-LEARNING

? **Air-conditioned spacious and well-lit multimedia hall with flexible layout and design to accommodate different seating arrangements and audience sizes.**

? **A seminar room equipped with an overhead projector, sound system and a whiteboard specifically designed for hosting educational events and knowledge-sharing sessions.**

? **Acoustically optimised auditorium with comfortable ergonomic seating to provide an immersive audio-visual experience. It is ideal for hosting seminars, conferences and other public events.**

?**The UGC Resource Center provides students with access to 14 computers for internet browsing.**

? **Departmental rooms with notice boards, seating space, etc.**

? **Display boards to feature different types of content, such as academic posters, student projects, event announcements, club activities, and more.**

SPORTS FACILITIES

? **Indoor and outdoor gymnasium for the students and staff**

? **Basketball court**

? **Playground with standard dimensions and markings**

? **Spacious and well-equipped yoga hall**

ECO-FRIENDLY FACILITIES

The college is firmly committed to implementing eco-friendly practices.

? **Plastic-free campus to reduce our environmental impact and promote a culture of sustainability among our students and staff.**

? **Herbal garden**

? **Vermicomposting unit**

? **Rainwater harvesting unit**

? **Solar panels and solar heating systems installed on the campus**

? **Open-air theatre and open-air stage to host a variety of performances, cultural events, lectures, or ceremonies amidst natural surroundings.**

PROVISIONS FOR DISABLED-FRIENDLY CAMPUS

Demonstrating our commitment to diversity and inclusion, the college provides the facilities of-

- ? **Ramp**
- ? **Wheelchair**
- ? **Disabled-friendly washroom**
- ? **Redressal cell for differently-abled students**
- ? **Braille software**

UTILITIES FOR STUDENTS

- **Internet Facility:** The college is fully Wi-Fi enabled with an internet bandwidth of 100MBPS available in all the academic and administrative areas.
- **Reprographic Facility:** A scanning and photocopying facility is available in the library and the tuck shop at concessional rates.
- **Canteen Facility:** The canteen provides a variety of nutritious food and beverage options for students and staff. 2023 is the 'International Year of Millet' and the canteen now offers millet-based food items to promote the campaign.
- **Juice Corner** provides fresh and healthy drinks for staff and students.
- **Health Care Center** with a full-time pharmacist attends to the medical needs of students and staff members as and when they arise.
- **Girls' and Boys' common room**
- **Drinking water facility, washrooms and dustbins** for collecting segregated waste are available on every floor.

COMPUTING EQUIPMENT

The institution is well-equipped with modern and reliable computing devices that meet the needs of its staff and students. There are 196 computers & 05 Laptops that are regularly updated and maintained. The institution also provides open access to Oracle, Microsoft Office 2016 and 2019, SPSS, Java, C++, and ArcGIS 10.5 software to support various functions.

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

4.1.2

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

Response: 86.6

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
58.29	22.06	78.22	867.18	427.89

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

LIBRARY AUTOMATION

The library is semi-automated using Integrated Library Management System (ILMS) with Library Management Automation Software System version 2017(LIBSYS) (Document 2018-2023). It was upgraded to the cloud version of LIBSYS software in 2023. The AMC of LIBSYS software is renewed every year for the maintenance of records. The details of the books are given below:

? **Total no of titles of the books: 41,070**

? Total no of copies of the books: 47,387

SUBSCRIPTION TO E-RESOURCES

With the membership of N-List, e Shodh Sindhu, the college provides access to 6094 electronic journals and 31,39,309 electronic books including e-books available through national subscription.

The complete database of library documents is available through OPAC. In 2021, Web OPAC was also integrated into library OPAC, thereby providing the users access to the library resources remotely. It has created its blog to update its users about the activities held by the Library Department.

The library also promotes open access to the Digital Library Consortium (e-Resources@N-LIST) (<http://nlist.inflibnet.ac.in/>). It has an annual membership of N-List for free access to e-journals and e-books.

The library has separate cabins for students and staff. A news clipping file is maintained which covers college news. It has a rich collection of reference texts such as encyclopaedias, dictionaries, atlas, and yearbooks. All the books are bar-coded and arranged according to DDC (Dewey Decimal Classification Scheme). New books are displayed at the display windows near the entrance of the library to bring these to the notice of readers. Exhibitions are also arranged periodically on various topics.

LIBRARY USAGE, ACCESSIBILITY AND DISSEMINATION OF INFORMATION

The college library caters to the intellectual as well as the general reading needs of its readers in an ideal and reader's friendly environment. Approximately 250 readers visit the library every day.

The library operates from 9.00 a.m. to 4.00 p.m. (Monday to Friday) and from 9.00 a.m. to 2.00 p.m. (Saturday). The spacious block (926.97 Sq. metres in the area) with the provision of an open access system is well equipped with 48229 (41,070 titles) books which include textbooks, reference books, general books, etc. The library subscribes to 21 journals, 24 magazines and 09 newspapers.

The library is divided into four sections: Circulation, Reference, Newspapers & Magazines, and Technical. It has installed a local area network (LAN) and barcode scanners are used for stock verification and stock rectification.

Differently-abled persons can access reading materials, computer services, and the internet at the library. Braille software is downloaded to assist visually impaired students. The library provides a reprographic service for users who need to make copies of books, journals, or other materials during library hours. The annual book exhibition spreads information about new publications and serves as a reservoir of knowledge transfer. The exhibition aims to promote reading and literacy in the community, as well as to celebrate the diversity and creativity of writers. The library also organises orientation programmes and other activities for students to promote reading and research activities.

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:

The institution is committed to provide the best possible IT facilities to support their academic and professional development. To this end, the institution frequently updates its IT facilities with the latest hardware, software and security systems. The institution also regularly maintains and troubleshoots its IT infrastructure to ensure optimal performance and reliability.

IT FACILITIES AND THEIR UPDATION

Closed-Circuit Television: The institution takes security seriously and invests in regularly maintaining and upgrading its CCTV system. Out of 79 video surveillance cameras, 20 were added during the year 2018-23 that are strategically placed to monitor the premises and deter any unauthorised or suspicious activity.

The institution also ensures that the CCTV footage is stored securely and accessed only by authorised personnel. The institution respects the privacy of its members and visitors and complies with the relevant laws and regulations regarding CCTV usage. The institution aims to provide a safe and comfortable environment for everyone who uses its facilities and services.

LAN Facility: The institution is committed to providing a high-quality LAN facility for its staff and students. The 100 Mbps LAN facility enables access to various online resources that are essential for the academic and research pursuits of the users. The main connectivity is through 100Mbps fibre and the facility is updated to ensure that it meets the current and future needs of its users. The updates include upgrading the hardware and software components of the LAN facility, such as routers, switches (all the computer labs are connected with 1Gbps network switches), servers, firewalls (security through NEBERO), antivirus, and operating systems. The updates also include enhancing the security and reliability of the network, such as implementing encryption, authentication, backup, and recovery protocols. Moreover, the updates include expanding the coverage and capacity of the LAN facility, such as installing more access points, cables, and bandwidth.

The institution also conducts periodic maintenance and troubleshooting of the LAN facility to minimise any disruptions or downtime that may affect the users. The maintenance and

troubleshooting activities include monitoring the network performance, resolving any issues or errors, and providing technical support and guidance to the users. The institution strives to offer a state-of-the-art LAN facility that supports the academic and research activities of its users efficiently and effectively.

Wi-Fi Facility: The institution is committed to providing high-quality Wi-Fi facilities to its students, and staff. The Wi-Fi facility enables access to online resources, communication tools and learning platforms that enhance the academic experience and productivity of the institution & community. To ensure the reliability, security and performance of the Wi-Fi facility, the institution frequently updates its network infrastructure, and software through open access and policies conducive to enriching the teaching-learning process. These updates benefit the users by improving the speed, coverage and stability of the Wi-Fi connection, as well as protecting their data and privacy. The institution upgraded its Wi-Fi facility to 100Mbps on October 29, 2020, so that faster and more reliable internet can be accessed on campus with more ease and convenience.

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

4.3.2

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

Response: 11.25

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

Response: 185

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0**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
0	0	0	0	0

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
Provide Links for any other relevant document to support the claim (if any)	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: 17.19

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
387	407	344	329	497

File Description

Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document
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: 26.64

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
545	825	187	934	553

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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	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: 16.83

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
97	149	145	101	127

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
671	753	867	625	761

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: 0.44

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
2	3	4	3	1

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: 53

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
9	12	6	12	14

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	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: 11.4

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
14	12	6	12	13

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The Alumni Association of Post Graduate Government college, Sector 46, Chandigarh, is continuously growing in terms of its number and effectiveness. The Association is registered under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957. During a long journey of more than forty years, the college gained new heights and accolades. The students of this college are serving society in various capacities in the public and private working sectors. The Alumni Association was established to bring such students together to be given a platform where they can connect. This initiative would also help them develop a fresh relationship with their Alma mater.

The Alumni Association of college is a vibrant and committed group of individuals who have graduated from this prestigious institution. The mission is to connect, engage, and support the alumni community while facilitating their involvement in various initiatives that contribute to the college's growth and development. Several students from India and abroad are part of the association.

OBJECTIVES OF THE ALUMNI ASSOCIATION

- ? To foster a sense of belonging and camaraderie among the alumni of the institution by organising regular reunions, events and activities
- ? To promote the academic, professional and social interests of the alumni and the institution by facilitating collaborations, partnerships and exchanges
- ? To facilitate networking and mentoring opportunities among the alumni and the current students by creating platforms, forums and groups
- ? To support the institution in its vision, mission and goals by providing feedback, suggestions, etc.
- ? To contribute to the development and welfare of society through social responsibility initiatives by participating in volunteer work, charity drives and awareness campaigns.
- ? To provide various forms of assistance, such as participation through the IQAC, mentoring or sharing their expertise and experience.

ACTIVITIES AND CONTRIBUTIONS:

- Every year during the alumni meet, prominent and illustrious alumni are invited and they address the institution's students to motivate and inspire them for a better future as well as give guidance regarding career opportunities.
- Alumni also interact with teachers and make suggestions for curriculum enrichment.
- Several alumni have guest lectured to existing students on several issues and career focus areas.
- During COVID-19 pandemic, alumni of the institution along with students performed duty under the supervision of monitoring officers to provide essential services in the containment zone.
- Contribution of knowledge in the form of academic support to the students of the institution.

File Description	Document
Upload Additional information	View Document
Provide Link for 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 motto of the college 'Light is Life' ignites the fire within, aims for a comprehensive and value-based learning system for academic excellence, development of skills, character building, and the holistic development of the students. Further, it endeavours:

? To provide quality education.

? To nurture team spirit and instil a sense of discipline and responsibility.

? To uphold and sustain ideals, ethics, and morality.

? To sensitise youth towards comprehensive social concerns, gender, and environmental issues.

? To enrich the students with new ideas, concepts, and debates for polishing their multifaceted artistic abilities and learning.

? To bring forth mature and diligent citizens with pre-eminent qualities of head and heart and a sound grounding in history and culture.

? To prepare the students to face the challenging world.

In addition to giving instructions in subjects towards obtaining a degree, the mission of this college is to inspire young minds to become sensitive and caring human beings with integrated personalities, striving to carve their niches of excellence in the world.

GOVERNANCE

The vision and mission of the institution are carried out through its governance. Institutional governance is democratic and participatory, with all spheres included. The apex authority lies with the Director of Higher Education, Chandigarh Administration, but the internal governance is carried out through the Principal who is assisted by the Dean and the Vice Principal of the institution. A future roadmap for the session is contemplated, involving the senior faculties that form part of the Advisory Committee, and the entire college works in accord with the IQAC.

Since the success of the institution's statement of objectives is driven by the value-based ethics of its committed faculty members, staff, and students to regulate quality standards, good governance

at this institution also means the maintenance of good relations among all the stakeholders to ensure that sustainability is achieved.

Under the supervision of the Principal, the Heads of Departments, conveners of committees/cells/societies/units and other faculty members, proposals are streamlined and implemented effectively. Keeping in mind the strengths and weaknesses of the existing system, the institution strives to develop plans with a realistic approach so that the efficiency of the institution is optimised. A holistic approach is followed to engage students in various activities and the faculty (with senior faculty members appointed as conveners) braces itself from time to time to organise on-campus and off-campus activities using innovative ways. This creates participative management and enhances decision-making ability. It brings leadership qualities further. For the effective functioning of the institution, various support tools are used for administration, finance and accounts, student admissions and support, and examinations. IQAC monitors all activities with no compromise on quality and excellence. The college has not yet implemented the National Education Policy (NEP) as its draft has not been approved by Panjab University, Chandigarh. However, the college has constituted a committee for a smooth transition as and when the policy is implemented.

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 works under the aegis of MHRD, New Delhi, and Chandigarh Administration through the offices of The Education Secretary and the Director of Higher Education, Chandigarh Administration. Top-down in the hierarchical structure, the college functions under the supervision of an established regulatory framework consisting of the Panjab University, Chandigarh, Department of Higher Education, Chandigarh Administration, and University Grants Commission. The organisational structure of the college consists of the Principal, Dean, Vice-Principal, teaching faculty, administrative staff, and students. The administrative office of the college works under the guidance of the superintendent of the office who is given the responsibility to lead and allocate various seats/ profiles to his/her team vis à vis receipt and dispatch of letters; collection and deposit of fees; staff leaves/permission; payments; housekeeping/cleanliness; infrastructure maintenance; stock verification, etc.

APPOINTMENT AND SERVICE RULES

Appointments for various teaching posts are done in accordance with the provisions (1990-Rules) as per UGC norms approved by MHRD (now MoE, GoI) and other non-teaching positions as per Punjab Civil Services Rules. Recruitment of the regular faculty is done through UPSC and on deputation from the states of Punjab, Haryana, and Himachal Pradesh. Contractual staff is recruited by the Chandigarh Administration against the sanctioned posts and there are separate positions in self-finance courses. The supporting staff is appointed through service providers. The Punjab Government rules (now central Govt. rules w.e.f April 01, 2022) apply to the Chandigarh Administration employees while the rules of the parent state apply to the deputationists.

The Principal being the head of the institution and administrator of the college, provides overall guidance to the institution in its academic and administrative spheres and coordinates all the activities of the college through various committees. The Principal, Dean, and Vice Principal serve as a vital link in the smooth functioning of the institution. The Bursar and the Registrar Exams are assigned duties to look after financial and examination-related issues respectively. The college also has an Internal Quality Assurance Cell (IQAC) which works towards the realisation of the goals of quality enhancement and sustenance. The Cell holds regular meetings for a smooth and effective functioning of the college. IQAC serves as a participative and facilitative unit that closely works with the faculty members to design the finest conceivable strategies.

File Description	Document
Upload Additional information	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
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	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 college is a government institution and follows all the policies/regulations as formulated and communicated from time to time by the government authorities. The institution has implemented the following measures for the welfare of teaching and non-teaching staff:

THE PERFORMANCE APPRAISAL SYSTEM (APAR)

These reports are filled up annually by each permanent teaching faculty member indicating one's overall performance, teaching hours, semester results, research work, academic/curricular/extracurricular achievements and the appraisee forwards it (online) to the Principal, the Reporting Authority, and the Reviewing Authority, Director of Higher Education/Education Secretary, UT Administration, Chandigarh for further evaluation. The performance appraisal of the contractual teaching faculty is done on the proforma prescribed by the Director of Higher Education, UT Administration, Chandigarh with a special focus on semester results, conduct with the students/colleagues, teaching methodology used, and overall performance. The appraisal of the regular non-teaching staff is also done by their respective Heads of the Departments (for onward submission to the Principal of the institution) following the same procedure that the regular teaching faculty follows. However, the online proforma of the said employees is a blend of grading scales with a focus on technical skills and soft skills. In case of any adverse remarks made by the higher authorities, the same is conveyed/ communicated to the concerned faculty member for further improvement.

WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFF

Leave Entitlement Provision: The staff may avail of all the government schemes such as Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Casual Leave, Medical Facility, Child Care Leave, Maternity/Paternity Leave and Earned Leave as per central and UGC norms for central government employees.

OTHER FACILITIES

- Well-furnished staff room, administrative office with thirteen cubicles, almirahs, instant coffee vending machine, microwave, water dispenser, AC, heater, digital satellite television service, ramp and special washroom for differently-abled staff, fast speed internet and LAN facility are provided to the staff.
- Uniform is provided to class IV employees.
- To cater to the financial needs, staff funds are collected and utilised, as and when required, by the staff welfare committee.
- The staff is entitled to take loans against PF.
- Government accommodation is provided to the teaching and non-teaching staff.
- Indoor and outdoor gym facilities are provided for the staff. Yoga camps and sports activities for health and fitness are organised.
- Facilities for the staff in the library for academic pursuits.

AVENUES FOR CAREER DEVELOPMENT AND PROGRESSION

FIP/FDP, Refresher/ Short-Term courses are organised/ attended by college faculty to develop their skills, and study leave is also granted for further studies. Duty leave to attend various national, and international seminars and conferences for career advancement is provided.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 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: 5.88

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
12	15	7	4	2

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
79	79	79	79	79

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

STRATEGIES FOR FUND MOBILISATION

1. A budget is created and submitted to the Chandigarh Administration every year to cover the annual costs for goods and services with recurring and non-recurring expenses.
2. Tuition fees, PLA funds, and university fees make up the three components of the fee. Although tuition fees are paid to Panjab University, Chandigarh, the college specifically uses the PLA Fund for a range of initiatives relating to student welfare. Two self-financed courses offered by the college, i.e. BCA and BBA contribute significantly to its income.

OPTIMAL UTILISATION OF RESOURCES

1. A notice is sent to all the Heads of the Departments, in-charges of various societies, committees, etc. to submit their estimated expenditure in the upcoming year (both recurring and non-recurring) for the financial year, with justification for the expenditure.
2. The purchase committee evaluates every proposal based on its urgency, utility, outcome of the expenditure, need, priority, efficiency, etc., and makes a list of all the items shortlisted for the final purchase.
3. For construction and renovation expenditure, the college advisory committee recommends the required expenditure and submits it to the Chandigarh Civil Engineering Department.
4. Based on the recommendation of the purchase committee, the budget is prepared and submitted to the higher authorities for approval.
5. Once the budget is allotted, the following procedure is followed:
 - a. A meeting of the purchase committee is held to decide the item to be purchased, mode of purchase, terms and conditions of the purchase, etc.
 - b. All the relevant rules and regulations under General Financial Rules are followed for every purchase.
 - c. A meeting of the technical committee is held to decide the technical specifications of the particular item/service.
 - d. Order is placed through GeM. In case of unavailability, it is bought from the open market through quotations.
 - e. Most of the payments are released through PFMS (Public Financial Management System) online to avoid wrong payments.
 - f. The college Bursar checks the utilisation of students' funds in the college.
6. The college also receives grants from RUSA schemes which make it possible to upgrade the infrastructure in different areas.

Being a Government Institution the Rules and Regulations of the Chandigarh Administration and GFR are followed for every financial transaction. Two types of external audits are conducted.

1. **Audit of Government grants/funds such as plans (material and supply/other charges/office expenses) received for the Chandigarh Administration, is conducted by the AG office (Accounts and General)**
2. **Audit of funds: like PLA & CFA (students fees and funds) is undertaken by the examiner, local fund accounts, and Chandigarh Administration. The Audit Para, if any, is settled by giving the required information/explanation to the auditors by the concerned officials. External audits of UGC, and RUSA grants/funds are conducted as per the mandate of these grants.**
3. **The audit and inspection of the accounts maintained by the college for the period 1.04.2016 to 31.03.2021 was conducted.**

The college Bursar has the responsibility of overseeing and authorising the student's fund according to the policies and procedures. The head of the institution gives the final approval after the college Bursar reviews it.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The institution established an Internal Quality Assurance Cell (IQAC) in 2013. With the Principal at the helm of affairs as its chairperson, IQAC has been contributing significantly to the structure of the quality assurance policies and processes by undertaking various effective measures.

The main aim of IQAC is to upgrade the existing infrastructure and to work on the academic and co-curricular activities of the college. To give further impetus to the process of continuous improvement in all these areas, several initiatives were taken in the previous session to help the staff and the students in their quest for education and learning. The following key objectives are

highlighted: -

- **Upgradation and installation of more computers and other ICT facilities.**
- **Organising more seminars/ workshops in various disciplines.**
- **Continuous monitoring of students' performance and providing feedback to their parents /guardians.**
 - **Taking steps to improve students' attendance in class.**
- **Organising educational trips.**
- **Functional Alumni Association.**
- **Proactive Anti-sexual Harassment cell.**
- **Facilities for differently-abled students and staff.**
- **Organising placement activities and interviews.**
- **Ensuring strict discipline.**
- **Motivate students towards community service through NCC/ NSS.**
 - **To take steps for redressal of students and staff problems.**
- **To boost extension activities through different societies.**

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity is an essential element and is given due importance by the college and its activities are systematically blended into the day-to-day working of the college. Gender Equity Society (SAHASI) is active in the college and is engaged in creating awareness regarding gender issues. The society convenes regularly and organises events that are aimed at creating awareness about gender issues. We are living in times where gender has gone beyond the binaries of sexuality. The world is fighting for the rights of not just women but also the third gender (LGBTQ). We, as a part of the academia, believe that we have to prepare our stakeholders- both teachers as well as students to adopt an assimilative, rather than a divisive gender behaviour.

Many programmes addressing gender concerns are conducted regularly. Self-defence training for girls is one such annual programme that is conducted regularly by the college to instil confidence in female students to help them develop physical and mental skills that can keep them safe in case they are in a threatening situation. The human resource in the form of trainers is outsourced from Chandigarh Police which lends immense credibility to the programme. The programme is also listed as one of the ‘Best Practices’ of our institution.

In addition to this, the e-Snatak scheme under which free laptops have been given to girl students was implemented effectively by the college during the session 2018-19.

The college strives to provide an ideal learning environment for girl students so that safety is the last thing on their minds while they are on campus. The college has many facilities for female students-

- **A well-equipped girls’ common room.**
- **A sanitary pad dispenser.**
- **An attached washroom with the common room.**
- **Separate washrooms for girls on every floor**

These facilities provide space for girl students to relax and refresh themselves.

On the curricular front, the prescribed syllabi of the affiliating university have a remarkable variety of topics that seek to inculcate the spirit of equity, and especially gender equity, within the young learners. As an example, English literature, in both English Compulsory as well as English Elective papers, has a wide variety of literary works that seek to encourage the reader to create a space within the society that is premised on gender equity. BA syllabus includes texts by celebrated women writers like Maya Angelou, and Margaret Atwood (English); it talks about the life and contributions of various national women heroes like Jyotiba Phule (History); the concept of 'Justice- Virtue, Fairness, Equality' is taught as a specific topic in the syllabus of Philosophy; the subject of Sociology has 'Familial Problems' as a standalone topic in the prescribed curriculum that discusses domestic violence, women-headed households and problems of working women as essential topics to give a wider view on the gender issues and concepts.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
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

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:

Post Graduate Government College, Sector 46 is an example of a perfect blend of academics and co-curriculars. We understand that today's youth need to be exposed to proper educational tools through which their true potential can be channelised. Other than the prescribed curricula, the college seeks to engage its students in activities that tend to help them develop their personality and shape their character. Various societies are formed for these purposes. Literary Society, Gender Equity Society, Environment Awareness Society, Preservation and Promotion of Culture & Heritage Society and Legal Literacy Cell are some of these that are working actively with the students to ensure tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and sensitization of students and employees to the constitutional obligations. The activities are conducted throughout the year to ensure an overall culture of sensitization of staff and students to these concerns. Being situated in the Union Territory of Chandigarh, our institution caters to students coming from different cultural backgrounds and keeping that in mind, we make sure that we don't limit ourselves to the local cultures alone. A glance at the activities of our institution makes it evident that the variety of these activities takes into account the different cultural backgrounds of our students so that they don't feel alienated especially if they have come from far-off places to get quality education.

Other than this, we celebrate and observe all constitutionally and nationally important days and

events to groom a healthy-minded generation of youngsters. We make sure that our students realise the importance of serving one's nation with steadfastness. The college organises various activities like voter registration and similar drives every year to make the young aware of their constitutional rights and responsibilities. Student Council elections are conducted every year as per the rules laid out by the affiliating university to help students practically understand the values of democracy. This proves to be a great way to give the youth a first-hand practical experience of the democratic electoral process. Teachers are actively involved in the Student Council elections to help students experience the process smoothly and effectively.

Dangers to the environment seem imminent in the current day and age due to fast-paced industrialisation resulting in global warming. Our college makes sure that students are actively involved in the activities of the NSS, Environment Awareness Society, and similar activities organised by teaching departments and other societies. Students' involvement in such activities tends to create environmentally friendly and sensitive youth that could lead the way into a future that is clean and safe for future generations.

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:

Practice-1

Title: Economics of Compassion: A Book Collection & Donation Project

Objectives of the practice:

Indian society is divided on many grounds and class is the biggest one of all of them. In both rural and urban societies we find stark and scary differences on the basis of class. Barring the government publishing agencies, practically all private publishers have packaged and designed the books and other curriculum support material in a manner that its prices have skyrocketed in recent times. This has raised the school and university education costs exponentially. Low income groups bear the brunt of it and it becomes difficult for such families to afford any type of formal education. We as an educational institution have taken up the responsibility to do our share at the grass root level. The Department of Economics collaborated in this direction with an NGO, Open Eyes Foundation. The project 'Economics of Compassion' aims to reach out to people and

encourage them to donate books that they are not using so that they can be channelized in a manner that needy students can have access to them.

The Context

The students come from different economic groups and realize the need for raising awareness in this regard. This has also been a way to sensitize and educate our students in this direction. As a higher education institution, we understand that we are perfectly poised to undertake such a project and help, however marginally, bridge the ever widening economic gap between different classes.

The Practice

The practice was started in 2021 and has been running smoothly and efficiently. The Department of Economics collaborated with an NGO called Open Eyes Foundation that had already been undertaking a similar project by the name Raddi Se Shiksha. Our college took a leaf from their book and decided to implement it in our campus with a vision to help the needy students. The college has successfully implemented this practice and plans to continue in the far future. The books are collected in huge numbers and are distributed to the needy through Open Eyes Foundation on a periodical basis. Our students as well as teachers are involved in the practice wholeheartedly.

Evidence of Success

On the first day of installation of the donation box, it was full and the collection was sent for distribution to the needy. The non-teaching staff of the college also contributes towards the noble cause. In all, 4 box-fulls of almost 1000 books have been collected and sent to the Open Eyes Foundation for learners in need.

Problems Encountered and Resources Required

During the vacation days, we experience a leaner period of book collection compared to the days when the academic session is on.

Practice-2

Title: Self Defense Training for Girl Students

Objectives of the practice:

The women in our country are, unfortunately, one of the most vulnerable social groups. The biggest objective with which our college undertook this activity was to make the girl students of our college feel self-sufficient and ready in case of any such transgression that they may have to go through at any time in their lives.

The Context

Crime against women is a matter of national shame for our country. The fear that such incidents instill in our women is not an indicator of their weakness. The college started a self-defense training programme for the girl students so that they could grow in confidence. The college authorities strongly believe that real education doesn't reach fruition if the mind is preoccupied with insecurities and safety concerns. Fear of such incidents of crimes against women prove to be a handicap and hinders an individual's growth in professional and personal life.

The Practice

As an educational institution, the college takes utmost care that no student feels unsafe on the campus. Yet, the same cannot be guaranteed beyond the college premises. Many students have to use public transport and other modes of conveyance to commute to college. Some even have to walk to college every day. While we may boast of a safe environment within the college, the outside world was still unsafe for many. The college authorities felt that there was an urgent need of a programme that would minimize the threat posed to especially the girl students of the college. With this idea in mind, the college started a Self-Defence Training Programme for girl students of our college in collaboration with Chandigarh Police. We successfully trained many students under this programme which was designed especially for them. A professional trainer of Chandigarh Police is outsourced by the college for this purpose and regular training sessions were held in batches for the students ensuring effective training. There has been a positive response consistently from the students as they also feel that such programmes are a must in this day and age when crimes against women are on the rise. The training programme is organized regularly in the college where women teachers are also put on duty to ensure smooth conduct of the training sessions.

Evidence of Success

The training programme is an ongoing practice which is being regularly conducted. The demand from students is the biggest evidence of the success of this practice initiated by our college. It is not surprising therefore that the girl students of our college feel safe when they have to stay at the college campus during late hours due to many college and university events. Even during the pandemic lockdowns, the college organized this event online for the girl students.

Problems Encountered and Resources Required

Other than the problems of logistics during the lockdown due to the pandemic situation, we are happy that there have hardly been any challenges that came in the way of conducting this programme.

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

Institutional Distinctiveness: IGNOU Study Center

Post Graduate Government College, Sector 46, Chandigarh has always strived to put its best foot forward. In our pursuit of excellence, we believe in constantly reinventing ourselves to take essential steps towards the goal of sustainable educational development. Among various initiatives that we have taken in recent years, there is one that we think truly stands out: the establishment of the IGNOU Study Centre. It is a venture that started in 2017 and has been running successfully under the guidance of different principals and the coordinator, Dr. Rajesh Kumar, Department of Psychology.

PROGRAMME

Our institute understands the importance and need of encouraging and contributing towards education in the discipline of Psychology. In the current times of competition where everyone is dealing with extreme levels of stress in almost every walk of life, scholarship in the subject becomes all the more pertinent to creating better work and home environments. As a case-in-point, all good organisations give due consideration to this aspect of human nature so that the efficiency of the workforce is not hampered. Multinational conglomerates provide services like in-house psychologists to their employees to tackle psychological issues. These are promising career options for students who take up this discipline as a career choice. Education in this discipline and its popularity amongst students has helped in allaying social stigma that has been, for a very long time, associated with psychological disorders. In addition to this, there is a lot of possibility for research in the field that makes Psychology an appealing discipline for research-oriented students.

Under this initiative, the college provides the students, enrolling with the IGNOU, essential infrastructural and instructional facilities on its campus. Over the years, students have benefited from this programme hugely and have been able to chalk out and realise their academic dreams. We, at Post Graduate Government College, Sector 46, Chandigarh, realise that higher education is still a dream for many people and their circumstances do not allow them to pursue their dream of higher education. The college provides specific expert instruction in Psychology programmes offered by IGNOU. For this purpose, the college utilises the services of the faculty of the Department of Psychology. Currently, the college has two faculty members for the Study Center, Dr. Rajesh Kumar and Dr. Beenu Varma who are both qualified and competent professionals with vast experience in the field and are providing their services as Coordinator and Co-Coordinator, respectively, for this programme. The institution currently offers:

-MAPC (Master of Arts, Psychology)

-MSCFT (Master of Sciences [Counseling and Family Therapy])

-PGDCGT (Post Graduate Diploma in Counseling and Family Therapy)

-BDP (Bachelor's Degree Programme)

-BAPCH (Bachelor of Arts [Hons.] Psychology)

These programmes cover the latest trends in the field of psychology that are aimed at equipping students with skills and knowledge that is extremely relevant in the current scenario. What speaks for the success of this collaboration between IGNOU and PGGC-46 is the fact that as per the latest data provided by the Study Centre, more than 800 students are registered for the programme in the July 2022 session.

As per the Memorandum of Understanding between the two institutions, IGNOU and PGGC-46, The host institution provides classrooms and other infrastructural facilities like laboratories and classrooms for teaching. The classes are held on Sundays so that the regular functioning of the college does not get affected and there are no special infrastructural arrangements that are required to be made. This allows both stakeholders enough leverage and freedom to continue with their functioning without coming in each other's way. IGNOU bears recurring and non-recurring expenditures for the maintenance of the study centre. IGNOU also allows for appointing the support staff to run the study centre smoothly with the recommendations of the Coordinator. The remuneration to such staff is paid as per the norms set by IGNOU.

This distinct feature of the institution speaks volumes about its commitment to higher education and the innovative steps that it is ready to take in the direction of making big strides in the future of higher education to provide ample opportunities to an aspiring generation of future scholars and professionals.

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

5. CONCLUSION

Additional Information :

The foundation stone of IT block was laid by Shri Banwarilal Purohit, hon'ble governor of Punjab and Administrator of Chandigarh on February 14, 2023.

Hostel for Boys & Girls is under construction.

Concluding Remarks :

The college has a commendable faculty along with the relevant infrastructure and other amenities and facilities for the holistic development of the students. The college incorporates thirty-seven Phd faculty members along with commendable teacher student ratio that indulges in civil engagement and community outreach programmes. The underprivileged students are mentored through remedial classes and financial aids from time to time. The college boasts of green eco-friendly campus, solar energy consumption, rain harvesting and herbal garden. The college has strong sports infrastructure with various facilities and it also offers exclusive subjects like Environment Conservation and Advertising and Sales Promotion. The long term association of the Training and Placement Cell of the college with various companies provides ample opportunities to the students for employment. The interdisciplinary approach with diversification of courses gives conducive environment to the students for their overall development and growth to become a suitable members of the society. The institution exhibits notable strengths such as a highly qualified faculty, commendable teacher-student ratio, and a strong commitment to community engagement and environmental sustainability. The academic mentoring of underprivileged students and promotion of local cultural ethos further contribute to its positive attributes. However, challenges such as staff shortage, limited funds, and the need for science and technical courses should be addressed. Opportunities lie in strengthening ties with companies, diversifying courses, and enhancing research engagement. Addressing challenges and leveraging opportunities can propel the institution toward continuous improvement and growth.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.2	<p>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)</p> <p>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</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>49</td> <td>51</td> <td>50</td> <td>52</td> <td>51</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>37</td> <td>37</td> <td>35</td> <td>34</td> <td>32</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	49	51	50	52	51	2022-23	2021-22	2020-21	2019-20	2018-19	37	37	35	34	32
2022-23	2021-22	2020-21	2019-20	2018-19																	
49	51	50	52	51																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
37	37	35	34	32																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list 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>12</td> <td>12</td> <td>12</td> <td>27</td> <td>14</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>7</td> <td>5</td> <td>4</td> <td>14</td> <td>7</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	12	12	12	27	14	2022-23	2021-22	2020-21	2019-20	2018-19	7	5	4	14	7
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	12	12	27	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	5	4	14	7																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	11	8	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	12	10	4

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	13	4	9	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	4	9	11

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

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.***

Answer before DVV Verification :

Answer After DVV Verification :86

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

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
65.76	23.94	27.76	51.16	56.35

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
296	407	344	333	497

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
387	407	344	329	497

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
530	825	187	934	553

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
545	825	187	934	553

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	208	167	116	157

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
97	149	145	101	127

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
672	758	870	625	769

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
671	753	867	625	761

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	67	13	67	100

Answer After DVV Verification :

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

9	12	6	12	14
---	----	---	----	----

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	46	12	42	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	6	12	13

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	7	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	7	4	2

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	1	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
79	79	79	79	79

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

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

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

Answer before DVV Verification : A. All of the above

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <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>58</td> <td>59</td> <td>58</td> <td>61</td> <td>59</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>56</td> <td>57</td> <td>56</td> <td>59</td> <td>57</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	58	59	58	61	59	2022-23	2021-22	2020-21	2019-20	2018-19	56	57	56	59	57
2022-23	2021-22	2020-21	2019-20	2018-19																	
58	59	58	61	59																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
56	57	56	59	57																	