# GURU NANAK KHALSA COLLEGE

## DAROLI KALAN (JALANDHAR)



G.N. KHALSA COLLEGE

Daroli Kalan (Jalandhar)

## Self-Study Report (SSR)

### For

## Accreditation Cycle-I



**Submitted To**

# National Assessment and Accreditation Council

**P.O. Box No. 1075: Nagarbhavi**

**Bangalore-500 072**

**(2015-16)**

# Self-Study Report (SSR)
# For
# Accreditation Cycle-I



Daroli Kalan (Jalandhar)

**Submitted By**

**GURU NANAK KHALSA COLLEGE**

**DAROLI KALAN**

**(Established in 1971)**

**JALANDHAR (Punjab) 144 104**

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## PREFACE

Named after the founder of the Sikh religion, Sri Guru Nanak Dev ji, this college came into existence in 1971. In those days it was a courageous step on the part of its founders, because the location was remote and the area was economically and educationally backward. It has a total area of 25 acres out of which about four acres is built-up campus area. The lush green campus is pollution free. It has a dedicated faculty which is always willing to assimilate ICT tools in their teaching processes. Our students are primarily from the weaker sections of society. The teachers have to work really hard with them. Their teaching has to be intensive and interactive. Co-curricular and extension activities are also given due importance. Our focus has always been to channelize the energy of the rural youth into constructive activities. In spite of the rural setting, our sports infrastructure and achievements are remarkable.

The submission of this SSR is a modest attempt at self- analysis. The report is the result of intensive and extensive effort of the NAAC Steering Committee. Inputs from all the teaching and administrative staff have gone into the drafting of this report. The constitution of the steering committee is as follows:-

| | |
|---|---|
| Dr. Sahib Singh (Principal) | Chairman |
| Sh. Devinder Singh, Associate Professor (English) | Coordinator |
| Smt. Rachna Tuli, Associate Professor (English) | Dy. Coordinator |
| Sh. Rakesh Bawa, Assistant Professor (History) | Asstt. Coordinator |
| Sh. Jasvir Singh, Office Supdt. | Office liaison |

**Criterion Wise Conveners:**

| | |
|---|---|
| Sh. K.S.Parhar<br>Associate Professor (Commerce) | Governance, Leadership & Management |
| Smt. Rachna Tuli<br>Associate Professor (English) | Curricular Aspects |
| Sh.Sukhdev Singh<br>Associate Professor (Pol.Science) | Infrastructure and Learning Resources |
| Smt. Sharanbir Kaur<br>Associate Professor (History) | Student Support and Progression |
| Sh. Rakesh Bawa<br>Assistant Professor (History) | Teaching-Learning and Evaluation |
| Smt. Simranjot Kaur<br>Assistant Professor (Computer Sci.) | Innovation and Best Practices |
| Sh. Gulbahar Singh<br>Assistant Professor (Punjabi) | Research Consultancy and Extension |

The college appreciates the hard work put in by the members of the committee and the computer uploading team.

It is my privilege to submit this Self-Study Report to the National Assessment and Accreditation Council, Bangalore, for assessment and accreditation.

With Regards

Dr. Sahib Singh
(Principal)

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# ਗੁਰੂ ਨਾਨਕ ਖਾਲਸਾ ਕਾਲਜ, ਡਰੋਲੀ ਕਲਾਂ (ਜਲੰਧਰ)

(ਸ਼੍ਰੋਮਣੀ ਗੁਰਦੁਆਰਾ ਪ੍ਰਬੰਧਕ ਕਮੇਟੀ ਅੰਮ੍ਰਿਤਸਰ ਦੇ ਪ੍ਰਬੰਧ ਅਧੀਨ)

## GURU NANAK KHALSA COLLEGE, DAROLI KALAN (JALANDHAR)

ESTD. 1971

Affiliated to Guru Nanak Dev University, Amritsar

Ref. No. 1415          Dated. 27-01-2017

# Declaration by the Head of the Institution

I certify that the data included in the Self-study Report (SSR) are the true to the best of my Knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the Peer team visit.

Signature of the Head of Institution
Principal
Guru Nanak Khalsa College
Daroli Kalan (Jal.)
**With Seal:**

Place: Daroli Kalan

Date : 28-01-2017

# SWOC ANALYSIS

**STRENGTHS:**

This college was established in 1971 in a remote, rural area with the mission of providing higher education to the rural youth, especially to girls who were generally not sent to the city colleges to pursue further studies after schooling. The governing body, Shiromani Gurdwara Prabandhak Committee, Amritsar, being primarily a religious body, is committed to the inculcation of ethical and moral values among students. The location of the college is both our strength as well as a challenge. Ensconced in the lap of nature, the four-acre eco-friendly, pollution-free, walled campus provides a peaceful atmosphere, ideal for teaching-learning activities. A variety of courses in Arts, Commerce and Computer Sciences is on offer.

For a rural college, the infrastructure available is enviable. There are ICT-enabled class rooms, four air-conditioned computer laboratories with over 67 computers of latest configuration and Wi-Fi connections.

Excellent sports infrastructure is one of the strengths. The college has playgrounds, six-lane 400 mts. race-track, a modern fitness centre, and a sports hostel. The well-stocked library is air-conditioned and has INFLIBNET N-LIST facility. It has a book-bank.

Emphasis is laid on co-curricular and extension activities through N.C.C., N.S.S., Youth Club, Rotaract Club, Women Welfare Cell, English Literary Club etc. College bus is provided to girl students. The college has a dedicated faculty – a fine mix of young and old.

**WEAKNESSES:**

As stated above, the remote location is a weakness as there is insufficient transport on the arterial roads connecting it with the surrounding villages. Shortage of permanent faculty and therefore dependence on ad-hoc staff is a huge disadvantage. The state government had stopped new recruitment in colleges after 2004. The temporary staff lacks experience in teaching and research. Further, lack of security of service of these teachers prevents them from getting involved whole-heartedly and contributing effectively to the corporate life of the college.

Since the curriculum is prescribed by the affiliating university, the college has minimal say in its formulation. The level of majority of the students in rural Punjab is far below to their city peers. It is sad to see that they have woefully inadequate training in critical and analytical thinking. Moreover, majority of them lack in motivation to excel in studies. Poor proficiency in the English

language is another problem that the teachers have to confront. Excessive drop-out rate further compounds the dismal situation.

**OPPORTUNITIES**:

It is opportune moment for the college to add new courses, mainly vocational, to enable the rural youth to start their own ventures/small businesses. There is tremendous opportunity to develop linkages with industry and private companies in order to find placements for the college pass-outs. In keeping with the times, focus will be on improvement of soft skills of the faculty and students. Faculty development programmes need to be more frequent. The possibilities of utilizing the e-learning resources are unlimited. A beginning has been made, but it needs to be exploited on a much larger scale.

The extension and outreach activities of the college have been commendable in the recent times. More vigorous initiatives will be taken towards selfless and philanthropic service for the benefit of the under-privileged sections of the society.

There exists an untapped potential in the vast-pool of the old students of this college. They can contribute in myriad ways towards the progress of their *alma mater*. A proper forum for them is in the process which will be firmed up shortly, facilitating regular contact in the form of feedback and valuable contributions.

**CHALLENGES**:

The most serious challenge is to compete with the ever-increasing number of private/open universities (one private university is just 5 KM away) that offer umpteen number of courses, both on-campus and on-line.

There is also a mushroom growth of technical and management institutes in the region. These mercenaries adopt aggressive marketing strategies, countering which is a huge challenge. They are affecting the intake of degree colleges like ours. It has become tough to attract students to enrol in traditional courses like B.A. & M.A. To stem or reverse this decline is indeed a challenge.

To make matters worse, the financial support from the state government has also declined. On the other hand, expenditure on up-gradation of IT resources (software & hardware) is on the rise, as they are rendered obsolete by the fast-paced changes in this field. Being situated in a rural area, developing industry/corporate linkages is an arduous task.

The rural students are generally weak in English. They find it difficult to comprehend text books written in English particularly of computer sciences. As compared to city colleges the fee structure of the courses is substantially

low. This is so because most of the students are from economically and socially weaker sections of the society. It is indeed a challenge to run an institution with minimal resources. In view of the competition from nearby private university/institutions, fee structure has to be kept lower to attract students. Again, it is a challenge to convince/induce companies/banks to visit the college for campus placements.

Nevertheless, we pledge to march ahead with our mission to make a small change in the lives of these rural youngsters.

# EXECUTIVE SUMMARY

## CRITERION-I: CURRICULAR ASPECTS

Guru Nanak Khalsa College, Daroli Kalan, Jalandhar, was founded with the vision of making a humble contribution towards social transformation of this countryside through capacity building of rural youth via academics and sports. It strives for imparting moral and spiritual values and works for community development. The primary objective of the institution was to bring rural transformation and women empowerment. The essence of the college motto '*Mann Jeetey Jag Jeet'* (Win hearts to win the world) permeates the entire ambience of the institution, providing a congenial and conducive teaching-learning environment.

The institution is committed to disseminate its vision, mission, and objectives to its stakeholders through its website, prospectus and its mode of deliverance and implementation of curriculum. Various committees such as Academic Affairs and Research Promotion Committee, Time Table and Prospectus Committee function synergistically with the faculty for the smooth implementation of the curriculum. The university does provide implementation support for effectively translating the curriculum and improving teaching practices. It nominates college teachers as members of Board of Studies and other statutory bodies. These members discuss requisite modifications in curriculum. It organizes Orientation Programs and Refresher Courses for the amelioration of the teaching skills of the faculty. The college provides internal support to the faculty members by creating an environment that encourages teaching- learning process. Classroom teaching is augmented through infrastructural and technical support in the form of ICT enabled class room, Wi-Fi internet access, laptops etc. Guest lectures, educational tours and industrial visits play a pivotal role in supplementing curriculum effectively. Though framing and reconstruction of the syllabus is the prerogative of the university, the institution through its constant vigil on the performance of the students, interactive sessions and innovations makes it sure that quality of the learning is maintained

To cater to the needs of the rapidly growing society and enhance professional and technical skills of students, the institution has added new courses and provides a range of elective subjects which enable students to explore various areas of interest and provides them flexibility in academic progression.

The constant endeavor of the institution is to sensitize the young minds towards social issues, human values, and gender and environment issues. Women Welfare Cell, N.C.C, N.S.S and Cell for extra-curricular activities focus on topical global issues and engage students in creating awareness about them. The college makes conscious efforts to preserve and promote cultural

heritage and spiritual philosophy. It upholds and amalgamates the doctrine of Sikh philosophy through co-curricular programs and extension activities.

Zero tolerance of ragging and sexual harassment, making girl students aware of their fundamental right, help in providing a safe and secure environment to students and the faculty. Blood donation camps, awareness programs on current issues carried out by various components of the college, inculcate zeal for social service and sensitize students towards social concerns. The quality of the enrichment process is monitored and evaluated through successful participation of students in religious activities, seminars and in guest lectures.

The institution uses various tools to get feedback from stakeholders in enriching the curriculum. The feedback collected from different channels is used to gauge the present scenario of the college and to improve its infrastructure. Some of the opinions that emerge are collected and communicated to the university by the faculty members who are members of various academic bodies. All these factors throw light on holistic and flexible approach in the implementation of curriculum which ensures the all-embracing development of the personality of the students.

## CRITERION - II: TEACHING-LEARNING AND EVALUATION

Having completed forty five years of existence, the college is well-known in the region. Still, publicity is done through various modes like prospectus, college website, flex boards, advertisement in media, canvassing in local senior secondary schools etc. Transparency is maintained in admission process. The admission criteria prescribed by the university is strictly followed. Eligible applicants are admitted on first come first served basis.

The profile of each student is maintained in a transparent manner. The reservation policy of the central and state government is followed in admissions. They have access to government scholarships. Women students are given extra care and efforts are made to boost their self-confidence. Slow learners are given remedial coaching. Achievers in sports are also given special facilities. The needs of the differently-able are addressed appropriately.

An admission committee assesses every applicant giving due importance to his/her aspiration and aptitude. To bridge the knowledge gap of the enrolled students extra effort is put in by the teachers to enable them to cope with their chosen programme. Extra classes during holidays, especially in English and computer science are held.

There is no discrimination rampant on the basis of gender, class, caste or faith. In a rural area, environment consciousness is inherent. The campus is lush green thanks to the efforts of the students and teachers.

Advanced learners also get special attention of their teachers. They are motivated to strive further and are duly rewarded and appreciated. Majority of the students are from the weaker sections of society. Fee concessions, free ships are given to them to prevent them from dropping out. The teaching, learning and evaluation schedules are planned at the very beginning of the semester. An academic calendar and a schedule of extra-curricular activities are drawn and followed.

The principal and the HODs monitor the pace of the completion of syllabi. House tests and class tests are also factored in.

An IQAC has been set up recently and it is expected to take over the tasks earlier done through various committees.

The learning is very student-centric, with emphasis on interactive learning. Technology has been integrated into pedagogy. Every effort is made to nurture critical thinking, creativity and scientific temper among the students. Students participate in cultural activities, essay, poetry writing and also contribute articles for the college magazine.

The requisite technological gadgets-computers, laptops, smart-boards, digital projectors, Wi-Fi connections and e-resources are all available to the students. Seminars and guest lectures are organised throughout the year.

Career guidance cell guides the students on the choice of stream and career options. Advertisements of competitive examinations are displayed on the notice board. Quite a few have benefitted.

The faculty always aspires to adopt new and innovative approaches and it has had a salutary effect on learning. The college library is well stocked and thereby augments the teaching learning process. The prescribed curriculum is completed within the stipulated time-frame. The quality of teaching and learning is evaluated through class-tests, house-tests and final semester exams.

Retention of good teachers is ensured by providing good working condition. Staff development programmes are encouraged to enhance teacher quality. They attend seminars/conferences/workshops in other institutions. Recently two national seminars were conducted in the college. Assessment of teachers by students is also being done. This feedback is reflected in the ACRs of the teachers. By making deliberate efforts, the students are made aware of the evaluation processes and examination pattern. The annual system has been replaced by semester system in all classes. Internal assessment based on assignments is taken in vocational courses. All evaluation reforms of the university are implemented; formative assessment is done via oral tests, group discussions, power point presentations and house tests.

Summative evaluation is achieved through final semester examination conducted by the university. The college aims to produce disciplined individuals with a strong sense of social responsibility. There is Grievance Redressal Cell and Dean Students' welfare in the college to address any evaluation related grievance of the students. The university allows re-checking and re-evaluation of answer books on payment of a fee.

The college has clearly stated learning outcomes, viz., the instilling of intellectual curiosity and inter-personal skills. The strategies are structured in a way so as to achieve this outcome. Experts from different walks of life are invited to tell the students about career options available.

Concerted effort is made to coax the rural youth to shed their inhibitions, thereby widening their world-view.

## CRITERION- III:  RESEARCH, CONSULTANCY AND EXTENSION

The criterion tries to delve on the research potential of the faculty, speaks about the expertise available in the institution and illustrates its various extension and outreach activities. The staff-council mandated Academic Affairs and Research Promotion Committee constantly motivates the faculty and students to develop their analytical abilities. It facilitates smooth progress of research by reducing workload of the aspirants. It assists researchers financially by providing mandatory fee requisite for attending conferences or presenting papers.  The liberal policy of providing duty leave to the researchers helps them to explore knowledge at places other than their own institution.

The institution focuses on developing research culture among students. Various inter and intra college competitions sharpen the critical faculties of students and lead them to think out of the box and widen their mental horizon further. Illustrated discourses, extension lectures, and interactive talks organized by the institution act like a light house to the young explorers.

The efforts of various departments to network and interact in undertaking research activities also result in inviting eminent scholars on the campus. It keeps on igniting the spark of research in the faculty as well as students.

Though the institution has not collaborated with research laboratories or industry for the pursuit of research, it has plans to tie-up with eminent research centers so that budding researchers get better facilities for their work. The college is striving to improve its own infrastructure to make it research friendly. Its persistent efforts to provide a conducive environment for the pursuit of research related activities have shown its success in the publications made by the faculty.

With the primary objective of individual and social development, the faculty offers expertise to the needy communities. The faculty utilizes human resources and intellect for the benefit of society. Various committees, Career Guidance Cell, Women Welfare Cell constantly offer their services for the uplift and emancipation of the rural youth. It is significant that while rendering such services, no revenue is generated and service is rendered on good will.

The college pledges to assert its presence in the immediate neighborhood. It endeavors to achieve it by incorporating community service into the regular practice of teaching and learning. Various student organizations and clubs assure the involvement of the community in their activities. NCC, NSS, Rotaract Club, Career Guidance Cell, English Literary Club and Women Welfare Cell work for creating awareness and sensitizing society about varied concerns. They render social service selflessly and strengthen the institution-neighborhood bond

Constant inspiration and persuasion enables enthusiastic participation of students in various movements and activities. The college treasures perception and views of the stakeholders. Students, alumni and parents are the stakeholders whose opinions are valued and acted upon. The open door policy of the principal regarding feedback, grievances or suggestion is beneficial in improving the quality of learning. Extension activities carried out by the college helps to channelize surplus energy of young learners. It also nurtures feelings of love, humility and modesty among them.

Students' participation develops their organizational and communication skills. The college has forged constructive associations with various agencies for carrying outreach and extension activities. Though the institution has not been able to collaborate with research laboratories or industry for research activities, it envisions tying up with eminent research centers in future, so that coming researchers may pursue their work without any hurdle.

## CRITERION- IV INFRASTRUCTURE AND LEARNING RESOURCES

It delineates creation and enhancement of physical facilities which are an indispensable part of institution. During its existence of forty five years, the college has striven to provide a range of facilities to support its students in their studies and has succeeded in giving access to a wealth of material, equipment and information. The institution has spacious, well-ventilated classrooms with adequate seating facility for learners. The college is Wi-Fi enabled, has four well-equipped computer labs with 67 computers, 4 smart boards, 5 projectors and 4 LCDs. The air-conditioned seminar room with essential teaching logistics and seating capacity of 100 students is an ideal place for organizing extension lectures and discussions. A multi-purpose hall with seating capacity of 500, abundant open spaces, open air stage and green lawns provide an ambience for various student activities.

There are rooms earmarked for units like NCC, NSS, and Career Guidance Cell, etc. A sick room having first-aid facility exists in the college. Following the dictum of healthy mind in a healthy body, the college has developed well-maintained sports infrastructure facilities. It has a football field, badminton, volleyball, and kho-kho courts. The department is equipped with an indoor gymnasium. Well-equipped, computerized administrative office, an air-conditioned common room for girls are additional features.

The institution is also sensitive to the needs of students with physical disabilities. Special units like Anti-Ragging Cell, Grievance Redressal Cell, Women Welfare Cell, Rotaract Club, Career Guidance Cell have been allotted proper space under the supervision of respective teachers-in-charge. The college also ensures safe water supply to students. It has its own submersible tube well and RO systems have been installed with water coolers at suitable points in the campus.

The Library Advisory Committee which comprises of the heads of various departments identifies the needs and requirements of students and ensures that new books are added to the stock every year. The college has subscribed to INFLIBNET. The library staff assists the faculty as well as students in physically locating books on the shelves. The feedback received from students is consolidated and the appropriate suggestions are acted upon.

Periodic augmentation of IT infrastructure is done to offer modern tools suited for new pedagogical methodologies. The college judiciously plans and implements strategies for its up-gradation. It is looking towards improving the digital infrastructure to make administration and teaching smoother, transparent and efficient.

## CRITERION- V:  STUDENT SUPPORT AND PROGRESSION

Holistic development and transformation of rural youth was envisioned by the founders of the institution. To accomplish the mission, the college extends all kinds of support to its pupils. They are mentored in the best way possible. Well-acquainted with the financial constraints of students, the college is prompt in extending assistance to the needy students, notwithstanding the fact that it itself has financial limitations. Specific support services and facilities are provided to SC/BC students. They are made aware of various government policies of scholarships and are assisted in filling online forms by the faculty. The college administration ensures the timely disbursement of financial assistance to economically weak students. Slow learners are provided with simplified study material.

The college magazine is an ideal platform to showcase students' creative potential and writing skills. The role of Career Guidance Cell in organizing guest lectures to apprise students of various opportunities available to them is commendable as it helps them to plan their future. It also assists students in

developing entrepreneurship so that they may embark upon some self-employment.

Extra-curricular and co-curricular activities which are indispensible part of education are given due importance. The organizing of various inter and intra-college competitions, meeting dietary requirements of participants, availability of well-developed playgrounds, expert coaching and waiving off of fines are some examples of academic support provided to those who dream to excel in the field of sports and cultural activities.

The members of the faculty are always ready to provide guidance to students in all forms. The faculty members have experience and competence to solve the emotional and personal problems of students. The Anti-Ragging Cell, Grievance Redressal Cell and Women Welfare Cell take all initiatives to procure safe and secure atmosphere for both girls and boys. A complaint box has been placed in the administrative office and it provides an opportunity to students to give vent to their grievances. The college authorities do their best to redress their grievances. Various welfare schemes have been made available to students. Though not yet registered, old students' association works actively and maintains healthy affiliation with the college. Those who are successful entrepreneurs motivate the present students to become self-employed.

The college adopts various approaches to facilitate students' progression to higher level or towards employment. After graduation, many students have settled abroad and are leading successful lives there. Those who are at risk of dropping out are provided financial, psychological and emotional support so that they may continue their studies.

Though it is a small college, it has carved a niche for itself in sports. Our players have secured various positions at university and inter-university level competitions and won laurels for the institution.

The college gives proper representation to students in various committees and cells and has established strong network with the alumni and former faculty. It treasures their valuable advice. In this way, the college is marching ahead successfully fulfilling its objectives of providing value based learning with effective student support services.

## CRITERION -VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

The college was started in 1971 in a socially and educationally backward area. The vision was to bring about a change through capacity building of rural youth, particularly of girls. The quality policy and plans are primarily designed by the principal in consultation with the faculty. They are then got approved by the governing body. The principal works in co-ordination with the HODs, Academic Affairs Committee and conveners of the various

committees. Feedback is taken from the students and parents throughout the year. The faculty is encouraged to attend seminars and conferences in order to upgrade themselves. Students participate in co-curricular activities and are awarded prizes as incentive. All this contribute towards a culture of excellence.

Once the academic calendar is formulated, the teachers go about their primary task of teaching enthusiastically. Their performance and that of the students is monitored continuously. Corrective measures are taken as and when required. The management gives free hand to the principal to run the college. Teachers and students get ample opportunity to develop leadership skills. Teachers head various committees, cells, and clubs and are also in charge of NSS and NCC. Students organize and conduct cultural events. They are sent to attend NCC and youth leadership camps.

The principal acts as a facilitator giving operational autonomy to teachers. Overall, a decentralized and participative system of governance prevails in the college. The quality policy aims to enhance the academic excellence of the institution. Any up-gradation necessitated by changing scenario is done forthwith. A lot needs to be done though. The institution has a set organizational structure that facilitates decision making. The recent formation of IQAC is expected to introduce more cohesion in the corporate life of the college. The quality improvement strategies of the institution in the parameters of teaching-learning, R&D, community engagement, human resource management and industry interaction are enumerated separately.

The head of the institution ensures that adequate information is available to the management and stakeholders through various channels of communication. The management involves the staff in every aspect of the institutional processes. Grievances, whether of the staff or the students, are attended to and resolved effectively. There is a dedicated grievance redressal cell. There are no court cases against the college pending in any court.

Feedback from the students is given utmost importance. A number of their demands have been fulfilled. Continuous professional development of the staff is robustly encouraged and opportunities are provided. Latest ICT tools are purchased. Computer literacy programmes are organized for staff members. Teachers have gone through faculty empowerment training. National seminars were held in the college. An appraisal system of the staff is very much in place. They are judged by their students and their university results are also monitored. Below-par performers are pulled up, while good performers are rewarded.

Various welfare schemes are available for the staff like CPF, gratuity, loan, health insurance cover, AC staff room etc. As measures for attracting and retaining eminent faculty, the college provides UGC/DPI (Pb) scales. Teachers

are at liberty to utilize college resources for personal growth and career advancement.

Being a rural college, the financial resources are limited. So they are allocated judiciously. Account keeping is computerized. Internal audit is carried out every month and external audit every year by AG, Punjab. The major sources of funding is fees, grant-in-aid from the state government, UGC grants, grants from MLAs, and by the governing body. The academic affairs committee maintained internal quality checks.

The IQAC has been recently established and it has started working in right earnest. It has two external members and two from the alumni. The alumni association has also been recently activated and they have promised to support their alma mater in the coming times. The college has an integrated framework for quality assurance of the academic and administrative activities. The junior staff learns from the seniors. Academic audit is necessarily carried out to improve the institutional activities.

The Guru Nanak Dev University also carries out periodical inspection every year, focusing on infrastructure, library, faculty members and their qualification. The college follows all the university directives, UGC guidelines and instructions from the DPI (Punjab). The teaching-learning process is reviewed continuously through class-room tests, house tests and university examination. All these policies are conveyed to the stakeholders through the prospectus, the college website, and advertisements.

## CRITERION VII: – INNOVATION AND BEST PRACTICES

To create an ambience for value based learning-teaching process and awareness about environmental issues in the present generation, the institution endeavors to make the students comprehend the fragility of environment and to keep the pristine beauty of the college intact for future generation.

The college provides a clean and green campus. It plants and nurtures a plenty of saplings every year in the campus. NSS volunteers and NCC cadets devote their time and energy in ensuring eco-friendly environment in the premises. The commitment of the management in conserving energy is evident in the construction and designing of new blocks. They have been designed to make optimal use of natural light. The use of CFL, the culture of conducting small classes in the lap of nature in pleasant weather conditions is a few steps taken to conserve energy.

Smoke-free electronic generator and ban on the use of tobacco and cigarette in the campus help to keep environment pollution free. Dry leaves are buried in a vermin-compost pit to produce non synthetic fertilizer. It is an eco- friendly way to dispose off biological waste material. Electronic waste is routed through appropriate channels for proper disposal.

The institution constantly improves and enhances its facilities to adapt itself to the emerging trends in the field of education. Such undaunted efforts do help to provide quality service. The introduction of enrichment and value added courses, efforts to provide quality education to the weaker section of society and ensuring conducive teaching-learning environment with well equipped infrastructure, are a few innovations the college has introduced during the last four years. Group mediclaim policy for both teaching and non-teaching staff and accidental insurance policy for all students of the college are small steps but big enough to extend helping hand in emergency. Ardent and enthusiastic participation of students in community service is emotional and spiritual nourishment which inculcates feelings of love, compassion, understanding and sympathy among students.

To achieve the objectives and goals envisioned by the founders of the institution, the college has developed a set of practices which in the due course have become best practices of the college. The first is empowering rural girl students. The mission of rural transformation can only be achieved when its girl students are able to fight with patriarchal forces which are stopping their march towards empowerment. The college takes initiatives to improve their self-esteem, maintain and strengthen their status, develop their critical abilities and enhance their participation on an equal footing in all areas. For that, the whole faculty has united to work for the betterment of women students. With sustained reconditioning, persuasion and conviction, an attempt has been made to root out the deep-rooted biases.

Empowered women achievers like eminent doctors, powerful politicians and successful police personnel with their success stories help to imbibe lost confidence in them. Active participation of girl students in various events and competitions are a testimony to the fact that the introvert and shy students are shedding their inhibitions and are ready to test new waters.

In its attempt to prepare younger generation for a prosperous future, the college tries its level best to instill high ethical values among students. It has been observed that in this era of science and technology, moral values have deteriorated. Education has focused only on developing cognitive aspects of students. Lack of ethics has resulted in multi-layered crimes. The responsibility for taking corrective action lies on teachers and parents. The college tries to provide students an anchor to their lives. They need to be taught value of service to mankind with love, trust, tolerance and humility.

Values have to be infused rather than dictated to learners. Well-acquainted with this reality, the institution adopts various innovative methods to evolve ethical values among them. They are taught the spiritual philosophy of the revered Sikh gurus: *'Mann jeetey jagg jeet'* (win hearts to win the world) and *'Sarbat da bhala'* (His benediction to all). These are infused into their persona through their exposure to community service .The ritual of reciting the paath

of *Sukhmani Sahib'* on auspicious days and commemoration of birth anniversaries of saints and gurus generate serenity and piousness in their temperament. These religious celebrations make them grounded and humble.

Thus the institution deploys novel methods to create environment consciousness and provide quality teaching-learning atmosphere to its stakeholders. Thus, by making concerted efforts for the empowerment of girl students and by inculcating moral and ethical values among all students, the college tries to fulfill its mission substantially.

# PROFILE OF THE COLLEGE

1. Name and Address of the College:

| Name: | GURU NANAK KHALSA COLLEGE | |
|---|---|---|
| Address: | V.P.O: Daroli Kalan, Distt. Jalandhar (Punjab) | |
| City: | PIN: 144104 | State: Punjab |
| Website | gnkcdk.org | |

2. For Communication:

| Designation | Name | Telephone With STD code | Mobile | Fax | Email |
|---|---|---|---|---|---|
| Principal | Dr. Sahib Singh | O:0181-2718865 R: | 9463441105 | 0181-2718865 | gnkcdarolikalan@gmail.com |
| Vice Principal | Devinder Singh | O:0181-2718865 R: | 9814341738 | 0181-2718865 | devindersir@hotmail.com |
| Steering Committee coordinator | Devinder Singh | O:0181-2718865 R: | 9814341738 | 0181-2718865 | devindersir@hotmail.com |

3. Status of Institution:
   Affiliated College    ✓
   Constituent College
   Any other (specify)
4. Type of Institution:
a. By Gender
   i. For Men
   II. For Women
   III. Co-education    ✓

b. By Shift
   i. Regular    ✓
   II. Day
   III. Evening
5. It is recognized minority institution?
   Yes
   No    ✓

If yes, specify the minority status (Religious/Linguistic/any other) and Provide documentary evidence.

| NA |
| --- |

6. Sources of funding:

Government Grant-in-aid

| ✓ |
| --- |

Self-financing

| ✓ |
| --- |
| UGC & SGPC |

Any other

7.a. Date of establishment of the college __10-07-1971__ (dd/mm/yyyy)?

b. University to which the college is affiliated/ or which governs the college (If it is a constituent college)

| Guru Nanak Dev University, Amritsar |
| --- |

c. Details of UGC recognition:

| Under Section | Date, Month & Year (dd-mm-yyyy) | Remarks(if any) |
| --- | --- | --- |
| i.2(f) | 01-05-1986 | Original certificate lost. |
| ii.12 (B) | 01-05-1986 | Duplicate procured on 13-10-2014 from UGC |

(Enclose the Certificate of recognition u/s 2 (f) and 12(B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE,NCTE,MCI,DCI,PCI,RCI etc.)     N/A

| Under Section/ Clause | Recognition/Approval Details Institution/Department Programme | Day, Month and Year (dd-mm-yyyy) | Validity | Remarks |
| --- | --- | --- | --- | --- |
| i. | | | | |
| ii. | | | | |
| iii. | | | | |
| Iv | | | | |

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC) on its affiliated college?

Yes | ✓ |   No | |

If yes, has the college applied for availing the autonomy status?

Yes | |   No | ✓ |

9. Is the college recognized

a. By UGC as a College with Potential for Excellence(CPE)?

Yes | |   No | ✓ |

If yes, date of recognition N/A (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes [ ]                                    No [ ✓ ]

If yes, Name of the agency   N/A  and

Date of recognition   N/A   (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

| Location* | Rural |
|---|---|
| Campus area in sq.mts. | 14,815 |
| Built up area in sq.mts | 3830.58 |

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities [ 02 ]
- Sports facilities
  - Play ground [ ✓ ]
  - Swimming Pool [ ]
  - Gymnasium [ ✓ ]
- Hostel
  - Boys' Hostel
    - i. Number of hostels [ Nil ]
    - ii. Number of inmates
    - iii. Facilities(mention available facilities)
  - Girls' Hostel
    - i. Number of hostels [ 1 ]
    - ii. Number of inmates [ 15 ]
    - iii. Facilities (mention available facilities):- Mess, Water-Cooler, Common Room with TV and Fitness Centre.
  - Working Women' Hostel
    - i. Number of inmates [ Nil ]
    - ii. Facilities(mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available-cadre wise)  [ Quarter for Watchman | 1 ]

- Cafeteria [ ✓ ]
- Health Centre [ First Aid ]

First aid, Inpatient, Outpatient, Emergency Care facility, Ambulance…………
Health centre staff-

      Qualified doctor     Full Time [　　　]    Part Time [　　　　]

      Qualified Nurse     Full Time [　　　]    Part Time [　　　　]

- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff  [ ✓ ]
- Animal House  N/A
- Biological waste disposal:-  Vermi-Compost Pit
- Generator or other facility for management/regulation of electricity and voltage:- One of 62 KV
- Solid waste management facility
- Waste water management
- Water Harvesting

12. Details of programmes offered by the college (Give data for current academic year) 2015-16

| S/No | Programme Level | Name of the Course | Duration(in years) | Entry Qualification | Medium of Instruction | Sanctioned/ Approved Student Strength | No. of Students Admitted |
|---|---|---|---|---|---|---|---|
| 1 | Under Graduate | B.A | 3 | +2 Pass | English/ Punjabi | 500 | 196 |
| | | B.Com | 3 | +2 with 40% marks | English/ Punjabi | 120 | 27 |
| | | B.C.A | 3 | +2 with 40% marks | English/ Punjabi | 120 | 43 |
| 2 | Post Graduate | M.A | 2 | B.A 50% marks | Punjabi | 80 | 13 |
| | | M.Sc | 2 | B.A/BCA 50% marks | English | 80 | 13 |
| 3 | Post Graduation Diploma | PGDCA | 1 | Graduation | English | 40 | 12 |

13. Does the college offer self-financed Programmes?

    Yes  [ ✓ ]        No [　　　]

If yes, how many?  [ 05 ]

14. New programmes introduced in the college during the last five years if any?

| Yes | ✓ | No | | Number | 03 |
|-----|---|----|----|--------|-----|

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly do not list the departments offering common compulsory subjects for all the programmes like English, Regional Languages etc.

| Faculty | Departments | U.G | P.G | Research |
|---------|-------------|-----|-----|----------|
| Arts | Mathematics | Yes | No | No |
| | Punjabi | Yes | Yes | No |
| | English | Yes | No | No |
| | Economics | Yes | No | No |
| | History | Yes | No | No |
| | Pol.Science | Yes | No | No |
| | Physical Edn. | Yes | No | No |
| Commerce | Commerce | Yes | Yes | No |
| Computer Science | Computer Science | Yes | Yes | No |

16. Number of Programmes offered under(Progamme means a degree course like B.A, B.Sc, M.A, M.Com)
    a. annual system
    b. semester system
    c. trimester systems

| None |
|------|
| 06 |
| None |

17. Number of Programmes with
    a. Choice Based Credit System
    b. Inter/Multidisciplinary Approach
    c. Any other(specify and provide details)

| None |
|------|
| 04 |
| 04- M.A, PGDCA, PGDFS.DCA |

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes [ ]     No [ ✓ ]

If Yes,
    a) Year of Introduction of the programme(s)………….(dd/mm/yyyy)
       And number of batches that completed the programme [ ]

    b) NCTE recognition details (if applicable)
       Notification No………N/A……
       Date………N/A……..(dd/mm/yyyy)
       Validity……N/A…..

c) Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes ☐          No ☑

19. Does the college offer UG or PG programme in Physical Education?

Yes ☐          No ☑

However Physical Education is offered as an elective subject in B.A

a. Year of introduction of the programme(s) …………………….(dd/mm/yyyyy)
And number of batches that completed the programme ☐

b. NCTE recognition details(if applicable)
Notification No;-…………………………………………
Date…………………………………………………….(dd/mm/yyyyy)
Validity……………………………………

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes ☐          No ☑

20. Number of teaching and non-teaching positions in the institution

| Positions | Teaching Faculty | | | | | | Non-Teaching Staff | | Technical Staff | |
| | Professor | | Associate Professor | | Assistant Professor | | | | | |
| | *M | *F | *M | *F | *M | *F | *M | *F | *M | *F |
| Sanctioned by the UGC/ University/ State Government | | | 16 | | | | 11 | | | |
| Recruited | | | 03 | 03 | 01 | | 06 | | | |
| Yet to recruit | | | | | 06 | 03 | 04 | 01 | | |
| Sanctioned by the Management/ Society or other authorized bodies | | | | | 01 | 04 | 03 | | | 03 |
| Recruited | | | | | 01 | 04 | 03 | | | 03 |
| Yet to recruit | | | | | | | | | | |

*M-Male  *F-Female

21. Qualification of the teaching staff:

| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
| | Male | Female | Male | Female | Male | Female | |
| Permanent Teachers | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D.Sc/D.Litt. | | | | | | | |
| Ph.D | | | | | | | |
| M.Phil. | | | 03 | 02 | 01 | | 06 |
| PG | | | | | | | |
| Temporary Teachers | | | | | | | |
| Ph.D | | | | | | | |
| M.Phil. | | | | | 01 | 01 | 02 |
| PG | | | | | 01 | 07 | 08 |
| Part-Time Teachers | | | | | | | |
| Ph.D | | | | | | | |
| M.Phil. | | | | | | | |
| PG | | | | | | | |

22. Number of Visiting Faculty/Guest Faculty engaged with the College | 01 |

23. Furnish the number of the students admitted to the college during the last four academic years.

| Categories | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---|---|---|---|---|---|---|---|---|
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | |
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SC | 69 | 53 | 52 | 40 | 48 | 53 | 70 | 51 |
| ST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OBC | 06 | 09 | 17 | 17 | 11 | 13 | 06 | 03 |
| General | 210 | 125 | 150 | 96 | 122 | 76 | 107 | 61 |
| Others | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

24. Details on students enrollment in the college during the current academic year 2016-17

| Type of students | U.G | P.G | M.Phil. | Ph.D | Total |
|---|---|---|---|---|---|
| Students from the same state where the college is located | 244 | 18 | 0 | 0 | 262 |
| Students from other states of india | 0 | 0 | 0 | 0 | 0 |
| NRI students | 0 | 0 | 0 | 0 | 0 |
| Foreign students | 0 | 0 | 0 | 0 | 0 |
| Total | 244 | 18 | 0 | 0 | 262 |

25. Dropout rate in UG and PG (average of the last two batches)

UG | 14.3% |     PG | 21% |

26. Unit Cost of Education

(Unit cost= total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component — Rs. 66840

(b) excluding the salary component — Rs.2121

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes ☐         No ☑

If yes,

a) Is it a registered centre for offering distance education programmes of another University

Yes ☐         No ☑

b) Name of the University which has granted such registration.

N.A.

c) Number of programmes offered — N.A.

d) Programmes carry the recognition of the Distance Education Council.

Yes ☐         No ☑

28. Provide Teacher-student ratio for each of the programme/course offered

| Class | Teacher-Student Ratio |
|---|---|
| B.A | 15:1 |
| B.Com | 3:1 |
| BCA | 5:1 |
| MA | 4:1 |
| M.Sc.(CS) | 2:1 |
| PGDCA | 4:1 |

29. Is the college applying for

Accreditation: Cycle 1 ☑   Cycle 2 ☐   Cycle 3 ☐   Cycle 4 ☐

Cycle1 :…………NA………..(dd/mm/yyyy)
Accreditation Outcome/Result……………
Re-Assessment: ☐
(Cycle 1 refers to first accreditation and Cycle2, Cycle 3 and Cycle 4 refers to reaccreditation)

30. Date of accreditation *(applicable for Cycle2, Cycle 3, Cycle 4 and re-assessment only) N.A
Cycle1:…………………..(dd/mm/yyyy)
Accreditation Outcome/Result……………
Cycle2:…………………..(dd/mm/yyyy)
Accreditation Outcome/Result……………

Cycle3:………………..(dd/mm/yyyy)
Accreditation Outcome/Result……………
***Kindly enclose copy of accreditation certificates(s) and peer team report(s) as an annexure.***

31. Number of working days during the last academic year.

269 Days

32. Number of teaching days during the last academic year
*(Teaching days means days on which lectures were excluding the examination days)*

142 Days

33. Date of establishment of internal Quality Assurance Reports (AQAR) to NAAC.   N.A
AQAR (i)…………………………..(dd/mm/yyyy)
AQAR (ii)………………………….(dd/mm/yyyy)
AQAR (iii)…………………………(dd/mm/yyyy)
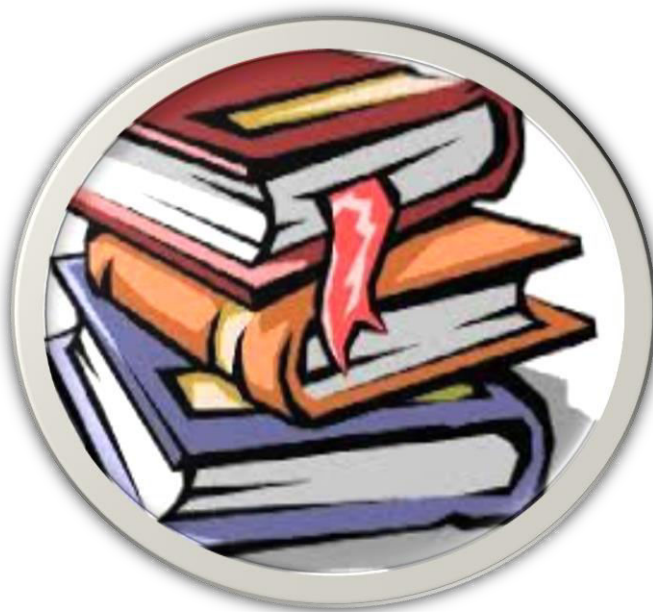AQAR (iv)…………………………(dd/mm/yyyy)

34. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

# CRITERION- I
# CURRICULAR ASPECTS

## 1.1 CURRICULUM PLANNING AND IMPLEMENTATION

**1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders**.

**Vision**:

The college was founded with a vision of making humble contribution towards social transformation of this countryside through capacity building of rural youth via academics, sports, imparting of moral and spiritual values and community development.

**Mission**: -

The mission of our college is to create an environment of life-long learning and teaching. The essence of the college motto: *'Mann Jeetey Jag Jeet' (Win hearts to win the world),* permeates the entire ambience of the institution and provides a congenial and caring teaching-learning environment.

**Objectives**: -

The primary goal of the institution is to develop the holistic personality of rural students to enable them to move into the rapidly changing society with ease. For that we aim:

1. To impart quality education in Humanities, Commerce and IT to students coming from economically and educationally backward, rural areas.
2. To provide affordable vocational and skill based education to students.
3. To instill the spirit of self-reliance and self-confidence among students and to make them rational and competent citizens.
4. To sensitize students towards social concerns, human rights, gender and environment issues.
5. To empower and make girl students self-reliant and confident young women; strong enough to face all challenges on professional front. It will act as a catalyst for producing not only an equitable society but also for building a stronger economy and improving the quality of life of the community they belong to.
6. To make conscious efforts to preserve and promote the rich Punjabi culture, heritage and spiritual philosophy through co-curricular and extension activities.

The institution effectively communicates its vision, mission and objectives to the stakeholders. The college website and the prospectus are important means of communicating the desired goals of the college to students. The messages given in the Prospectus by the principal and members of the management throw light on what the college really aims at. Information brochures are distributed in the feeding area. Flex boards are also displayed at various

vantage points within the campus and outside, highlighting the objectives of the institution.

**1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give detail of the process and substantiate through specific example(s).**

(a) For effective implementation the HODs/teachers in-charge, in consultation with other teachers, prepare and provide allocation of classes and papers to the Time-Table Committee. The committee prepares the semester time-table that depicts the duration of the classes and the name of the faculty member who is to engage them. The division of workload is done as per UGC norms. Accordingly, a micro schedule is prepared which is followed by all departments. The faculty members are clearly instructed to impart curriculum effectively.

(b) The Academic Affairs and Research Promotion Committee in consultation with all heads of departments and professors-in-charge of different cells and units prepare an academic calendar. The list of holidays provided by the university/state government is also factored into it. The academic calendar within which all activities are circumscribed is distributed to all departments. Thus, it acts as normative guide for both students and teachers. The schedule of work is prepared accordingly. Since, the university follows semester system; the teachers are obliged to complete the syllabus in about four months. However, the teachers deploy various strategies to plan their work keeping in view the varying abilities of the slow, the average and the advanced learners.

(c) The Library Advisory Committee in consultation with faculty members ensures that new books, both text and reference, are added to the library every year. Students are instructed to go through them.
Thus, various committees function synergistically with one another and reciprocally with the faculty for the smooth implementation of the curriculum.

(d) Class tests and house tests are a prominent feature of the academic plans of the college.

**1.1.3 What type of support (Procedural and Practical) does the teacher receive (from the university and/or intuition) for effectively translating the curriculum and improving teaching practices?**

**Support Provided by the University**
- Faculty members of different departments keep a healthy informal interaction with the members of the Board of Studies and the university teachers to discuss requisite modification in the syllabi as well as to sharpen their teaching acumen.

- The university follows the norms of nominating college teachers as members of the Board of Studies, Faculty of Languages and Faculty of the Arts & Social Sciences etc. and invites them to the meetings where issues regarding the curriculum are discussed and recommendations regarding bringing changes in the curriculum are made. Detail in Criterion 1.1.6.
- To ameliorate knowledge and teaching skills of the teachers, the university conducts Orientation Programs, Refresher Courses, and Summer Schools etc. They are organized by U.G.C aided Academic Staff College of the university.

**Support Provided by the Institution**

- Any informational inputs received from the university are immediately notified to the teachers.
- Every faculty member has the liberty to interact with the principal for any specific concern he has regarding the implementation of the curriculum.
- The teachers are encouraged to attend seminars, workshops, faculty enhancement programs sponsored by U.G.C. Duty leave is readily granted to teachers for their participation in capacity building programs.
- The faculty is encouraged to publish research articles in journals of national and international repute.
- The college library has a facility of INFLIBNET. It gives teachers free and easy access to a vast reservoir of knowledge. They can take advantages of it and update their knowledge and in turn impart it to students.
- The college off and on provides free computer training to the faculty to enable them to enhance their technical skills, thus enabling them to use modern technology in their class rooms without any hindrance.
- Teachers are provided laptops on demand to pursue academic activities.

**1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency.**

The institution employs well qualified faculty who in turn endeavor hard to deliver the curriculum in such a way that contents of the courses become crystal clear to students.

- The chalk and duster mode is still an effective way of imparting knowledge to students and is utilized to its utmost by teachers.
- Teachers are trained in the use of ICT tools such as OHP, smart boards and multimedia projectors.
- Industrial visits and educational tours are organized.
- National seminars have been held recently to widen the horizon of both the teachers and the taught.

- Extension lectures are organized.
- To make teaching-learning more effective, students' feedback on teachers is taken by the college authorities.
- Teachers have the competence to distinguish the slow from the average and bright learners. They then arrange tutorials or extra classes for them.

Various committees formed by the principal of the college are helpful for the delivery and implementation of the curriculum.
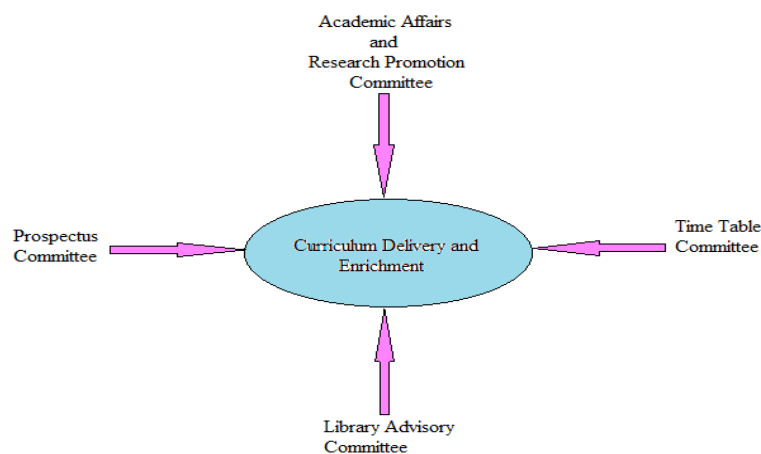


**Figure1.1** throws light on various committees which play a pivotal role in the effective implementation of the curriculum.

### 1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The institution regularly networks and interacts with its beneficiaries for the effective operationalisation of the curriculum.

The Career Guidance Cell of the college maintains professional relationships with public and private sectors. It arranges guest faculty and corporate trainers for conducting interactive sessions with students. Students are provided inputs on the latest trends in marketing, management and job opportunities in both sectors. The cell arranges career guidance from reputed banks to keep students conversant with the happenings in the corporate world. Students from some of the departments visit different industries to get updated about latest trends in the market.

Scholars from various universities and colleges have been invited as resource persons for seminars to enhance the research capabilities of teachers as well as post graduate students by updating their knowledge. In fact they act as catalysts for initiating teachers' propensity for research.

As mentioned earlier, the university follows the norms of nominating college teachers as members of various Academic bodies. Teachers are invited to the meetings where they deliberate upon the issues regarding curriculum and recommendations are made for bringing changes in the curriculum. It also enables the faculty to interact with their counterparts from different institutes and they remain updated in their fields of study and course content.

**1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(Number of staff members/departments represented on the board of studies, student feedback, teachers feedback, stakeholder feedback provided, specific suggestions etc.)**

The college has limited say in the designing or modification of the syllabus as it is the prerogative of the university. However, the college makes humble contribution in curriculum design through its faculty who are on the Board of Studies, member of the Faculty of Arts and Social Sciences, Languages, university Senate and in other academic bodies.

**Table 1.1:-** Detail of the Teaching Staff as Members of Board of Studies, Members of Faculty of Languages, Faculty of Arts and Social Sciences and Paper setters:

| S. No. | Name | Department | Member Board of Studies (year) | Member Faculty of Languages (year) | Member Faculty of Arts and Social Sciences | Member of Academic Council | Paper Setter |
|---|---|---|---|---|---|---|---|
| 1 | K.S. Parhar | Commerce | | | | ✓ 1-07-16 to 30-6-18 | |
| 2 | Devinder Singh | English | | ✓ (01-07-10 to 03-06-12) (01-07-14 to 30-06-16) | | | ✓ 2011 2012 2013 |

| 3 | Rachna Tuli | English | | ✓ (01-07-12 to 30-06-14) (01-07-16 to 30-06-18) | | | |
|---|---|---|---|---|---|---|---|
| 4 | Sukhdev Singh | Political Science | ✓ (1-07-10 to 30-06-12) | | ✓ (01-07-16 to 30-06-18) | | |
| 5 | Sharanbir Kaur | History | | | ✓ (01-07-2014 to 30-06-2016) | | |
| 6 | Rakesh Bawa | History | ✓ (01-07-16 to 30-06-18) | | | | |

**1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process (Needs Assessment, design, development and planning) and the courses for which the curriculum has been developed.**

No, the institution does not develop curriculum for any of the courses offered as framing and planning of the syllabus is the prerogative of the university.

**1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?**

To analyze/ensure that the stated objectives of the curriculum have been achieved, a constant vigil is kept on the performance of the teachers and the students. It is observed through the students' performance in class test, interactive session and cross questioning. The success rate of students in the university exams further ensure that the students have been provided quality learning. Feedback from students also plays a significant role to confirm that the desired objectives have been achieved.

## 1.2 ACADEMIC FLEXIBILITY

**1.2.1 Specifying the goals and objectives, give details of the certificate/ diploma/skill development courses etc. offered by the institution.**

To enhance professional and technical skills of the students, apart from the U.G and P.G degree courses, the institution offers the following skill development courses:

- Diploma in Computer Applications (2016-17)
- Post Graduate Diploma in Computer Applications
- Post Graduate Diploma in Financial Services (2016-17)

**1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If 'yes', give details.**

No, the institution does not offer programs that facilitate twinning /dual degree as there is no such provision in the statutes of the affiliating university.

**1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond.**

- **Range of core /elective options offered by the university and those opted by the college**
- **Choice based credit system and range of subject options**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

**(a)** The college adheres to the instructions of the university in this regard. At the U.G. level there are two core subjects General English and General Punjabi. During the three year degree course, students have to study Environmental Studies for one year. Following the framework of the university, the college provides some optional/elective subjects, as mentioned below:-

Elective Punjabi/Elective English
Political Science
Economics
History/Mathematics
Physical Education

Computer Applications /Office Management and Secretarial Practice. (Any of the two)

Such elective courses enable students to explore various areas of interest outside their core curriculum and give them flexibility in resume building and academic progression.

a) These courses are enriched in the classroom by the professional expertise and experience of the teachers. Lectures by eminent personalities and scholars are arranged from time to time to enrich and supplement the course content.

b) Courses are not offered in modular from .They are offered unit wise by the university.

c) No credit transfer and accumulation facility exists and there is no lateral mobility within and across the program.

**1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.**

The college offers the following U.G. and P.G. self-financed programs/degrees

- B.C.A
- M.Sc. (Computer Science)
- M.A. Punjabi
- D.C.A
- P.G.D.C.A
- P.G.D.F.S

The admission to these courses is done on first come first served basis. The eligibility of the candidates is determined according to the university norms.

**Curriculum: -** The College follows the curriculum designed by the university.

**Fee Structure:-** The fee structure of the self-financed courses is slightly higher than the regular financed courses. It is so because the college has to provide for the remuneration of the faculty and infrastructure requirements to run these courses.

**Table 1.2:-** FEE STRUCTURE FOR SELF-FINANCED COURSES

| Class | Fee(Per Semester) | Total Fee |
|---|---|---|
| **B.C.A** | 12,000 | 24,000 |
| **P.G.D.C.A** | 12,000 | 24,000 |
| **M.A(Punjabi)** | 8,000 | 16,000 |
| **M.Sc (CS)** | 8,000 | 16,000 |
| **P.G.D.F.S** | 9,000 | 18,000 |

**Teachers' Qualification**:-Eligible and highly competent candidates having excellent teaching abilities are appointed as per U.G.C/state government norms. The teachers draw salary as per U.G.C regulations and according to their qualification.

**1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.**

Though the college does not have any add- on course, it still tries to introduce skill oriented programmes to enhance the job opportunities of students. Introduction of D.C.A and P.G.D.F.S this year are examples of these endeavors.

Apart from this, the college arranges guest faculty for personality grooming programs in order to train students in the finer nuances of communication skills and soft skills.

**1.2.6 Does the university provide for the flexibility of combining the conventional face - to - face and Distance Mode of Education for students to choose the courses /combination of their choice. If 'yes', how does the institution take advantage of such provision for the benefit of students?**

No, the university does not provide such flexibility.

**1.3  CURRICULUM ENRICHMENT**

**1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?**

The college takes pains to ensure that the curriculum prescribed by the university is followed in its true spirit. The college has holistic approach for supplementing the curriculum with the core values it wants to instill among its students. The focus of the institution is on producing students having skills as well as spiritual wisdom to sail smoothly through this multicultural and multi-religious pluralistic society. So, efforts are made to comprehensively implement the academic program keeping in mind the objectives and goals set by the institute. Efforts are made to:

* Organize lectures by eminent scholars and  spiritual personalities
* Commemorate birth anniversaries of revered gurus  and holy saints
* Celebrate teachers day, environmental day, women's day etc.
* Organize   quiz   competitions,   essay-writing   and   poster-making competitions.
* Organize collective recital *(paath)* of '*sukhmani sahib'* on every *sankranti* and *akhand paath sahib* once a year.

- Celebrate together different festivals like Teej, Dipawli and Lohri, etc. to instill feeling of community and to give fun-time to students.
- Provide remedial classes for underprivileged and slow learners.
- Give scholarship to the needy students to enable them to continue their education.
- Sensitize students towards community consciousness by organizing blood donation camp, *swachch bharat abhiyan* and medical camps.

**1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?**

It is true that the university has the sole responsibility of developing and restricting the curriculum yet the institution consciously endeavors to supplement the curriculum as per the needs of the changing times. The emphasis of the institution on computer science is aimed at addressing the ever changing trends. The U.G. students of some courses are sent to industries to get first-hand knowledge of the job market. Guest lectures are organized.

**1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as gender, climate change, Environmental Education, Human Rights ,ICT etc., into the curriculum?**

- The university itself has integrated the cross cutting issues such as gender, climate change, environmental education, human rights into the curriculum by introducing many chapters in the compulsory English and General Punjabi courses.
- Environmental studies are also taught as a part of the university curriculum at U.G level.
- The college has sufficient infrastructure for imparting computer education. ICT is part of the curriculum and is taught to students by competent and experienced staff.
- The college has established Women Welfare Cell for the women faculty, staff and girls students to enhance understanding of issues related to women and to make the college campus a safe place for them. With an aim to create awareness of their rights and duties, the cell organizes and participates in seminars, talks and also deliberates on women issues and problems. It also provides a platform for women to share experiences and views regarding their status in society and to suggest ways to empower themselves. The cell has tried to create health awareness among girl students which is a matter of great concern in rural area. The Rotaract Club of the college pays its humble contribution in creating health awareness among girl students by inviting eminent lady doctors who try to resolve their personal health issues. Eminent women achievers and social

reformers are invited to enlighten them through illustrated discourses and PowerPoint Presentations.

- N.S.S unit, various committees, clubs and cells dealing with extra-curricular activities focus on the prevalent global issues and engage students to create awareness about them.
- Students are given the responsibility of organizing and conducting cultural programs thereby making them learn organizational skills and team work.

**1.3.4 What are various value added courses/enrichment programmes offered to ensure holistic development of students?**

- **Moral and ethical values**
- **Employable and life skills**
- **Better career options**
- **Community orientation**

**Moral and ethical values**
The institution works towards a holistic development of students.

- The Guru Gobind Singh Study Circle, Bebe Nanki Sewa Society, and Committee for Religious Affairs organize lectures on gospel of Sikh Gurus in which students participate voluntarily. Groups of students take exam in religious studies offered by SGPC, Amritsar. Scholarships are awarded to students who secure good marks. Every month *Sankranti* is celebrated and the paath of *Sri Sukhmani Sahib* is recited collectively. *Akhand Paath* is held annually. Such religious practices not only create serene and pious atmosphere in the campus but also disseminate knowledge of Sikh philosophy. Students get to know the real meaning of life. Renowned philanthropists and scholars are regularly invited to the college to instill moral and ethical values among students.
- Women Welfare Cell and other units like N.C.C, N.S.S provide a solid moral foundation for students by channelizing their youthful energy into something constructive.
- The college maintains anti-smoking and pollution-free environment.
- Zero tolerance of ragging and sexual harassment provide a safe and secure environment to students and faculty.
- Human values and diversity among students are respected as students from different religions and economic backgrounds receive education.

**Employable and life skills and better career options**

The department of commerce and computer science provides job oriented courses to students to enhance their employability. The Career Guidance Cell arranges lectures on job opportunities by experts from both public and private sectors. The cell also organizes campus interviews. Students are also taken to employment fairs where they interact with different industry representatives.

The Career Guidance Cell endeavors to groom the young minds in social communication, conversational skills for better career options in collaboration with departments of English and Computer Science.

**Community Orientation**

The college takes pride in making humble contribution to society by offering its extension services. Social awareness and community orientation activities are carried out with the co-operation of Rotary club, Adampur. Rotaract Club of the college regularly organizes medical camps to provide health services to the people of adjoining areas. Women Welfare Cell celebrates Women's Day and makes them aware of their legal rights. Women Welfare Cell in collaboration with English Literary Club has resolved to assist regularly the orphanage at nearby village, Budhiana. Students along with their teachers visit the ashram, provide them with clothes and food grains, spend quality time with them and try to bring sunshine in their rather dull and drab life. Not only this, Blood Donation Camps, awareness programs on current issues are carried out by the various units of the college. These events inculcate zeal for social services and endorse their commitment towards social concerns.

**1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?**

The institution uses various channels to get feedback from stakeholders in enriching the curriculum. Through a proper forma,t feedback is collected from the students having 75% or above attendance to gauge their experiences in the classroom. This is used to improve the infrastructure as well as classroom teaching. Informal meetings of the students with the Principal and staff members also provide a way of getting feedback. Alumni and parents also air their views during Alumni and Parent-Teacher meets. Feedback from the stakeholders is utilized in enriching pedagogy. It has also been instrumental in introduction of new courses like D.C.A, M.A. Punjabi, M.Sc. (C.S) and P.G.D.F.S.

**1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?**

The quality of enrichment programmes is monitored and evaluated through successful participation of the students in the religious activities, seminars and in the extension lectures. IQAC, the teaching staff and other committees play an important role in monitoring the enrichment programs like improvement in teaching methods, completion of courses in time and other development initiations.

**1.4  FEEDBACK SYSTEM**

**1.4.1 What are the contribution of the institution in the design and development of the curriculum prepared by the university?**

Though the university does not give freedom to the institution to design and develop the curriculum, but its faculty significantly plays its role in the revision and improvement of curriculum. The class room teaching is supplemented with seminars, guest lectures, educational tours and industrial visits. The feedback gathered from different channels is conveyed to the members of various bodies who represent the college on Board of Studies/Faculties of the university. They deliberate on the existing curriculum in the meetings and the suggestions are communicated.

**1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on curriculum? If 'yes', how is it communicated to the university and made use internally for curriculum enrichment and introducing changes /new programmes?**

The institution has formal and informal channels to obtain feedback from stakeholders on curriculum. The feedback response sheets are collected from the students and analyzed by the IQAC.  It is conveyed to the management which takes corrective measures when necessitated .Teachers regularly discuss the problems related to curriculum with students. Some of the opinions that emerge are collated and are communicated to the university by the members of various academic bodies of the university.

**1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?**

**Any other relevant information regarding curricular aspects which the college would like to include.**

The college keeps a vigil on the changing trends in education and tries to incorporate it in the programmes it runs.

During the last four years, the following courses have been introduced by the institution:-

- M.Sc. Computer Science
- D.C.A
- P.G.D.F.S.(Financial Services)

The rationale for introducing new courses is to widen the knowledge of the students and to make them job ready.

# CRITERION-II
# TEACHING-LEARNING AND EVALUATION

## 2.1 STUDENT AND ENROLMENT PROFILE

### 2.1.1 How does the college ensure publicity and transparency in the admission process?

The college has completed 45 years of existence; hence it is a well-known institution in the area. Our old students living in the vicinity are our best publicity ambassadors. Prominent people from the surrounding areas are regularly invited as guests at college functions- religious and cultural. Thus staying connected with the local populace enhances our publicity. Apart from this, various modes of publicity are adopted:--

- The college prospectus is the most comprehensive document containing information regarding courses offered, admission process, infrastructure, fees, scholarships etc. This ensures complete transparency in the process.
- The college website also includes most of the information available in the prospectus.
- Huge flex boards are fixed at strategic locations in the adjoining villages and at the college gate.
- Pamphlets and flyers are distributed in the area through newspaper vendors.
- Advertisements in the local network cables are also given.
- Teams of teachers visit nearby Senior Secondary Schools and make presentations regarding the college and courses offered. The help of school teachers and their principals is also solicited. A brochure containing college information in brief is also distributed among these children. A brief bio data of these school students is taken and they are contacted personally after their board exam results are declared.
- Recently a new initiative was taken wherein the passing out class of nearby Senior Secondary School was brought to the college in the college bus. They were given a conducted tour of the college and a presentation of college activities was also shown to them.
- To maintain transparency various admission committees are constituted. These committees aided by the Career Guidance Cell, guide the students in planning their course of studies as per their aptitude and desire.

### 2.1.2 Explain in the detail criteria adopted and process of admission (Ex (1) merit (2) common admission test conducted by state agencies and national agencies (3) combination of merit and entrance test or merit entrance test and interview (4) any other) to various programmes of the institution.

The admission criterion is prescribed by the affiliating university, and the college adheres to these regulations strictly. Senior teachers are entrusted with task of supervising the admission process. Applicants who fulfill the requisite eligibility criteria are admitted on first come first served basis. The Career

Guidance Cell counsels the applicants regarding the streams and avenues available to them. The college gives ten days time to the students to change their stream or subjects after they have been admitted.

**2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.**

Since other colleges in the district are affiliated to the same university, the criterion followed is similar.

**Table 2.1:-** The minimum percentage required for different programs is as follows:-

| S.no | Class/programme | Min% |
|------|----------------|------|
| 1 | B.A. Semester I | 40% |
| 2 | B.C.A. Semester I | 40% |
| 3 | B.Com Semester I | 40% |
| 4 | MA(Punjabi) Semester I | 50% |
| 5 | M.Sc (Computer. Sc.) Semester I | 50% |
| 6 | PGDCA | 45% |

**2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?**

The profile of each student is meticulously recorded and maintained in a register. The performance in house tests and university exams is recorded therein. Parents are allowed to view the entries of their wards. This streamlining brings transparency. Suggestions from teachers is sought to improve and further streamline the admission process.

**2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the national commitment to diversity and inclusion.**

**1. SC/ST**

**2. OBC**

**3. WOMEN**

**4. DIFFERENTLY ABLED**

**5. ECONOMICALLY WEAKER SECTIONS**

**6. MINORITY COMMUNITY**

**7. ANY OTHER**

The reservation policies of the central and state governments are duly followed to provide equal access and opportunity to students from the vulnerable sections of the society.

**SC/ST/OBC**

Post-matric scholarship provided by the central and state governments is available to these students. The fee is either credited directly into the accounts of these students or alternatively, it is reimbursed to the college. The detail of this scholarship disbursed in the last four years is given in Criterion 5.1.3.

**WOMEN**

Being a co-educational, rural institution, girl students are especially encouraged to seek admission here. Financial assistance is given from students-aid fund to girl students who have lost their father or have no source of income. Free books are given to them from the book bank. The Women Welfare Cell organizes various activities to enhance the confidence level of girls.

**DIFFERENTLY ABLED**

Their classes are held on the ground floor. Slow-learners are provided extra help in the form of remedial coaching.

**ECONOMICALLY WEAKER SECTIONS**

Freeships and other concessions are available to the EWS students. Textbooks are provided to them from the book bank for the whole semester.

**MINORITY COMMUNITY**

1. Free books and financial assistance are provided to the students of minority community.

2. There is a provision of Punjab government scholarships for them.

**ANY OTHER**

Students excelling in sports are given free accommodation, diet, sports-kit, conveyance and graded freeship.

**2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase/decrease and actions initiated for improvement**.

<p align="center"><strong>Table 2.2:- SESSION 2015-16</strong></p>

| CLASS | NUMBER OF APPLICATIONS | NUMBER OF STUDENTS ADMITTED | DEMAND RATIO |
|---|---|---|---|
| BA sem 1st | 104 | 104 | 1:1 |
| BA sem 3rd | 41 | 41 | 1:1 |
| BA sem 5th | 51 | 51 | 1:1 |
| Bcom sem 1st | 12 | 12 | 1:1 |
| Bcom sem 3rd | 11 | 11 | 1:1 |
| Bcom sem 5th | 4 | 4 | 1:1 |
| BCA sem 1st | 25 | 25 | 1:1 |
| BCA sem 3rd | 08 | 08 | 1:1 |
| BCA sem 5th | 10 | 10 | 1:1 |
| MA sem 1st | 07 | 07 | 1:1 |
| MA sem 3rd | 06 | 06 | 1:1 |
| Msc sem 1st | 07 | 07 | 1:1 |
| Msc sem 3rd | Nil | Nil | Nil |
| PGDCA sem 1st | 12 | 12 | 1:1 |
| **Grand Total** | **298** | **298** | |

**Table 2.3:-SESSION 2014-15**

| CLASS | NUMBER OF APPLICATIONS | NUMBER OF STUDENTS ADMITTED | DEMAND RATIO |
|---|---|---|---|
| BA sem 1$^{st}$ | 75 | 75 | 1:1 |
| BA sem 3$^{rd}$ | 57 | 57 | 1:1 |
| BA sem 5$^{th}$ | 69 | 69 | 1:1 |
| Bcom sem 1$^{st}$ | 16 | 16 | 1:1 |
| Bcom sem 3$^{rd}$ | 07 | 07 | 1:1 |
| Bcom sem 5$^{th}$ | 15 | 15 | 1:1 |
| BCA sem 1$^{st}$ | 09 | 09 | 1:1 |
| BCA sem 3$^{rd}$ | 10 | 10 | 1:1 |
| BCA sem 5$^{th}$ | 21 | 21 | 1:1 |
| MA sem 1$^{st}$ | 08 | 08 | 1:1 |
| MA sem 3$^{rd}$ | 15 | 15 | 1:1 |
| Msc sem 1$^{st}$ | Nil | Nil | Nil |
| Msc sem 3$^{rd}$ | 02 | 02 | 1:1 |
| PGDCA sem 1$^{st}$ | 19 | 19 | 1:1 |
| **Grand Total** | **323** | **323** | |

**Table 2.4:-SESSION 2013-14**

| CLASS | NUMBER OF APPLICATIONS | NUMBER OF STUDENTS ADMITTED | DEMAND RATIO |
|---|---|---|---|
| BA Sem 1$^{st}$ | 105 | 105 | 1:1 |
| B.Com Sem 1$^{st}$ | 17 | 17 | 1:1 |
| B.C.A Sem 1$^{st}$ | 15 | 15 | 1:1 |
| **Total** | **137** | **137** | **1:1** |
| **B.A Sem 3$^{rd}$** | 64 | 64 | 1:1 |
| **B.Com Sem 3$^{rd}$** | 16 | 16 | 1:1 |
| **B.C.A Sem 3$^{rd}$** | 21 | 21 | 1:1 |
| **Total** | **101** | **101** | **1:1** |
| **B.A Sem 5$^{th}$** | 52 | 52 | 1:1 |
| **B.Com 5$^{th}$** | 22 | 22 | 1:1 |
| **B.C.A Sem 5$^{th}$** | 10 | 10 | 1:1 |
| **Total** | **84** | **84** | **1:1** |
| **M.A Sem 1$^{st}$** | 18 | 18 | 1:1 |
| **MSc Sem 1$^{st}$** | 3 | 3 | 1:1 |
| **Total** | **21** | **21** | **1:1** |
| **M.A Sem 3$^{rd}$** | 17 | 17 | 1:1 |
| **MSc Sem 3$^{rd}$** | 1 | 1 | 1:1 |
| **Total** | **18** | **18** | **1:1** |
| **PGDCA Sem1st** | 13 | 13 | 1:1 |

**Table 2.5:-SESSION 2012-13**

| CLASS | NUMBER OF APPLICATIONS | NUMBER OF STUDENTS ADMITTED | DEMAND RATIO |
|---|---|---|---|
| B.A 1$^{st}$ | 131 | 131 | 1:1 |
| B.Com 1$^{st}$ | 33 | 33 | 1:1 |
| B.C.A 1st | 29 | 29 | 1:1 |
| **Total** | **193** | **193** | **1:1** |
| B.A 2$^{nd}$ | 83 | 83 | 1:1 |
| B.Com 2$^{nd}$ | 26 | 26 | 1:1 |
| B.C.A 2$^{nd}$ | 12 | 12 | 1:1 |
| **Total** | **121** | **121** | **1:1** |
| B.A 3$^{rd}$ | 56 | 56 | 1:1 |
| B.Com 3$^{rd}$ | 20 | 20 | 1:1 |
| B.C.A 3$^{rd}$ | 16 | 16 | 1:1 |
| **Total** | **92** | **92** | **1:1** |
| M.A 1$^{st}$ | 25 | 25 | 1:1 |
| M.A 2$^{nd}$ | 14 | 14 | 1:1 |
| **Total** | **29** | **29** | **1:1** |
| MSc 1$^{st}$ | 05 | 05 | 1:1 |
| PGDCA | 13 | 13 | 1:1 |

## 2.2 CATERING TO STUDENT DIVERSITY

### 2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The College makes best possible efforts to address the needs of differently-abled students. They are allotted their classes on the ground floor. Ramps have been constructed for them wherever the plinth level is high. The class IV staff is always on hand to help them whenever required.

### 2.2.2 Does the institution assess the students' needs in term of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

The students performance in qualifying examination and his/her aspiration is given due importance at the time of admission. They are made to appear before an admission committee, headed by senior teachers where they and their parents are counseled according to their respective aptitude. Students seeking admission to PG classes are often referred to the respective HOD who assesses the student's capability.

Students are given a time of a week or ten days after classes begin to change his stream/subject if he/she finds it difficult to cope with.

### 2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/ remedial/ add-on/ enrichment courses etc.)

Once the classes begin and are in full swing, the teachers can easily identify the students who are weak in basic skills and are thus not able to keep up with the rest of the class. Such students are given remedial coaching by taking extra classes. Their progress is constantly monitored and is goaded to devote more time to studies at home as well. Students, especially girls from rural backgrounds, are generally diffident and reticent. They are gently encouraged to speak up in class discussions, seminars and prodded to participate in extra-curricular activities. Again, our students are invariably from government schools located in rural areas. Consequently, their skill level, particularly in English language, is dismal. Special cluster classes in communication skills in English are conducted for their benefit during holidays. Classes in computer basics are also held and entry is open to all students. These extra classes are conducted free of cost.

**2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?**

The institution takes pride in the fact that there is no discrimination rampant on the campus in the name of gender, class or faith. Festivals of all religions are celebrated collectively with fervor. The Women Welfare Cell regularly organizes seminars and events relating to gender issues. Prominent women achievers are invited to interact with students.

Since the institution is located in a rural area and the students belong to adjoining villages, the awareness about environment protection is pretty high. Environment studies are a one-year additional course and mandatory for every under-graduate to study. Teachers and students celebrate 'Van-Mahotsava' every year by planting new saplings. NSS volunteers and NCC cadets also participate actively in environment sensitization programs and cleanliness campaigns. Poster-making, slogan-writing and tree-painting competitions are held on environment issues.

**2.2.5 How does the institution identify and respond to special educational /learning needs of advanced learners?**

Advanced learners get easily identified by their teachers through their brilliance and active participation in class discussions. Such students deserve and do get personal attention of teachers both inside and outside classrooms. They are recommended to read advanced books and journals. Teachers also work harder on them and prepare them for quiz competitions, debates, seminars, symposia, etc. Class toppers are motivated and appreciated with prizes and certificates during annual prize-distribution functions.

Students with good writing skills are encouraged and tutored to write articles for the college magazine. An English Literary club has also been formed for the extra benefit of students having fairly good grasp of the language. The club provides a platform for them to practice and further hone their language skills.

**2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged section of society, physically challenged, slow learners, economically weaker sections etc.)?**

A larger percentage of students on roll in the college are from SC, OBC or other weaker sections of society. It is indeed a challenging task for the institution which itself is not financially strong, to enable such students to complete their degrees without dropping out. In spite of financial constraints, the college gives them fee concessions. Their fee is collected in convenient installments and in deserving cases, waived off partially. The good Samaritans

among the faculty also help such students financially off and on. However, our fee structure is quite low as compared to city colleges. Sportspersons/athletes from these sections of society are provided free boarding and lodging in the college hostel. Over and above these, all such students are given books/study material for free.

## 2.3 TEACHING AND LEARNING PROCESS

### 2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, Teaching plan, Evaluation blue print, etc.)

At the beginning of every academic session, the college prepares an academic calendar within the broader framework of the admission and examination schedule given by the affiliating university. All HODs provide the division of workload to the time-table committee, which prepares the time-table. It is then displayed on the notice-board.

1. The academic council also prepares a tentative calendar for extra-curricular activities, house-tests and other extension activities.
2. Every teacher is required to prepare a teaching plan for every semester. The HODs review the syllabus completed at the end of every month. Care is taken to ensure that the teaching programme is in accordance with the guidelines set out in the syllabus.
3. Oral/written class tests are held on a weekly and monthly basis to test the knowledge aspects. A mid-semester exam is also conducted and the evaluated transcripts are providing to the students. The deficiencies are discussed with them. The marks awarded in this tests and the attendance of the student is conveyed to the parents.
4. Remedial coaching is provided to the weak or under-performing students.

### 2.3.2 How does IQAC contribute to improve the teaching learning process?

The college has recently constituted an IQAC, as per UGC guidelines, with the purpose of improving the academic and infrastructure standard.

These tasks were till now handled by various staff committees, the Academic Affairs committee deals with issues relating to teaching-learning processes, viz., devising of the academic calendar, dates for mid-semester exams, schedule for holding various academic and co-curricular events.

There is a Prospectus and Time-Table committee. The Campus Maintenance Committee looks after the renovation, repair and up-gradation of the infrastructure as well as the beautification of the campus. The Library Committee deals with the purchase of books and journals.

Now with the formation of the IQAC, in future all these committees will be doing their tasks in collaboration with it or all their activities will be routed through it.

**2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?**

The learning here is very student-centric, because in most of the classes, the number of students is relatively small. This enables the monitoring of the students on individual basis. The teachers here have a very strong personal bonding with their students. The overall atmosphere is homely, and students feel free to discuss even their personal problems with their teachers.

Integration of technology into curriculum has increased the correctness, clarity and effectiveness of the ideas and skills being transferred. Apart from the traditional chalk and duster tool, modern tools like smart-boards, LCDs, CDs and internet are freely used. There are over 60 computers with Wi-Fi for the benefit of teachers and students. The college library has INFLIBNET which has a huge reservoir of e-books and e-journals.

Students are motivated to participate in N.C.C., N.S.S. and Youth Club activities.

They are encouraged to conduct the stage in college events. The talented are further trained and given opportunities to participate in inter-college/university competitions.

For interactive and collaborative learning, students are made to participate in group discussions and present papers in class seminars. To facilitate these activities a well-furnished, air-conditioned seminar hall is available.

**2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?**

It is well known that the years spent in a college are cherished as golden years in the life of a person. It is here that the youth develop and hone their skills that will help them in their career and life. This college provides a conductive atmosphere where the students evolve their critical thinking and give full play to their creativity.

1. In the beginning of every session a talent hunt competition is organised wherein every student gets an opportunity to exhibit his latent potential. Promising talent is further polished by making them participate in inter-college competitions.

2. The college magazine, published annually, with sub-sections in various languages and subjects, present an excellent opportunity to those having a creative bent of mind or a flair for writing stories, essays or poetry. Besides, students are involved as student editors who contribute through editing, designing and printing of the magazine.

3. During the summer vacation last year two employment-oriented courses for girls were held in the campus in collaboration with RUDSET Institute, Jalandhar. There was a 3- week course on Tailoring and Dress-Designing, and other was a 1-month Beauty Parlour Management course. The courses were open to non-students from the nearby villages also.

4. The computer department organizes every year a Tech-Fest wherein the creativity of students is challenged via competitions like poster-making, slogan-writing and making useful things from e-waste. During the fest, nukkad natak and other such cultural items are performed.

5. Various subject clubs/societies contribute in their own way in improving the personality of the students.

6. The Career Guidance Cell invites eminent and knowledgeable persons to interact with the students and to inform them about the career opportunities available in different fields.

**2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning-resources from national programme on technology enhanced learning(NPTEL) and national mission on education through information and communication technology(NME-ICT), open educational resources, mobile education etc**.

Notwithstanding the rural location of the institution, the faculty has access to the following technology and facilities to making their teaching more effective:

1. Four well-equipped, air-conditioned, computer labs with over 50 PCs.
2. Smart boards with digital projectors.
3. Wi-Fi campus.
4. A wide-range of e-books and e-journals through INFLIBNET N-LIST.
5. Computer-Aided learning (Power point presentation) provides a useful tool.
6. Educational/Motivational films and documentaries are shown in the modern seminar hall or auditorium.
7. Well-equipped and regularly replenished library.

**2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?**

Seminars and guest lectures are organized throughout the session for curricular enrichment. Students stand to gain by questioning the eminent guest-speakers and discussing related issues with them. The faculty members are also encouraged to attend seminars, workshops and present research papers at other institutions.

They are also sent to attend refresher and orientation courses.

Field trips for educational purposes are organized for students to broaden their world-view. Some departments like Computer Science and Office Management organize industry visits for their learners that give them an insight into future job avenues in their chosen field.

Students are assigned various creative tasks like slogan-writing, poster-making, tree decoration, making articles from e-waste etc.

Internet-enabled computer labs are freely available to students and teachers.

**2.3.7 Detail (process and the number of students\benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advises) provided to students?**

Career Guidance Cell with the support of senior teachers provides personal counseling to students at the time of admission regarding the choice of stream. Seminars/guest lecturers related to career options are conducted by the cell. Weak students are recommended for remedial coaching.

The teachers are affectionate and understanding and easy to approach for students to discuss any issue they might have. Psycho-social counseling is provided by the Women Welfare Cell and Grievance Redressal Cell. The Career Guidance Cell culls advertisements for competitive examinations from newspapers and Employment News and puts them up on the notice board. The teachers also help the students in applying for these tests or vacancies online or offline. Quite a few students have benefitted and have landed government/private jobs.

**2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?**

The faculty is encouraged to adopt new and innovative approaches that have had a salutary impact on student learning.

1. E-resources in the library like INFLIBNET are used both by the faculty and students
2. The teachers use power-point presentations to supplement blackboard teaching.     Students are also encouraged to make PPTs frequently.
3. Smart-boards are being used.
4. Hands on experience in all practical subjects.
5. Educational tours are conducted.
6. Film screenings are used to supplement class-room teaching wherever possible.

Such innovative practices have made the learning process more effective, enjoyable and interactive.

**2.3.9 How are library resources used to augment the teaching-learning process?**

The college library has 13138 books, 25 journals/magazines, 09 newspapers. An amount of Rs. 3,38,786.00  was spent during the last  four  years on purchase of new books alone. The library is air-conditioned and has a rich e-resource bank via INFLIBNET N-list which currently has 80,409  e-books and 3828 e-journals. The library remains open from 9 am to 4 pm. It also remains open during vacation. Book bank facility is available to the needy students. The titles of new-arrivals are displayed on the display board. Books on preparing for competitive examinations are also in stock. Latest syllabus and previous years' question papers are also kept for reference.

**2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and institutional approaches to overcome these.**

The academic calendar of the college has to coincide with the semester system of the affiliating university.

- At the beginning of each semester, every teacher prepares an academic calendar to ensure that the syllabus is completed within schedule.
- Extra-curricular activities and sports/games are usually held before or after the classes so as not to upset the teaching schedule.
- Whenever a teacher goes on long leave, ad-hoc appointment is made so that students do not have to suffer.
- At the end of month staff-meeting, teachers give their progress report of the month. If any teacher's syllabus is lagging, he/she is required to take extra-classes.

Normally the curriculum gets completed within the time frame and calendar.

## 2.3.11 How does the institute monitor and evaluate the quality of teaching and learning?

The quality of learning is measured through monthly tests and house tests. The house test is held mid-semester. It is patterned on the university examination which gives the students a mock experience of the final exams. The evaluated scripts are shown to the students. The teachers get to know from these tests where the students are deficient. They then focus on the deficient areas and work to bridge the gaps in teaching-learning. The feedback received from the students also highlights the shortcomings in a particular teacher, which then leads to taking appropriate corrective measures.

With the recent formation of IQAC this monitoring and evaluation process has fallen in its purview.

## 2.4 TEACHER QUALITY

## 2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

**Table 2.6:-** Qualification of faculty is as follows:-

| Highest Qualification | Professors | | Associate Professors | | Assistant Professors | | Total |
|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | |
| **Permanent teachers** | | | | | | | |
| **D.sc/D.litt** | | | | | | | |
| **Ph.D** | | | | | | | |
| **M.Phil** | | | 03 | 02 | 01 | | 06 |
| **P.G** | | | | | | 01 | 01 |
| **Temporary** | | | | | | | |
| **Ph.D** | | | | | | | |
| **M.Phil** | | | | | | 01 | 01 |
| **PG** | | | | | 01 | 06 | 07 |
| **Teachers on Contract** | | | | | | | |
| **Ph.D** | | | | | | | |
| **M.Phil** | | | | | 01 | 01 | 02 |
| **PG** | | | | | | | |

The regular faculty is employed according to UGC, DPI (Punjab) and GND University norms and conditions. The same eligibility conditions apply on recruitment of ad-hoc teachers. The college gives pay-scales as per UGC rules for the faculty who have got requisite qualifications

Since 2004, the state government had stopped the recruitment of new teachers on permanent basis against vacant aided posts. The colleges had to perforce depend on ad-hoc recruitments. Recently under new recruitment policy, the state government has allowed filling up of vacancies on contract basis for three years on a lump sum salary. After 3 years they are to be made permanent employees and shall be given U.G.C scales.

In pursuant to this, the college management has also recruited teachers on contract basis. Their eligibility requirements remain the same as notified by the UGC, the DPI (Punjab) and GND University.

The ad-hoc appointments are also made by the college management, by extensively advertising in newspapers and on its website.

Retention of good teachers is ensured by providing good working conditions. They are encouraged to pursue research, to attend refresher and orientation courses, to organize/ attend seminars, conferences, workshops etc. They are granted medical leave, casual leave, study leave and gratuity on superannuation. The staff is also covered under corporate health insurance by the management.

**2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced? (Biotechnology, IT, Bio-informatics) Provide details on the efforts made by the institution in this direction and the outcome during the last three years.**

The college always endeavors to attract competent and talented faculty. The college appoints temporary/ad-hoc staff in addition to the permanent and contract staff to fulfill its responsibility towards students.

**2.4.3 Providing details on staff development programs during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality**

**(a) Nomination to staff development programs**

**Table 2.7:-** Detail of nomination to staff development program is as follows:-

| Academic staff Development Programmes | Number of faculty nominated | | | |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Refresher courses | - | - | - | 1 |
| HRD programmes | - | - | - | - |
| Orientation programmes | 2 | - | - | - |
| Staff training conducted by university | - | - | - | - |
| Staff training conducted by other institution | - | - | - | - |
| Summer/Winter Schools, Workshops | | - | - | 1 |

**(b) Faculty training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**.

❖ **Teaching and Learning methods/approaches**

- The computer department provides training to faculty in use of ICT, Power Point Presentation etc. It also trains the faculty and students in accessing e-resources.

❖ **Handling new curriculum**
- Changes in the curriculum are conveyed by the concerned HOD or the Principal to the teachers.

❖ **Selection development and use of enrichment materials**
- Enriching technological devices like LEDs, Smart-boards, Computers, Digital projectors have been added during the last five years. Teachers are exhorted to make use of power-point presentations to enrich their teaching.

❖ **Assessment**
- Appraisal of teachers by students has been initiated since couple of years.

❖ **Cross cutting issues**
- Blood donation camps were held in 2012 and 2013 in collaboration with Blood Bank, Civil Hospital, Jalandhar.
- Saplings are planted regularly by NSS volunteers every year.

- Rotaract Club of the college is quite active in creating health awareness in the college and in the surrounding areas. The unit assists Rotary Club, Adampur, in organising Mega Medical Camps. It also initiated a project 'A Handful of Grains' under which food items were collected by the students and the staff and distributed among the slum-dwellers. Clothes and woolens were also similarly donated at an orphanage/old-age home.
- A play, 'Museum' , on gender issue, was enacted in the college hall by 'Yuva' Theatre of Jalandhar

❖ **Audio-Visual Aids / multimedia**
- This is being extensively used by the faculty. Newly recruited teachers are given training by the computer department. These teachers are given training in the usage of audio-video and multimedia. Films on various subjects are shown.

❖ **OERs**
- Faculty and students have started using Internet for accessing INFLIBNET material.

**(c) Percentage of faculty**

- **Invited as resource persons in workshops/seminars/conferences organized by the external professional agencies.**
- **Participated in external workshops/seminars/conferences recognized by national/international professional bodies.**
- **presented papers in workshops/seminars/conferences conducted or recognized by professional agencies:**

**Table 2.8:-** Detail of percentage of faculty is shown below:-

| Participation of Faculty | Percentage of Faculty | | | |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Invited as resource persons in workshops/seminars/ conferences organised by external professional agencies | -- | -- | 16% | -- |
| participated in external workshops/seminars/ conferences recognised by national/international professional bodies | -- | 19% | 32% | 50% |
| presented papers in workshops/seminars/ conferences conducted or recognized by professional agencies | 6% | 12% | 6% | 25% |

**2.4.4 What policies/systems are in place to recharge teachers?(e.g providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes industrial engagement.**

The college ensures the professional development of the faculty by

- Granting leave to them for attending national/international seminars/workshops.
- Encouraging them to attend orientation and refresher courses in other institutions.
- Encouraging them to organize national and international level seminars in the college.
- Paying the registration fees for their participation in conferences and workshops.
- Quite a few teachers have availed study leave for pursuing M.Phil/Ph.D under F.I.P scheme of the UGC in the past.
- Organizing guest lecturers in upcoming fields in various disciplines for the faculty.

**2.4.5 Give the number of faculty who received awards/recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty**.

 None

**2.4.6 Has the institution introduced evaluation of teachers by the students and internal peers? If 'yes', how is the evaluation used for improving the quality of the teaching-learning process.**

Recently the college administration initiated the feedback mechanism for the evaluation of teachers by their students. The students evaluate their teachers on various parameters concerning pedagogy, communication ability, their punctuality and course completion. This feedback is assessed and corrective measures are taken wherever required. It also gets reflected in their ACRs.

The management committee also takes keen interest in the performance appraisal of teachers. At the end of every academic year, results of all teachers are requisitioned and discussed. The teachers showing poor results are penalized by withholding their annual increment.

The academic performance of a teacher is also evaluated at the time of promotion to the next grade. This evaluation is done by a committee which includes external experts.

## 2.5 EVALUATION PROCESS AND REFORMS

### 2.5.1 How does the institution ensure that the stakeholders of the institution especially and faculty are aware of the evaluation processes?

To ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes; the institution takes the following measures:-

1. The evaluation process is communicated through the prospectus, notice board and even through announcements in the class-rooms, at the beginning of each semester. The question paper pattern is given to each student.
2. The progress of the students is monitored by the teachers through class tests, written assignments, oral tests, group discussions and interactive sessions.
3. After the pre-semester tests, the result cards are dispatched to the parents of the students.
4. The evaluation of answer-books of semester examination is done at the university level. It sets up a number of evaluation centers. Our teachers are also involved in this evaluation work, as head examiners or sub examiners.

### 2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the college on its own?

**Evaluation reforms initiated by the university**:

1. The Guru Nanak Dev University has introduced semester system for all under graduate and post graduate courses. The annual system of examination has been replaced by semester system.
2. Table marking at designated evaluation centres has been introduced to ensure fair and timely evaluation. OMR sheets have been introduced from 2012-13 onwards.
3. An external invigilation system has been introduced to minimize the scope for unfair practices.

**Evaluation reforms initiated by the institution on its own:**

1. Special tests for the students are arranged.
2. Assignments- based internal assessment is taken in vocational courses. Such as physical education and office management secretarial practice.
3. Answer sheets of the house tests are returned to and discussed with the students so that they are assured that no partiality is done in evaluation and thus, they are accorded opportunity to check their total score and impartial evaluation of their answers.

**2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?**

The institution ensures effective implementation of the evaluation system notified by the Guru Nanak Dev University and those initiated by the college on its own. The examination system, the question paper pattern, and the evaluation methodology prescribed by the affiliating university are followed by the college while conducting the house tests in every semester. This gives the students a kind of field practice before the final examinations.

**2.5.4 Provide details on the formative and summative evaluation approaches adopted to ensure achievements. Cite a few examples, which have positively impacted the system.**

The following formative and summative evaluation approaches are adopted at the curricular, co-curricular and extra-curricular front to measure student achievements.

**Formative assessment** is done in each subject via oral tests, class tests, group discussions, power-point presentations and house tests**.**

**Summative Evaluation** is achieved through the semester-end final examination conducted by the university. The participation of students in extra-curricular activities/sports also contributes to their summative assessment. Promising students/sports-persons are given intensive training. The impact is visible in that a number of them have excelled in their field at the university level-- be it athletics or youth festivals.

**2.5.5 Details on the significant, improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weight ages assigned for the overall development of students.(Weight ages for behavioral aspects, independent learning, communication skills.)**

Internal assessment was in vogue earlier but has now been scrapped by the university. The parameters of weightage is also determined by the university.

**2.5.6 What are the graduates attributes specified by the college/affiliating University. How does the college ensure the attainment of these by the students?**

For the G.N.D. University a student who scores 35% marks or above in the final examination qualifies to be a graduate. For the college, however, apart from passing the college exam, a graduate needs to possess various other attributes.

The college aims at the holistic grooming of the youth i.e. excelling in both academics and extra-curricular fields. Also the pass-outs need to be

disciplined and must have strong sense of social responsibility. Participation in group activities like N.C.C., N.S.S. and Rotaract club prepares them for leadership roles in future. Humanitarian values are inculcated by involving them in extension activities like blood donation, food and clothes donation to slum-dwellers. Their innovative streak is brought out when they are asked to make useful artifacts out of e-waste, or when they prepare power point presentations on various topics. Their creativity is given full play when they write articles and poems for the college magazine.

### 2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and university level?

**At the college level:**

- The Dean Students' Welfare of the college can be approached for redressal of grievance.
- Answer books of the house tests are returned to and discussed with students and if there is any mistake in the totals it is checked again.
- Unmarked questions, if any, are marked.

**At University level**

- Re-checking/Re-totalling of answer sheets is allowed by the university on payment of a fee.
- Totals are checked again.
- Unmarked questions, if any, are marked.
- Re-evaluation of Answer sheets can also be sought on payment of a fee. Marked questions are re-evaluated by other examiners. Result gets revised or could remain same after re-evaluation.
- In case some question is not from the prescribed syllabus, on the representation of students through the principal, a moderation committee is set up by the university and grace marks are awarded.
- In case a UMC is made out against a student, he/she is given a chance to present his/her case before the UMC committee and only then the final verdict is given.

### 2.6 STUDENT PERFEORMANCE AND LEARNING OUTCOMES

### 2.6.1 Does the college have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

The primary learning outcome is the development of the intellectual powers of the learner and also the attainment of a required level of understanding and knowledge of the subjects studied. Above all, the ultimate target is the development of attitude and instilling of intellectual curiosity. Collaborative learning across a wide range of disciplines, including ICT, development of

inter-personal skills and having flexible skills required for different types of employment is what the institution aims at. A pass-out should also be a socially responsible citizen with a civic sense and respect for human values. These learning outcomes are built into the curriculum of each discipline. These are spelt out in the syllabi, the academic calendar, the time- table, and the assessment and attendance records.

**2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of course/programme? Provide an analysis of the student's results/achievements. (Programme/Course wise for last four years) and explain the differences if any and patterns of achievement across the courses/programmes offered?**

Oral tests, class tests and house tests that are conducted during every semester are instruments of monitoring the performance of the students. The class test results are communicated to the students in the class itself. The house tests results are put up on the notice board and are also communicated to the parents/guardians. The scripts of tests are given to the students after evaluation.

**Table 2.9:-**Course-wise results of the last four years are given below:-

| S. No | Class | 2012-13 | | | 2013-14 | | | 2014-15 | | | 2015-16 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Appeared | Clear pass | Re-appear | Appeared | Clear pass | Re-appear | Appeared | Clear pass | Re-appear | Appeared | Clear pass | Re-appear |
| 1 | BA Sem-I | 103 | 16 | 87 | 83 | 32 | 51 | 46 | 10 | 36 | 79 | 20 | 59 |
| 2 | BA Sem-II | 72 | 13 | 49 | 66 | 13 | 51 | 44 | 20 | 24 | 81 | 12 | 60 |
| 3 | BA Sem-III | | | | 60 | 32 | 28 | 50 | 20 | 30 | 36 | 26 | 10 |
| 4 | BA Sem-IV | 71 | 34 | 18 | 59 | 11 | 48 | 48 | 31 | 17 | 35 | 25 | 9 |
| 5 | BA Sem-V | | | | | | | 66 | 20 | 46 | 50 | 31 | 19 |
| 6 | BA Sem-VI | 53 | 37 | 12 | 45 | 15 | 20 | 64 | 10 | 54 | 45 | 10 | 35 |
| 7 | BCom Sem-I | 22 | 5 | 17 | 13 | 6 | 7 | 12 | 3 | 9 | 5 | 5 | 0 |
| 8 | BCom Sem-II | 19 | 9 | 7 | 10 | 0 | 10 | 12 | 6 | 6 | 5 | 4 | 1 |
| 9 | BCom Sem-III | | | | 14 | 13 | 1 | 5 | 0 | 5 | 10 | 2 | 8 |
| 10 | BCom Sem-IV | 26 | 5 | 15 | 14 | 12 | 2 | 4 | 4 | 0 | 10 | 8 | 2 |
| 11 | BCom Sem-V | | | | | | | 13 | 12 | 1 | 4 | 2 | 2 |
| 12 | BCom Sem-VI | 20 | 20 | 0 | 25 | 22 | 3 | 13 | 10 | 3 | 5 | 3 | 2 |
| 13 | BCA Sem-I | 27 | 4 | 23 | 15 | 10 | 5 | 9 | 5 | 4 | 24 | 12 | 12 |
| 14 | BCA Sem-II | | | | 12 | 2 | 9 | 9 | 5 | 4 | 19 | 9 | 10 |
| 15 | BCA Sem-III | | | | 19 | 8 | 11 | 10 | 1 | 9 | 8 | 3 | 5 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | BCA Sem-IV | 8 | 2 | 3 | 18 | 5 | 13 | 10 | 3 | 7 | 8 | 4 | 4 |
| 17 | BCA Sem-V | | | | | | | 19 | 9 | 10 | 10 | 6 | 4 |
| 18 | BCA Sem-VI | 13 | 4 | 7 | 6 | 5 | 1 | 20 | 7 | 13 | 10 | 3 | 7 |
| 19 | Msc(CS) Sem-I | 2 | 0 | 2 | 4 | 3 | 1 | 0 | 0 | 0 | 7 | 0 | 7 |
| 20 | Msc(CS) Sem-II | 2 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 4 | 1 | 3 |
| 21 | Msc(CS) Sem-III | | | | 1 | 0 | 1 | 1 | 1 | 0 | | | |
| 22 | Msc(CS) Sem-IV | | | | 1 | 0 | 1 | 1 | 1 | 0 | | | |
| 23 | MA(Pbi) Sem-I | 22 | 11 | 11 | 16 | 15 | 1 | 6 | 6 | 0 | 6 | 4 | 2 |
| 24 | MA(Pbi) Sem-II | 19 | 12 | 7 | 16 | 8 | 8 | 6 | 3 | 3 | 5 | 3 | 2 |
| 25 | MA(Pbi) Sem-III | 9 | 4 | 5 | 18 | 13 | 5 | 17 | 8 | 9 | 5 | 4 | 1 |
| 26 | MA(Pbi) Sem-IV | 12 | 8 | 4 | 17 | 9 | 8 | 12 | 7 | 5 | 5 | 3 | 2 |
| 27 | PGDCA Sem-I | | | | 13 | 10 | 3 | 17 | 10 | 7 | 11 | 9 | 2 |
| 28 | PGDCA Sem-II | 10 | 7 | 3 | 13 | 7 | 3 | 13 | 10 | 3 | 10 | 7 | 3 |

### 2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The intended learning outcome is described in 2.6.1 above. To attain these outcomes pedagogical strategies are devised by the faculty. The faculty is provided infrastructural support, viz., well equipped library and computer laboratory, ICT enabled class-rooms, Seminar hall etc. The class-room teaching is supplemented through student enrichment co-curricular activities including sports and games. To keep the faculty updated, their constant capacity building is also strived for through their participation in seminars, workshops, conferences, refresher/orientation courses etc.

Assessment of learning outcome is continuous, rigorous and transparent. There is a continuous interaction between the teacher and the taught. Class tests and house tests help in preparing the student for the university examination. The academic calendar is structured in a manner that the extra-curricular activities, sports, youth festivals, and club activities etc are held in the initials weeks of a semester, while the final weeks before the examination are devoted entirely to academics. All these strategies help in achieving the desired learning outcomes.

**2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality jobs, entrepreneurship, innovation and research aptitude developed among students etc) of the courses offered?**

The competent and experienced faculty is the main vehicle for conveying the social and economic relevance of the courses offered. The college has a Career Guidance Cell that organizes talks and presentation by employment generation experts, bank managers etc, who guide the students on various career options and how to join them.

The Career Guidance cell also organized two vocational courses for girls during holidays, namely: Tailoring and Fashion Designing (3 week course) and Beauty Parlor management (30 day course). This was organized in collaboration with RUDSET institute, Jalandhar.

Job oriented courses offered are:- OMSP, DCA, PGDCA, M.Sc.(CS). PG Diploma in Financial Services has been added to increase prospects for employment of students.

Students of Computer Science and OMSP are sent internship to garner industry experience. Special classes on personality development and communication skills are conducted to enhance the employability of students.

Engagement with the vulnerable sections of the society is enabled through N.S.S., Rotract Club, The English Club and The Women Welfare Cell.

**2.6.5 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning.**

The collection and analysis of data on students' performance is done in various ways:

- Teachers conduct oral tests, monthly tests and also analyze their class performance to gauge the shortcomings of the students.
- House tests are a good indication of the student's performance. The data is collected and the weak students are identified. Extra classes are conducted for such students.
- The results of university examinations are also reviewed in the staff meeting. Corrective measures are adopted to overcome barriers. The results are also sent to the college management which discusses the same with the principal, and suggest remedial measures, wherever necessary.

The barriers to learning are addressed in various ways:-

- Remedial classes.

- Free text books are provided to needy students.
- Financial assistance for tuition fee is provided to the disadvantaged

## 2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

As explained above in criteria 2.6.1, 2.6.3 and 2.6.5, the learning outcome gets reflected in class tests, house tests and university examinations.

For smooth function of the teaching-learning process, it is ensured that the academic calendar is adhered to strictly, faculty appointments are done in time and appropriate infrastructure is provided and upgraded. New books are continuously added to the library. As an incentive, students performing well in academics and sports are given prizes at the annual function.

## 2.6.7 Does the institution and individual teachers use assessment/ evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

The evaluation process and its outcome as enumerated in the criteria above are the best indicator of students' performance.

The test results, house and semester-end, are assessed and discussed in meetings of various departments with the principal. Weak students are identified and remedial measures are undertaken to enhance their competence. Feedback from the students is also sought and the gaps, if any, are plugged. The students being from rural areas are generally shy and reticent. They are gently goaded to participate in co-curricular activities organized by different societies/cells in the college. They are taken on educational trips to widen their mental horizon.

# CRITERION-III

# RESEARCH, CONSULTANCY AND EXTENSION

### 3.1 PROMOTION OF RESEARCH

### 3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No, the college does not have recognized research centre/s of the affiliating university or any other agency/organization.

### 3.1.2 Does the institution have recognized research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementations and their impact.

Until recently, the college did not have a research committee. But with the changing academic scenario, the teachers felt the need of engaging in research. Moreover, its necessity was felt because a certain API score was essential for getting selected or for promotion to the next grade. To assist and facilitate the career enhancement of the staff, the scope of the Academic Affairs Committee has been widened and it has now been rechristened as the Academic Affairs and Research Promotion Committee. The Principal is its convener and the senior, regular teachers are its members.

The main task of the committee is to motivate the faculty and students to develop analytical abilities and engage in scholarly pursuits. It has had an affirmative impact on the faculty. Two assistant professors are pursing Ph.D courses while a few have got their research papers published in various journals. A faculty member has cleared Junior Research Fellow test conducted by U.G.C. and is planning to join a university for doctoral degree.

### 3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes / project?

- **Autonomy to the principal investigator**
- **Timely availability or release of resources.**
- **Adequate infrastructure and human resources.**
- **Time-off, reduced teaching load, special leave etc. to teachers.**
- **Support in terms of technology and information needs.**
- **Facilitate timely auditing and submission of utilization certificate to the funding authorities.**
- **Any other.**

Though there are no projects under taken by the institution, it does encourage research. The faculty members who are engaged in research are fully supported by the college. Their work load is reduced. Those who write and present papers in various conferences and seminars are sanctioned duty leave. The requisite fee for attending or presenting the papers is reimbursed by the college.

In 2015-16, two U.G.C. sponsored national seminars were conducted in the college, one by the Department of Punjabi and the other jointly by the Departments of Political Science and History. Detail is given in 3.7.4.

**3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?**

As stated in 3.1.1, a research cell has been set up with the aim of developing of scientific temper and promoting a culture of research by nurturing inherent aptitude for analyzes and synthesis.

- The necessary infrastructure is in place in the form of a rich library, further enriched by 80409 e-books and 3828 e-journals in the INFLIBNET-NLIST. The potential researcher has free access to four well-equipped and up-to-date computer laboratories.
- Guest lecturers/seminars are conducted by various (subject teachers) departments.
- Inter-disciplinary teaching and research is promoted whole-heartedly. An example of this is the organization of the national seminar jointly by the departments of Political Science and History. Another national seminar was organized by the department of Punjabi, but its coordinator was the head of department of English. Teachers from other departments worked with them in various capacities and made these seminars successful.
- Students of B.C.A. and M.Sc (CS) are given projects to work on. This requires them to employ their analytical and critical faculties.

**3.1.5 Give detail of the faculty involvement in active research (guiding student research, leading research projects, engaged in individual/collaborative research activity, etc.)**

Though no faculty member has applied for U.G.C projects, some of the faculty members are involved in active research on their own. Many faculty members are engaged in writing articles and books. Internet facility, including Wi-Fi is freely available to all.

**3.1.6 Give details of workshops/training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.**
For capacity building in research and imbibing research culture among students and the staff, the college recently organized two seminars of national level. Please see details in 3.7.4.

Lectures by eminent scholars/professionals organized by various departments are also helpful in developing interest in research..

**Table 3.2:-** Details of some lectures organized by the college are as follows:

| S. No. | Name of the Resource person | Designation | University/ College | Topic | Date |
|---|---|---|---|---|---|
| 1. | Rajpal Singh | Zonal In-charge | Khalsa Multiversity, Ludhiana | Importance of Religion | 10-08-12 |
| 2. | C.P.Kamboj | Programmer | Punjabi University, Patiala | Using public computers safely | 14-09-14 |
| 3. | Ritu Rai | Assistant Professor | Lyallpur Khalsa College, Jalandhar | E-Commerce | 07-10-14 |
| 4. | Ranjit Singh | Former Faculty | Guru Nanak Khalsa College, Daroli Kalan | Importance of Library | 14-11-14 |
| 5. | Tarlochan Singh | Preacher | S.G.P.C. Amritsar | Vidarthi Jeewan vich Rahit Mariyada. | 20-09-14 |
| 6. | Satnam Singh | Director | Sukrit Multiversity, Ludhiana | Sikh Etihas vich Sikh Beebian da Yogdan. | 30-10-14 |
| 7. | S.K.Sood | Director | Lyallpur Khalsa College, Jalandhar | Development of Entrepreneurship | 12-10-15 |
| 8. | Rajwinder Singh | Academician | Punjabi University, Patiala | Google in Punjabi Wikipedia | 09-09-15 |
| 9. | Sawinder Singh | Associate Professor | Guru Nanak College, Sukhchainana Sahib | Relevance of commerce studies | 10-03-15 |
| 10. | Bahadur Singh | Head of department of pharmacy | Govt. Polytechnic College, Hoshiarpur | Bhai Ghaniya ji Mission | 11-09-15 |
| 11. | Rashpal Singh | Chairman | ShubhKarman Society | Bhai Ghaniya ji Mission | 08-09-15 |

| 12. | Sonika Parmar | Associate Professor | DAV, Jalandhar | Communication Skills | 19-10-15 |
|-----|---------------|---------------------|----------------|----------------------|----------|
| 13. | Harpreet Singh | Associate Professor | Guru Nanak College, Sukhchainana Sahib | Relevance of Library in Higher Education | 17-02-16 |
| 14. | Lalit Goyal | Assistant Professor | DAV, Jalandhar | Use of Symbols of English Language in Computer | 11-04-16 |
| 15. | Sandeep Chahal | Associate Professor | Doaba College, Jalandhar | Pleasures of Reading English Literature. | 15-03-16 |
| 16. | Namarta Joshi | Head of Department, Journalism and Mass Communication | Guru Nanak Dev University Regional Campus, Jalandhar | Media and Society | 20-01-16 |
| 17. | Kashmir Singh | Principal | GTB Khalsa College, Anandpur Sahib | Preparation of SSR for NAAC | 14-09-16 |

**3.1.7 Provide details of prioritized research areas and the expertise available with the institution.**

As stated earlier, the institution does not have any recognized research center. But many teachers have written dissertation in their M Phil course. Some faculty members are pursuing research work.

- Rakesh Bawa, Assistant Professor, Department of History, is pursuing Ph.D, and has defended his synopsis. His topic is "Social Issues in Hindi Cinema: A Comparative Study of Select Production Houses"
- Gulbahar Singh, Assistant Professor, has enrolled for Ph.D at Punjab University, Chandigarh. His topic is "21vi Sadi da Punjabi Novel: Badal Reha Pendu Muhandara".( The Changing Face of Rural Punjab as seen in 21st Century Punjabi Novel).
- Harsimran Kaur, Assistant Professor from Department of Commerce has cleared JRF and is planning to enroll for doctorate.

### 3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The college organizes talks, lectures and interactive sessions in which scholars of eminence are invited. The college has organized two national level seminars in which eminent scholars were invited as resource persons. Their research output has been a source of motivation both for the teachers and students.

**Table 3.3:-** Details of  Resource persons is given below:-

| S. No | Name of Resource Person | Designation | University/ College | Topic | Date |
|-------|-------------------------|-------------|---------------------|-------|------|
| 1. | Jasvir Singh Sabar | Head, Department of Religious Studies. | Guru Nanak Dev University, Amritsar | Shri Guru Granth Sahib de Natik Sarokaar Saroop te Sandharabh | 19-03-16 |
| 2. | Kirandeep Kaur | In-charge Department of Religious Studies. | Shri Guru Granth Sahib World University, Fatehgarh Sahib. | Sikh Dharam te Vishav Bhaichara | 30-08-15 |
| 3. | Buta Singh Brar | Head, Department of Punjabi | Punjabi University Regional Campus, Bathinda | Punjab Diyan Upp Bhashavan di Varatmaan sathiti. | 30-08-15 |
| 4. | Saroj Rani Sharma | Principal | Guru Harkrishan Girls College, Falewal Khurd Sangroor | Upp-Bhashavan di sathity | 30-08-15 |
| 5. | Swinder Singh Chinna | Principal | Desh Bhagat College, Bardwal Dhuri, Sangrur | Malwai Upp Bhashavan di Samkali Sathity | 19-03-16 |

| 6. | Manjinder Singh | Associate Professor | Guru Nanak Dev University, Amritsar | Punjabi Diyan Upp Bhashavan da Varatmaan Darish atte Sambhavnama | 19-03-16 |
|---|---|---|---|---|---|
| 7. | Harpal Singh Pannu | Former HOD department of studies of Guru Granth Sahib | Punjabi University, Patiala | Dharam te Natikta | 19-03-16 |
| 8. | S.S. Narang | Former HOD Department of Political Science | Guru Nanak Dev University, Amritsar | Dharam te Rajniti da Sambandh | 19-03-16 |
| 9. | Raminderjeet Kaur | Associate Professor | Punjabi University, Patiala | Sikh Dharam te Natikta. | 19-03-16 |

For details of extension lectures, kindly see table 3.2

**3.1.9    What percentage of the faculty has utilized sabbatical leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?**
At college level, there is no provision for sabbatical leave. However in the past faculty members have availed study leave under FIP (Faculty Improvement Program) scheme of U.G.C which is about 20% of then available permanent faculty member.

**3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative finding of research of the institution and elsewhere to students and community (lab to land).**
The institution has published the articles and research papers presented in the two national seminars mentioned above, in book form. These research papers may benefit budding scholars for further reference and guidelines while following research pursuits.

### 3.2 RESOURCE MOBILIZATION FOR RESEARCH

**3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.**

As such there is no budget earmarked for research. But the college provides fee and T.A./D.A. required for attending seminars and for presenting research papers.

**3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?**

No, there is no such provision in the institution.

**3.2.3 What are the financial provisions made available to support student research projects by students?**

Students' research projects are part of their curriculum. They do not need any direct financial aid from the institution. But they are provided the following facilities:-

Internet Facility
- Audio- visual equipment
- Well- equipped Computer labs.
- Library with e-resources.

**3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.**

Various departments of the college network and interact in undertaking research related activities. The college has made two such attempts recently. A national seminar, organized by the Department of Punjabi was coordinated by the Head of Department of English. Another seminar ''Sikhism and the Concept of Humanity' was a joint venture of the departments of History and Political Science. Here the teachers from other departments were also engaged as members of the organizing committee. Scholars from different departments of different colleges presented their research papers in seminars. It was a huge success. No major challenge was faced.

**3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?**

Various departments are equipped with personal computers and internet facility. Staff members have free access to Wi-Fi. General library with INFLIBNET has a variety of books and journals. These facilities are available to those who want to pursue research.

**3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.**

No, the institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facility.

**3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.**

No such funds have been received.

**3.3 RESEARCH FACILITIES**

**3.3.1 What are the research facilities available to the students and research scholars within the campus?**

It provides internet connectivity to various departments. The library has INFLIBNET and username and passwords are given to all staff members. They can have access to those journals and books which are not in the library. It also subscribes to important journals new photocopiers and printers have been brought. Researchers can use them when desired.

**3.3.2 What are the institutional strategies for planning upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?**

The college has basic infrastructure required for research work. Well-stocked library and Wi-Fi enabled campus provide a conducive environment for the pursuit of research related activities. The college is trying to tie-up and collaborates with other colleges equipped with better facilities so that researchers may avail of the facilities without much hassles.

**3.3.3 Has the institution received any special grants or finance from the industry or other beneficiary agency for developing research facilities to meet the needs of researchers especially in the new and emerging areas of research?**

No, the institution has not received any such grant or finance from the industry or from beneficiary agency for developing research facilities.

**3.3.4 What are the research facilities made available to the students and research scholars outside the campus/other research laboratories?**

The research scholars individually have access to different libraries which they visit regularly. Some teachers are using library facilities of Lovely

Professional University, District Library of Jalandhar, Punjabi University,Patiala,and GND University.

**3.3.5 Provide details on the library/information resource center or any other facilities available specifically for the researchers?**

INFLIBNET - Yes

Internet Facilities - Yes

Photocopiers – It is provided in Administrative Block and Various departments.

Old students and researchers from outside can get membership of the library.

**Table 3.4:-**Cumulative number of books and other texts in the library is as follows;-

| | |
|---|---|
| Books | **13,138** |
| e-books | 80,409 |
| Journals and Magazines | 25 |
| e-journals | 3828 |
| Newspaper | 9 |

**3.3.6 What are the collaborative researches facilities developed /created by research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc**

The college has not developed research facilities in collaboration with any institute.

**3.4 RESEARCH PUBLICATIONS AND AWARDS**

**3.4.1 Highlight the major research achievements of the staff and students in terms of**
- **Patents obtained and filed (Process and product)**
- **Original research contributing to product improvement.**
- **Research studies or surveys benefiting the community or improving the services.**
- **Research inputs contributing to new initiatives and social development.**

The college this year conducted a survey in four adjoining villages on the number of dropouts after secondary education, and the reasons thereof. Results obtained were intimated to the *sarpanches* of respective villages and they were requested to take initiatives to reduce the number of dropouts.

The college also conducted a general survey on the eating habits of students in the age group of 17-20. It also made an effort to determine the bone mineral density of women and older people in adjoining areas.

Some important research papers presented in seminars are of social utility and can be beneficial especially to the Sikh community. They also provide new prospective in the field of Sikh studies.

**3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?**

None

**3.4.3 Give details of publication by faculty and students**

- **Publication per faculty**
- **Number of papers published by faculty and students in peer reviewed journals (national/international)**
- **Number of publication listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database- International Social Sciences Directory, EBSCO host, etc/)**
- **Monographs**
- **Chapter in Books**
- **Books Edited**
- **Books with ISBN/ISSN numbers with details of publishers**
- **Citation Index**
- **SNIP**
- **SJR**
- **Impact factor**
- **h-index**
- **Detail of Publication by the Faculty**

Research Papers published in anthologies, journals and collection of various research papers in book form:

| Name of the Anthology- | Sikhism and Concept of Humanity |
|---|---|
| | I.S.B.N. 978-93-84306-94-6 |
| **Papers Published by the College Faculty** | |
| Sukhdev Singh | Political Ideas in Sikhism |
| Sharanbir Kaur | Concept of Equality and Brotherhood in Sikhism |

| | |
|---|---|
| Simranjot Kaur | Uniqueness of Shri Guru Gobind Singh in Computer Age |
| Kulwant Kaur | Need of Religion in Modern Age |
| Harsimran Kaur | Role of Sikhism in Uplifting the Status of Women in Society. |
| Paramjit Kaur | Gurbani Vich Naetikta |
| **Papers Published in:** | **Punjabi Diyan Upp Bhashavan di Varatmaan Sthiti** <br><br> **I.S.B.N.  978-93-84306-80-9** |
| Gulbahar Singh | Bhasha atte Upp Bhasha da Antar sambandh |
| Amandeep Kaur | Bhasha atte Upp Bhasha da Antar sambandh |

**Research Papers in other Journals and Books**

| | |
|---|---|
| Harsimran Kaur | Role of IT in Education: (International Seminar on Promotion of Teaching and Learning). |
| Rachna Tuli | Role of Teacher in Higher education: A Modern Perspective: Perspectives in Teaching-Learning and Evaluation |
| | I.S.B.N: 978-93-85531-68-2, pp 42-43 |
| Simranjot Kaur | 1.Cloud Computing with Grid Computing, 2016. |
| | 2. Distributed Database, Published in NJCSIT. |
| Rakesh Bawa | 1. Chapter titled "Jawahar Lal Nehru's Discovery of India as conceptualized by Shyam Benegal" in the book titled "Jawahar Lal Nehru's Philosphy, Policies, Performance" ISBN no. 978-81-923561-4-3. |
| | 2. Chapter titled "Depiction of Gandhi Persona and Life in Hindi Cinema" published in book ISBN No. 978-81-8484-317. |
| | 3. Article in international journal Panorama titled "Gandhian attributes in Munshi Premchand's works" ISBN No. -2348-5000 |

**Books Published/edited by Faculty**

| | |
|---|---|
| Sahib Singh | 1. Punjabi Etihasic Natak te Etihas Chetna 2008 |
| | 2. Sikh Panth de Mahaan Jarnail Baba Banda Singh Bahadur, 2010 |
| | ISBN: 978-93-80427-11-9 |
| Devinder Singh | 1. Edited, Punjabi Diyan Uppbhashavan di Varatman Sthiti, 2016 |
| | ISBN. 978-93-84306-80-9 |
| Sukhdev Singh | 1.Edited, Sikh Dharam atte Manukhata da Sankalap, 2016 |
| | ISBN. 978-93-84306-94-6 |
| Harsimran Kaur | 1. Business Management,2016 |
| | ISBN 978-93-84306-67-0 |
| | 2. Banking Operations and Management, 2016 |
| | ISBN. 978-93-84306-83-0 |
| Rakesh Bawa | 1. Reel Life- Real Life, 2016 |
| | ISBN. 978-93-86318-19-0 |
| | 2. Ed.,Sikh Dharam atte Manukhta da Sankalap. |
| | ISBN. 978-93-84306-94-6 |
| Gulbahar Singh | 1. Ed.,Sikh Dharam atte Manukhta da Sankalap. |
| | ISBN. 978-93-84306-94-6 |
| | 2. Natak-Kaar Amreek Singh: Ik Adhiyan |
| | ISBN. 978-93-84306-81-6 |
| | 3.Ed., Punjabi Diyan UppBhashavan di Varatmann Sthiti. |
| | ISBN. 978-93-84306-80-9 |

| Books Reviewed | |
| --- | --- |
| Rachna Tuli | 1.Business Communication Skills-II by I.K.G. Punjab Technical University, Kapurthala. |
| | 2. Three chapters of a book on Environment Studies by IKG Punjab Technical University, Kapurthala. |

## 3.5 CONSULTANCY

### 3.5.1 Give details of the systems and strategies for establishing institute-industry inter-face?

No such system has been established in the college

### 3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized.

The available expertise is publicized through parents meetings, gathering in various functions where people from adjoining areas are invited. Some information is also provided through prospectus and information broachuers.

### 3.5.3 How does the institution encourage the staff of utilize their expertise and available facility for consultancy services.

The college always have positive attitude for the faculty who utilize their human resources, intellect and expertise for providing effective consultation in various fields. Some faculty members are invited to various institutions in the capacity of guest lecturers. Some also provide their services to the university as paper-setters and examiners for practical and theory papers.

### 3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The major task of the faculty is to educate students of backward and weaker sections of society. Such students lack awareness about the available courses and streams. The college assists them to choose the right stream and guides them about their future prospects.

The Women Welfare Cell gives knowledge and trains young women of adjoining areas to use safety apps which are available in the smart phones. The cell has also helped them to create 'self-help' groups and pool their resources to become financially stable. The Career Guidance Cell with the help of Rudset Institute has helped to develop the entrepreneurship among young women of adjoining area. Two courses Tailoring and Fashion-Designing and Beauty-Parlor Management organized in the college premises have helped the young women become micro-entrepreneurs.

Students are made aware of the job avenues available after graduation and post graduation courses.

**3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: institution) and its uses for institutional development.**

No income is generated by way of consultancy.

**3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (I.S.R)**

**3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?**

The College is pledged to assert its engagement in the immediate neighborhood and the large sphere of social concerns. This is achieved by incorporating community exposure into the regular practices of teaching and learning. There are some student organizations and clubs that are involved in community-oriented activities.

N.S.S, the long standing, countrywide network of social service has contributed immensely to inculcate social welfare in students and to provide service to society without bias. The N.S.S unit of the institute works for creating awareness drives and making environment clean by regular tree plantation. It also provides help in natural disaster by raising funds for providing food, clothing and first aid to the victims.

The college has army wing of N.C.C. It aims at developing leadership, discipline, and character. This unit lends a helping hand to other cells in providing community service.

Women Welfare Cell has been working in college since 2014. It aims at empowering girl students, by enhancing understanding of issues related to women and making the campus a safe place for women students and faculty members. It has successfully staged plays on gender issues like female foeticide, domestic violence., sexual harassment in collaboration with Yuva Theatre, Jalandhar. The cell endeavors to involve both male and female students in its information dissemination and sensitization activities, so as to foster a healthy dialogue based on mutual trust, respect and co-operation.

**Rotaract Club**:

A unit of Rotary Club, Adampur, it was installed in the college on August, 2014. It is part of a global effort to bring peace and understanding to the world. It is a leadership and community service organization. The Club focuses on the development of young adults as leaders in their communities

and instill a spirit of selfless service by alleviating pain of people  These clubs/ cells have organized various camps for eye check-up, dental check-up, blood grouping, blood donation and bone mineral density checkup. These camps are open to local public. Local dignitaries and influential persons like *Sarpanches*, Principals of adjoining schools and dynamic youth are involved in these camps. Members of the Rotaract Club help the Rotary Club, Adampur in organizing mega-camps in different villages. Our students did commendable job in helping the club organize mega medical camp 'Gift for Life A Free working Artificial Limbs Donation' on 01-11-2015. The young Rotractors wholeheartedly collected food grains and distributed among the unprivileged in the slum areas on 25th August, 2015. It was the institute's move to feed those who were deprived of good meals. They also provided their services in organizing medical camp at nearby village Kandola on 26 April 2016 and at Sant Baba Dalip Singh Memorial Khalsa College, Domeli on 23rd January, 2016. Not only this, the Rotractors made their humble contribution in assisting the Rotary Club organize free Heart Check-up Camp at Adampur on 16th June, 2016. The College unit organized a free medical camp to check B.M.D. Around 130 persons from adjoining area got benefitted.

Women Welfare Cell invited prominent women achievers like women *sarpanches*, politicians, doctors and police personnel to celebrate Women's Day. Parents of students were also invited. The success stories of the achievers, hurdles they coped with were an eye opener both for the students and the distinguished guests.

Orphanage/old-age home visit by the members of Women Welfare Cell and English Literary Club was a step towards nurturing a healthy affiliation between the students and the unloved destitute. Students collected blankets and food items and distributed them at the orphanage.  It was touching experience for students. A rally organized by Women Welfare Cell against drugs was a way to sensitize the youth of nearby villages against the menace of drugs.

N.S.S unit raised funds for flood victims of Kashmir Valley and sent blankets and warm clothes. It has also launched awareness programs like Right to Vote and Svachch Bharat Abhiyan to aware people about their rights and duties.

Allowing the use of college playgrounds to different clubs and schools for organizing sports and making gymnasium available to the youth of nearby villages is another way of nurturing institution-neighbourhood affiliation. Efforts of the English Literary Club to enable students of government primary schools write English alphabets properly by providing them notebooks of cursive writing also give a glimpse of the institution's efforts to support community.

**3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?**

The constant inspiration and persuasions are the key factors which enable enthusiastic participation of students in various social movements and activities.

All societies in the college are monitored by senior faculty members. This ensures an interactive environment for both students and the faculty.

The finances of the societies are run through the college office to ensure transparency.

**3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the intuition?**

The stakeholders' opinion and perceptions are precious for the college and are treasured. The institution has evolved a stakeholders' web by forming different platforms like Old Students' Association, Women Welfare Cell, Rotaract Club with their fair representation of stakeholders. The institution is highly connected with its stakeholders who include students, parents and alumni.

**Students:** The opinion of the students is fully integrated into the development of the college. The administration has an open door policy to get feedback from students, formally and informally. It is sought through feedback forms and suggestion box. The faculty is in constant touch with the stakeholders and enjoys a good rapport. The feedback received is discussed and then acted upon.

**Parents**:- Teachers interact with guardians regarding their wards' academic performance through meetings and phone calls and solicit their views.

**Staff:** Staff's suggestions and new proposals regarding the performance and quality of the institution are conveyed during the formal and informal meetings with the principal and the management.

**Alumni**: They play a vital role in evaluating the performance of the institute in an objective way. No doubt their valuable views are integrated and incorporated while taking vital decisions about the development of the college.

**3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary detail for last four years, list the major extension and outreach programmes and their impact on the overall development of students.**

The college is perpetually arranging a number of activities which aim at providing community service. All these programs are conducted by respective

faculty- in-charges with administrative support. They play a vital role in youth transformation. During the last four years, various extension and outreach programs have been organized. Detail has been given in 3.6.1 above. The ECA department has organized Blood Donation Camps and Citizen Awareness Rallies. Various One Day and Two Day Inter-College competitions have been held in which the talent of students has been tested. Various Intra College competitions are held to bring out the hidden talent of students.

It is a fact that the college has financial constraints and is unable to bear extra expenditure, but it has still managed to spend a handsome amount on outreach activities and organized them successfully.

**Table 3.5:-** Budgetary details on various outreach and extension programs conducted by the college are as follows.

| Session | Expenditure on Extra Curricular Activities |
|---------|---------------------------------------------|
| 2012-13 | 1,22,624 |
| 2013-14 | 2,11,88,1 |
| 2014-15 | 1,49,183 |
| 2015-16 | 1,61,678 |

### 3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The institution aspires for the development of the personality of students, and making them useful citizens. It endeavors to infuse kindness and understanding among them. To attain the goal, it endeavors to promote the participation of students and faculty in extension activities. The participation is ensured through regular channels of enrolment, registration and observance of guidelines of units like NSS and NCC. At the outset of the session, the co-coordinators of these activities apprise the students of the benefits and scope of these activities and are acquainted with their schedules. After working in collaboration with each other, these units have succeeded in building a network of trusted affiliation with communities in the college's surroundings.

### 3.6.6 Give details on social surveys, research or extension work, (if any) undertaken by college to ensure social justice and empower students from under –privileged and vulnerable sections of society.

• Awareness drives are taken up from time to time e.g. Campaign against drugs and right to vote.

- The college faculty take pains to develop personal rapport with such students and help them cope with stress, anxiety or other such turmoils. It shows institutional alertness and empathy.
- The college has very reasonable fee structure compared to other similar institutions of the city and even that of the affiliating university.

The college last year conducted social surveys in the campus as well as surrounding areas.

**Table 3.6:-** Detail of social Survey is as follows:-

| S.No. | Event | Target |
|---|---|---|
| 1. | No. of drop out students in four villages and reason of leaving studies | Girls and Boys of village Kalra and Daroli Kalan, Padhiana, Damunda. |
| 2. | HB of girls | college students |
| 3. | Eating habits of students in the age group of 17-20 | college students |

## 3.6.7 REFLECTING on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Extension activities are carried out to channelize the surplus energy of young learners. Such activities nurture the feelings of love, humility and modesty among them and inculcate the spirit of self-confidence, self- reliance. Extension activities instill the qualities of team-spirit, fellow-feeling and leadership. Students also learn effective communication and organizational skills.

## 3.6.8   How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The college has been instrumental in creating a network with the under privileged communities in and around the campus. The benign presence and active participation of the influential people of the community is solicited on all important functions and events. The *Sarpanches* of the nearby villages, achievers and performers from the surrounding areas, principals and staff members of the various govt. schools are regularly invited. They are harbingers of awareness the college seeks to spread among the youth.

3.**6.9** **Give details on the constructive relationship forged (if any) with other institutions of the locality for working on various outreach and extension activities.**

There is keen involvement of students and faculty members in orphanage at Badhiana village where they regularly interact with about 90 inmates and distribute clothes, sweets and gifts.

The institution has forged constructive relationship with nearby institutions of S.G.P.C. The college seeks the help of humanitarian organization, Rotary Club, Adampur and supports various medical camps and similar other initiatives taken by it on regular basis.

The institution has an association with Aarti- Fertility and Gyne Centre, Jalandhar. Dr. Aarti Gupta, M.S, consultant gynecologist, infertility and IVF specialist, visits the college and talks to the girl students about their health issues. The college has forged a constructive association with Rudset Institute, which made the holding of two training courses possible.

It also has amiable relations with blood transfusion department of Civil Hospital, Jalandhar. This department helps the college in organizing blood donation camps. The college also takes help of Chawla Nursing Home. The eminent doctor Dr Sushma Chawla has done a commendable job in creating awareness among girls about cancer and other fatal diseases. The college has forged permanent association with Yuva theatre, Jalandhar. They stage plays in the college highlighting various social evils.

**3.6.10 Give detail of awards received by the institution for extension activities and / contributions to the social/ community development during the last four years.**

The Rotaract unit of the college has received appreciation award for its enthusiastic participation in Mega Medical camp at Adampur.
The teacher in-charge of the unit has been adjudged best teacher-in-charge by the club.
The persistent efforts of the co-coordinator Career-Guidance Cell have resulted in persuading Rudest Institute to organize two vocational training. Short-term courses are available in the college.

**3.7     COLLABORATION**

**3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives –collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.**

Presently, the institution does not have any collaboration with research laboratories, institutes/ industries for research activities.

**3.7.2 Provide details on the MoUs/Collaborative arrangements (if any) with institutions of national importance/other universities/ industries/ corporate (Corporate entities) etc. and how they have contributed to the development of the institution.**

The institution does not have any formal collaboration with institutions of national importance/other universities/industries/corporate (Corporate entities) etc.

**3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment/creation /up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/ library/ new technology/placement services etc.**

Sh.Pawan Kumar Tinu ,M.L.A has donated weight training and body building equipment for college gymnasium.

Sh.Himmat Singh NRI donated 10 fans to college.

Mrs.Davinder Kaur, elected member of the governing body, has borne the expenditure of the zero leveling of the playground.

**3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.**

The college organized two one day national seminars during the session 2015-16.Eminent Scholars and paper presenters participated and interacted with faculty, students and delegates from different institutes. The detail of these seminars is as followed:-

**Table 3.7:-** Title of the Seminar: -    Punjabi    Diyan    Upp    Bhashavan    di Varatmaan Sthiti (Present Status of the Dialects of Punjabi)

| Name of Resource Person/ Paper Presenter | Designation | University/College | Topic |
|---|---|---|---|
| Buta Singh Brar | Professor | Punjabi University,Patiala | Punjab Diyan Upp Bhashavan di Varatmaan Sathity |
| Manjinder Singh | Professor | Guru Nanak Dev University,Amritsar | Punjabi4 Diyan Upp Bhashavan: Varatmaan Drish atte Adhyayan Sambhavnava |

| | | | |
|---|---|---|---|
| Swinder Singh Chhina | Principal | Desh Bhagat College Bardwal,Dhuri | Malvai Upp Bhasha di Samkalli SthitI |
| Saroj Rani Sharma | Principal | Guru Harkrishan Girls College Phalowal Khurd | UppBhashavan di Sathity |
| Sukhwinder Singh | Assistant Professor | Lyallpur Khalsa College,Jalandhar | Ishtiharbaji di Bhasha: 'Samaaj-Manovigianic pasaar' |
| Kamaljit Kaur | Associate Professor | S.B.D.S.M Khalsa College,Domeli | UppBhashai Parivartan |
| Ranjit Kaur | Assistant Professor | S.H.D.K.M college,Kala Sanghia | Aajoke Daur vich Khetri Bhashavan di Dasha atte Disha |
| Jaspal Singh | Assistant Professor | GGDSD College, Hariana | Bhasha atte UppBhasha da Antar sambandh |
| Manjinder Singh Johal | Associate Professor | Lyallpur Khalsa College,Jalandhar | Doabi UppBhasha di Ajoki Sathity |
| Manjit Singh | Assistant Professor | Desh Bhagat College,Bardwal Dhuri | Bhasha atte UppBhasha de Antar Sambandh: Punjabi Bhasha de parsang vich |
| Harvinder Kaur Dhillon | Assistant Professor | GGDSD College, Hariana | Doabi UppBhasha di Varatmaan Sathity |
| Balwinder Singh Thind | Assistant Professor | Lovely Professional University,Jalandhar | Poadh Khetar atte Poadhi UppBhasha da Bhashai Vishleshan |
| Sumandeep Singh | Assistant Professor | Ramgaria College,Phagwara | UppBhasha Doabi di Varatmaan Sathity |

| Ranjit Singh | Assistant Professor | Govt.College, Hoshiarpur | Bhasha atte UppBhasha da Antar Sambandh |
| Amandeep Kaur | Associate Professor | Govt.College, Hoshiarpur | Bhasha atte UppBhasha Antar Sambandh |
| Gulbahar Singh | Assistant Professor | Guru Nanak Khalsa College,Daroli Kalan | Bhasha atte UppBhasha Antar Sambandh |
| Prabhjot Kaur | Assistant Professor | Guru Gobind Singh khalsa College,Mahilpur | Punjabi Bhasha te Usdiyan UppBhashavan |
| Sukhraj Kaur | Assistant Professor | Guru Nanak Khalsa College,Daroli Kalan | Pakistan Vich Punjabi Bhasha Di Sathity |

**Table 3.8:-** Title of Seminar;;Sikh Dharam atte Manavata da Sankalap (Sikhism and Concept of Humanity).

| Name of Resource Person/Paper Presenter | Designation | University/College | Topic |
| --- | --- | --- | --- |
| Kirandeep Kaur | Incharge | Shri Guru Granth Sahib World University, Fatehgarh Sahib | Sikh Dharam te Vishav Bhaichara |
| Gurpreet kaur | Assistant Professor | Shri Guru Teg Bahadur Khalsa College, Shri Anandpur Sahib | 21vi Sadi vich shri Guru Granth Sahib ji d Mahatav |
| Surjit Kaur | Assistant Professor | A.S.B.A.S.J.S Memorial College,Bela | Sikh Dharam te Baki Dharma vich istri de saroop da Tulnatmak Adhyan |

| Prabhjot Kaur | Assistant Professor | Shri Guru Gobind Singh Khalsa College,Mahilpur. | Gurbani vich Manavta da Sakalap. |
|---|---|---|---|
| Harvinder Kaur Dhillon | Assistant Professor | G.G.D.S.D College,Hariana | Shri Guru Granth Sahib Vich Manukh da Sankalap. |
| Harpreet Kaur | Associate Professor | KMV College,Jalandhar | Gurbani Vich Bhaicharak Sanjh atte Barabari. |
| Sohan Singh | Assistant Professor | Guru Hargobind Khalsa College, Gursarsudhar | Guru Granth Sahib:Antar Dharmi Vartalapi parkiriya |
| Rajbir Kaur | Assistant Professor | Bhai Jeevan Khalsa College, Satlaani Sahib | Sikh Dharam Manvi Vichardhara |
| Indu Bala | Assistant Professor | DAV College,Jalandhar | Shri Guru Granth Sahib Vich Manvata da Sankalap |
| Harbhajan Singh Sekhon | Assistant Professor | Guru Nanak College,Batala | Sikh Dharam vich Sehansheelta da Sankalap |
| Kulwant Kaur | Assistant Professor | Guru Nanak Khalsa College, Daroli kalan | Aadhunic Yug vich Dharam di Lod. |
| Kulwinder Kaur | Assistant Professor | Mata Sahib Kaur Khalsa Girl college of education, Patiala | Sikh Dharam vich Barabari atte Bhaichare da Sankalap |
| Manjinder Singh Johal | Assistant Professor | Lyallpur Khalsa College,Jalandhar | Sanjhi varata di Moorat Shri Guru Granth Sahib ji. |
| Ravinder Kaur | Assistant Professor | Khalsa College for Women,Amritsar | Shri Guru Granth Sahib ji Vich Manav Prem te Bhaichara |

| | | | |
|---|---|---|---|
| Gurcharan Singh | Assistant Professor | DAV College,Jalandhar | Guru Nanak bani de Samajik Sarokar vichardharai adhiyan |
| Paramjit Kaur | Assistant professor | Guru Nanak Khalsa College, Daroli Kalan | Gurubani vich Netikta |
| Ranjit Singh | Assistant Professor | Guru Nanak College,Sukhchainana Sahib, Phagwara | Sikh Dharam Vich Jeevan Darshan da Sankalap |
| Gulbahar Singh | Assistant Professor | Guru Nanak Khalsa College,Daroli kalan | Bhagat Bani Vich Natikta da Sankalap |
| Baljit Kaur | Assistant Professor | Shri Guru Teg Bahadur Khalsa College, Shri Anandpur Sahib | Gurbani da Netik vidhaan |
| Sumandeep Singh | Assistant Professor | Ramgaria college,Phagwara | Gurubani vich Manavbaad |
| Sarla Nirankari | Assistant Professor | SBBS University,Padhiana | Religion the Impetus of Modern Society |
| Lakhwinderjeet Kaur | Associate Professor | BAM Khalsa College,Garhshankar | Sikh Religion and Religious Pluralism |
| Sharanbir Kaur | Associate professor | Guru Nanak Khalsa College, Daroli Kalan | Concept of Equality and Brotherhood in Sikhism |
| Ashima Sahni | Assistant Professor | KMV, Jalandhar | Democracy and Sikh Political Thought |
| Sukhdev Singh | Associate Professor | Guru Nanak Khalsa College,Daroli Kalan | Political Ideas in Sikhism |
| Tripta Handa | Assistant Professor | PCMSD college of women, Jalandhar | Sikhism a Community Religion. |
| Simranjot Kaur | Assistant Professor | Guru Nanak Khalsa College, Daroli Kalan | Uniqueness of S.G.G.S in Computer Age |

| Sunita Rani | Associate Professor | A.S.B.A.S.J.S.M. college, Bela | Need of Religion in Modern Age |
| Neha Rani | Assistant Professor | Himalyan University, Arunachal Pardesh | Need of Religion in Modern Age |

**3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated-**

a) **Curriculum Development/enrichment**
b) **Internship/On-the-job Training**
c) **Summer Placement**
d) **Faculty Exchange and Professional development**
e) **Research**
f) **Consultancy**
g) **Extension**
h) **Publication**
i) **Student Placement**
j) **Twinning Programs**
k) **Introduction of new courses**
l) **Student Exchange**
m) **Any other**

**Curriculum Development/enrichment: -** Presently no formal agreement/ MoU has been made with industries. But a few students have visited the following industries for internship:

**Internship/On-the-job Training: -** 1. Sonalika International Tractors Hsp.
2. GNA, Phagwara.
3. Cargo Motors, Jalandhar

**3.7.6 Detail on the systemic efforts of the institution in Planning, establishment and implementing the initiatives of the linkages/collaborations.**

A modest beginning had been made in this aspect. Students of Computer Science and Office Management were sent for internship at some industrial units nearby. The college intends to focus more intensively on this aspect henceforth.

# CRITERION-IV

# INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 PHYSICAL FACILITIES

### 4.1.1 What is the policy of the institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

Creation and enhancement of infrastructure is the main priority for the sustained growth of the institution. During its existence of 45 years, the college has ever been expanding and growing, keeping pace with the modern requirements of teaching- learning process. The managing committee of the college takes an effective and proactive stand in raising resources for college development and major infrastructure projects. For up-keep of the infrastructure, the policy of the management revolves around the following principles:

1. Efficient use of existing assets and optimal allocation of additional resources.
2. Transparent process of procurement.
3. Fair regulatory framework.
4. The involvement of political leaders, N.R.I.s and government agencies for the development of infrastructure.

### 4.1.2   Detail the facilities available for:
a) **Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, animal house, specialized facilities and equipment for teaching learning and research etc.**
b) **Extra- curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development yoga, health and hygiene etc.**
a) **Facilities For Curricular Activities:**

The institution has spacious, well-ventilated class rooms with black/white boards and adequate seating facility for learners. The whole campus is Wi-Fi enabled. Various departments have been allotted well-equipped rooms to pursue academic activities. The department of computer science comprises of four labs and its own staff room. It has adequate number of computers with latest configuration and UPS power back-up. In total, the college has 67 computers, 04 smart boards, 05 projectors and 04 LCDs. The institution has a general library having more than 13138 books and 25 journals. Separate space has been allotted to faculty members and boys and girl students in the library.

b) **Facilities for Co-Curricular Activities:**

The college has an air-conditioned seminar hall with necessary teaching logistics like laptop, OHP and LCD projector. It has a seating capacity of

100 students. The college also has a multi-purpose hall with a seating capacity of 500 students. They are the platforms for conducting various cultural activities, organizing seminars and holding various competitions. In addition to it, there is an open air stage providing space to students to present their talents to large audience in pleasant weather conditions. Abundant open space and lush green lawns provide an ambience for various student activities and group studies. Sometimes in pleasant weather, small classes are held in the open. There are separate offices for NCC and N.S.S. units along with stores.

The institution has well-developed **sports infrastructure** facilities. It has well-maintained playground having standard race-track of 6 lanes. The college has standard size football field, Badminton, volley-ball and Kho-Kho courts. The department has a lot of equipment for athletics. The detail is as follows:-

- Hurdles
- Javelin
- Hammer (8 pound)
- Hammer (16 pound)
- Shot-put- (8 pound)
- Shot-put- (16 pound)
- Discus- 1 kg & 2 kg
- High Jump Stand with Cross-bar

There is an indoor gym (fitness centre) of 10 stations. The college provides its playground to the members of neighboring community for jogging and morning/evening walks. The playground is also provided for the annual organization of football and Kabaddi matches by the Baba Mati Sports Club, thus the college renders community services without any monetary returns. A first aid centre, well-equipped administrative block, air conditioned common room for girls are the additional features of the institution.

**4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/ augmented and the amount spent during the last four years (Enclose the master plan of the institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).**

The enhancement of the infrastructure is a never ending process as it is an indicant of its development. No doubt, the infrastructure has been upgraded from time to time as per the needs of the faculty and students. The principal, in consultation with the staff members, incessantly strives to enhance the infrastructure. To quote an example, realizing the need for transportation, college bus facility has been provided this year to girl students coming from remote areas.

The facilities developed and upgraded during the last four years are as follows:

1. A new Girls' Hostel with 14 rooms (with U.G.C special grant) has been constructed.
2. A seminar room and a multipurpose hall have been constructed.
3. A separate common room for girls has been renovated and made fully air-conditioned.
4. All passages leading to different departments/blocks have been cemented.
5. The library has been given a facelift with vitrified flooring and ample lighting. Two split air-conditioners have also been fitted.
6. Principal office and administrative office have been renovated and made air-conditioned. The office now has internet connected computers and other necessary electronic devices.
7. The two old computer labs have been renovated and two new labs have come into existence.
8. Sports Department has been provided with an indoor gym of 10 stations comprising of weigh training set of Olympics specifications. It has a 25 kg weigh training rod and 14 weigh training plates of 5 kg each.
9. Traditional black boards in the class rooms have been replaced with white boards.
10. Various departments have been made fully air conditioned and equipped with latest devices like computer, printers, hot cases etc.
11. Two well- ventilated class rooms have been constructed on the first floor.
12. A new entrance gate of the college has been constructed.
13. A new parking shed has been constructed for vehicles of staff and students.
14. The old canteen has been renovated and given a modern look.
15. New toilets for girls have been constructed.
16. Zero leveling of football ground has been done. Ramps have been constructed where plinth level is higher.

**Financial Assistance Received from U.G.C**.:- The College received the following grant from U.G.C .under XIth plan:

| | | |
|---|---|---|
| a) | Letter no.F1-6/2007( XI plan NRCB) Scheme)draft no.780007 | 30,20,000(Merged |
| b) | Draft no 908647/10-3/2008 | 48,552 (Gen dev) XI Plan |
| c) | Letter no. 2-1(67)2007(06) NRCB) | 4,50,840 (Gen dev) XI Plan |
| d) | Additional grant vide | |
| | (i)    draft no. 392975(4110/2011) | 20,30,000 |
| | (ii)   draft no.193393 | 22,50,000 |
| e) | Grant for Stadium 27/09/2012 | 20,00,000 |
| f) | Grant for Hostel | 36,00,000 |
| g) XII Plan General Dev. Assistance Grant | | |
| | Letter no F-1-6/2012. | 5,20,000 |

During the last four years, new facilities like a 62 KV generator set, ACs for computer labs, photocopiers, sound system, projectors, refrigerator and hot cases have been added.

**Table 4.1:-** Budgetary Detail of the Expenditure for last four years is given below:-

| Years | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-16 | |
|---|---|---|---|---|---|---|---|---|
| Infrastructure Created | Facility | Amt. (Rs) | Facility | Amt. (Rs) | Facility | Amt. (Rs) | Facility | Amt. (Rs) |
| Building | Women Hostel | 300000 | | | Outdoor Stadium | 1284643 | Women Hostel | 1200000 |
| Furniture | Almirahs | 35090 | | | | | | |
| | Lecture Stand | 61379 | | | | | | |
| | White Board | 212100 | | | | | | |
| | Notice Board | 13540 | | | | | | |
| Equipment | Equipment (general) | 113400 | | | | | Equipment | 111445 |
| | Computers | 828514 | Computers | 86600 | | | | |
| | Grass Cutter | 108937 | | | | | Mobile Jammer | 12900 |
| | Projectors | 171254 | | | | | | |
| | CCTV | 170444 | CCTV | 12373 | | | | |
| | Sound System | 294128 | | | | | | |
| Books | | | Books | 1280 | Books | 3495 | Books | 49238 |
| Miscellaneous | Wifi Network | 77000 | Wifi Network | 11000 | | | Renovation of Seminar Room | 30664 |
| | Water Cooler | 102000 | | | | | | |
| Moveable Assets | | | | | Bus | 1240000 | | |

Optimal use of infrastructure facilities:- The institution makes optimal use of the available infrastructure by effective planning and implementation.

1. College working hours are from 9.00 am to 4.00 pm. The curriculum of students is planned in such a way that during working hours, resources like class rooms, laboratories and library are utilized fully.
2. The seminar room is used for co-curricular activities, extension lectures, interactive sessions and organizing small conferences. As it is equipped with smart board and OHP, motivational documentaries and short films are also screened here.
3. The general library remains open from 9.00 am to 4.00 pm and is fully utilized by faculty and students.
4. Multi-purpose hall is best utilized for annual prize distribution function, cultural activities and national seminars etc.

5. Open air stage is used for holding cultural programs, convocation, prize distribution function and conducting rehearsals for folk dances, choreography, etc.
6. Huge playgrounds are extensively used for sports activities. They are used to organize annual football and kabbadi matches in memory of Shaheed Baba Mati Das ji. The grounds are used by neighboring community for morning and evening walks. Gymnasium is also used by faculty, students and people from the area.
7. The furniture of the college is often used by the neighboring Govt. Senior Secondary School for conducting their annual board examination.

**4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?**

The college has always been sensitive to the needs of its students with physical disabilities. Ramps have been built for the differently-abled, giving them access to different blocks. The time table- committee takes special care to see that such students are allotted rooms on the ground floor.

**4.1.5 Give details on the residential facilities and various provisions available within them:**

- **Hostel facility- Accommodation available**
- **Recreational Facilities, gymnasium, yoga centre, etc.**
- **Computer facility including access to internet in hostel.**
- **Facilities for medical emergencies**
- **Library facility in the hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility – common room with audio-visual equipments.**
- **Available residential facility for the staff and occupancy constant supply of safe drinking water.**
- **Security**

The details on the residential facilities and various provisions available within the campus are:-

- **Hostel facilities- accommodation available:-** The girls hostel is located in the main campus of the college. There are 14 rooms, a common room, a mess, a guest room, and a warden room. The covered area of the hostel is 4830 sq.mts. It has furnished common room for students with LCD.
- **Recreational Facilities, gymnasium, yoga centre, etc**:- The college has an indoor Gymnasium for students. It also provides various facilities like badminton, chess, table tennis, carom board to students for recreation.
- **Internet and Wi-Fi facility:-** The campus is Wi-Fi enabled.
- **Common room facility:-** There is a separate common room for girl students.

- **Constant facility of safe drinking water:-** The institution has its own deep submersible tube-well  and a water storage tank. There are four commercial R.O. systems installed in the college campus to provide safe drinking water to the students and staff.
- **Security:-** The college watchman has been provided residential accommodation in the college premises.

### 4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Every student of the college is insured against accidental/medical emergency under Student Safety Schedule. College is equipped with first aid kit to resolve minor medical problems. Govt. health centre is in the vicinity of college and in case of emergency, students are taken there. Rest room has been provided to the sick. The staff is covered by group health program scheme in which the management of the college contributes almost 50% of the premium paid.

### 4.1.7 Give details of the Common Facilities available on the campus-spaces for special units like IQAC, Grievance Redressal unit, women's cell, Counseling and career guidance, Placement unit, Health Centre, Canteen, Recreational Spaces for staff and students, safe drinking water facility, auditorium, etc.

**Table 4.2:-** Detail of common facilities available in the campus:-

| special units | space allotted |
| --- | --- |
| IQAC | It is housed in the registrar  office |
| Anti-ragging cell | A  separate room has been allotted to these cells |
| Greivance redressal cell | |
| Woman welfare cell | They are housed in a |
| Rotaract club | room  provided  for  extra-curricular activities |
| Career guidance  cell | It is housed within the department of English. |
| N.C.C | It has a separate office-cum store |
| N.S.S | It has a room and a store. |
| First aid centre | It is housed in the sick room |

In addition, the college has a fully air-conditioned common room for girls and a dressing room for players. There are four commercial R.O. systems installed at suitable points. For co-curricular activities, the college has a well- equipped seminar room and a multi-purpose hall.

## 4.2 LIBRARY AS A LEARNING RESOURCE

### 4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The college has a Library Advisory Committee which mainly comprises of the heads of various departments. It often identifies the needs and requirements regarding reading material.   It makes recommendations regarding purchase of new books and ensures their procurement. The library advisory committee has the following members:

1.  Sh. K.S.Parhar
2.  Sh.Devinder Singh
3.  Sh. Sukhdev Singh
4.  Mrs. Sharanbir Kaur
5.  Sh. Rakesh Bawa
6.  Mrs. Simranjot Kaur

Some of the recommendations made by the committee are:-

1.  Regular Purchase of new books, thus continuous addition to the treasure of existing books.
2.  Creating an atmosphere conducive to reading.
3.  Inculcating good reading habits among the students.
4.   The list of new titles to be displayed on the notice board inside the library.

### 4.2.2  Provide details of the following:-
* **Total area of library(in sq.mts)**
* **Total seating capacity**
* **Working hours(on working days, on holidays, before examination days, during examination days, during vacation)**
* **Layout of the library(individual reading carrels, lounge area for browsing and relaxed reading, IT Zone for accessing e-resources)**

Total Area Of The Library (In sq. mts)  = 139 sq. mtrs.

Total Seating Capacity= 45

Working Hours of Library = 9.00 am To 4.00 pm

On Holiday = Closed

Before Examination Days= 7 Hours

During Examination Days= 7 Hours

During Vacations= 7 Hours

College Library layout:-
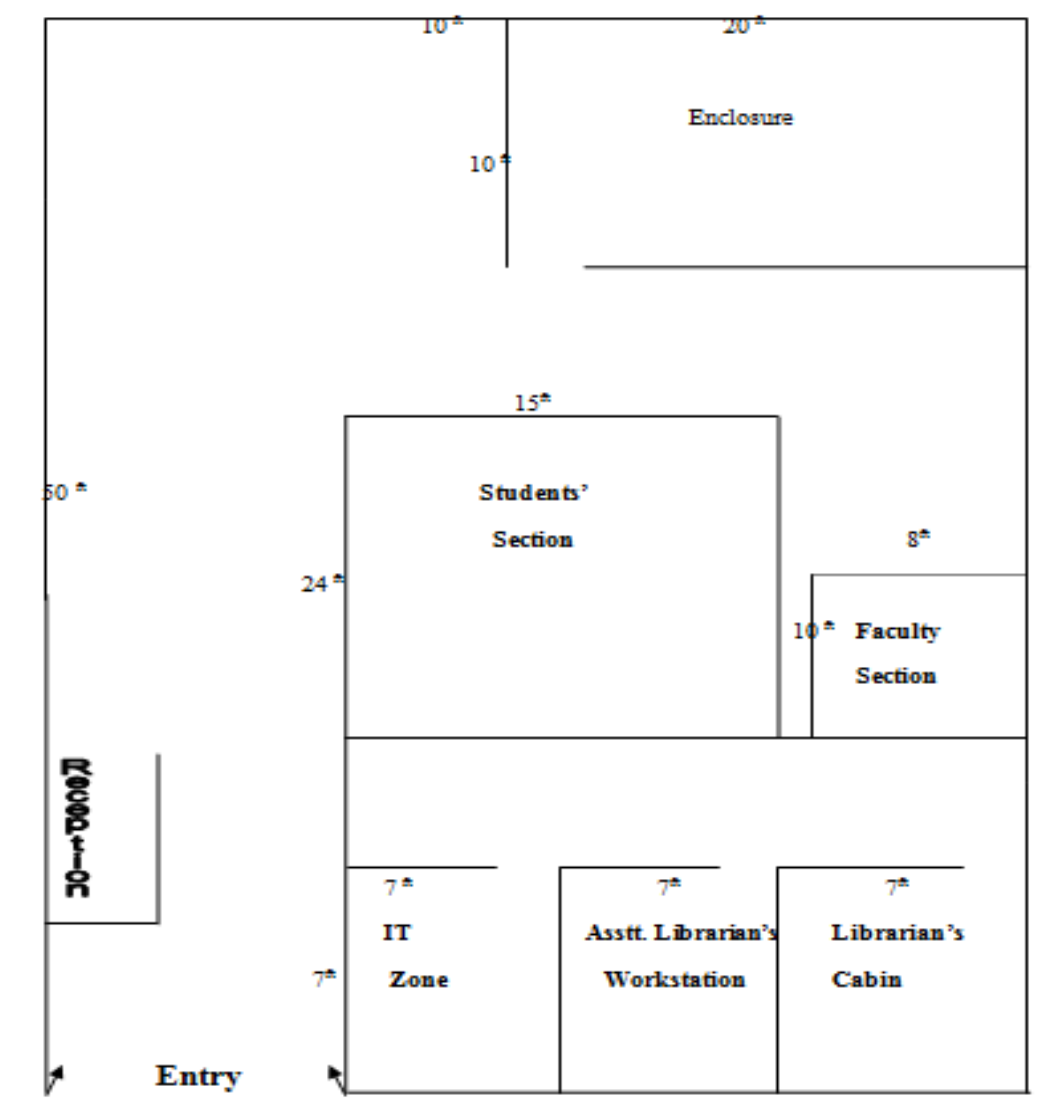


**Figure 4.1:-** Layout of Library

**4.2.3   How does the+ library ensure purchase and use of current titles, print and e-journals and other reading, materials? Specify the amount**

**spent on procuring new books, journals and e-resources during the last four years.**

**Table 4.3:-** Detail of the amount spent on the library material is as follows:-

| S. no | Library Holding | 2012-13 | Amount Spent | 2013-14 | Amount Spent | 2014-15 | Amount Spent | 2015-16 | Amount Spent |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Text Books | Total books = 461 | 102674 | Books =257 | 71538 | Total Books =50 | 8410 | Books s=223 | 74882 |
| 2. | Reference books | Books =08 | 6897 | Nil | Nil | Nil | Nil | Nil | Nil |
| 3. | Journals/ Periodicals | 101 | 4245 | 149 | 7750 | 145 | 7065 | 196 | 17090 |
| 4. | e-resources | Nil | Nil | Nil | Nil | Nil | 5000 | Nil | 5000 |
| 5. | Any other (specify) | Nil | Nil | Nil | Nil | Nil | Nil | Nil | Nil |
| 6. | **Total Amount** | | **113816** | | **79288** | | **20475** | | **96972** |
| **Grand Total=310551** | | | | | | | | | |

**4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?**

- **OPAC**
- **Electronic Resource Management package for e-journals.**
- **Federated Searching tools to search articles in multiple databases.**
- **Library Website**
- **In house/ remote access to e-publications**
- **Library automation**
- **Total number of computers for public access.**
- **Total number of printers for public access.**
- **Internet band width/speed   2mbps, 10 mbps, 1gb(GB)**
- **Institutional repository**
- **Content Management System for e- learning.**
- **Participation in resource sharing networks/consortia(like INFLIBNET)**

Detail of ICT and other tools deployed to provide maximum access to the library collection is:-

- Library Automation:- Yes(Partial)
- Total Number Of Employees For Public Access= 02
- Total Number Of Printers For Public Access= Nil
- Printer In The Library-   Printer Of The College Office is available
- Internet Band Width= BSNL Broadband
- Institutional Repository=Nil
- Content Management System For e-Learning= Nil
- Publication in Resource sharing networks/consortia/like INFLIBNET = Nil

**4.2.4   Provide details of the following items:**
- **Average number of walk-ins**
- **Average number of books issued/ returned**
- **Ratio of library books to students enrolled**
- **Average number of books added during last three years.**
- **Average number of login to OPAC**
- **Average number of login to e-resources.**
- **Average number of e-resources downloaded/printed.**
- **Number of information literacy trainings organized.**
- **Details of "weeding out" of books and other materials.**

Details:-

- Average number of walk-ins – 56 per day
- Average number of books issued/ returned – 38 per day
- Ratio of library books to students enrolled – 44:1
- Average number of books added during last three years – 273 per year
- Average number of login to OPAC- Nil
- Average number of login to e-resources- Precise data not available
- Average number of e-resources downloaded/printed –  Data not available.
- Number of information literacy trainings organized -04.
- Details of "weeding out" of books and other materials – 1487 books written off till date. Old magazines and newspapers are weeded out from time to time.

**4.2.5 Give details of the specialized services provided by the library**
- **Manuscripts**
- **References**
- **Reprography**
- **ILL(Inter Library Loan Services)**

- **Information deployment and notification (Information Deployment and notification)**
- **Download**
- **Printing**
- **Reading list/ Bibliography compilations**
- **In house/remote access to e- resources**
- **User orientation and awareness**
- **Assistance in searching database**
- **INFLIBNET/IUC facilities**

**Table 4.4:-** Details of specialized services provided by the Library:-

| Manuscript | Nil |
|---|---|
| References | Yes, library provides reference services |
| Reprography | No |
| ILL | No |
| Download | Yes, library provides download services to the faculty members on demand |
| Printing | Yes, library provides printing services to the faculty members on demand. |
| Reading list/Bibliography compilation | Yes |
| In house/ remote access to e-resources | Yes |
| User orientation and awareness | Yes |
| Assistance in searching database | Yes |
| INFLIBNET/IUC facilities | Yes |

**4.2.6 Enumerate on the support provided by the library staff to the students and teachers of the college.**
a) The library staff assists the faculty in procuring new books by giving booklets received from various publishers.
b) The staff provides help in physically locating books on the shelves in the stack room.
c) The library staff provides reference services to students and faculty.
d) The staff extends help in accessing bibliographic database
e) They keep a compilation of syllabus and previous years' question papers and provide the same to students and teachers.

**4.2.8 What are the special facilities offered by the library staff to the visually or physically challenged persons? Give details.**

The library staff is sensitive to the needs of physically challenged students. The staff co-operates with them in every aspect.

**4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services.(What strategies are deployed by the library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services)**

Yes, the library staff frequently interacts with the students and faculty to get their feedback. The feedback received is consolidated and presented before the advisory committee and the appropriate suggestions are adopted. New books are added on the demand of the students or faculty. Recently, on their demand two ACs were installed in the library.

## 4.3  IT INFRASTRUCTURE

**4.3.1 Give details on the computing facility available (hardware and software) at the institution.**

- **Number of computers with Configuration (provide actual number with exact configuration of each available system).**
- **Computer-student ratio**
- **Stand alone facility**
- **LAN facility**
- **Wi-Fi facility**
- **Licensed Software**
- **Number of nodes/computers with internet facility**
- **Any other**

The detail of computing facility available at the institution is:-
- Numbers of computers with configuration:-

**Lab-I : -**

| No. of Machines | Company  Name | Configuration |
|---|---|---|
| 04,<br>08 | HCL,<br>HP | Processor-  Dual Core,<br>RAM-1GB,2GB<br>Hard disk-160GB,320GB,<br>500GB.<br>TFT-18.5 |
| 02 | Dell | Processor-i3<br>RAM-4GB<br>Harddisk-500GB<br>TFT-18.5 |

**Lab-II : -**

| No. of Machines | Company  Name | Configuration |
|---|---|---|
| 04 | Compaq | Processor- Pentium Dual Core RAM-4GB Harddisk-320GB TFT-18.5" |
| 08 | Compaq | Processor – i3 RAM -4GB Harddisk-320GB TFT-18.5" |

**Lab-III : -**

| No. of Machines | Company  Name | Configuration |
|---|---|---|
| 09 | Dell Optilex | Processor- Intel Core2Duo RAM-2GB Harddisk-320GB TFT-17.5 |
| 05 | Compaq | Processor – i3 RAM -4GB Harddisk-500GB TFT-17.5 |
| 03 | Zebronics | Processor-p4 RAM-1GB Harddisk-160GB TFT-17.5 |

**Lab-IV: -**

| No. of Machines | Company  Name | Configuration |
|---|---|---|
| 13 | Dell Optilex | Processor- i5 RAM-4GB Harddisk-500GB TFT – 18.5 |
| 02 | Dell Optilex | Processor –i3 RAM -4GB Harddisk-500GB TFT-18.5 |

**Admin Offie** : -

| No. of Machines | Company Name | Configuration |
|:---:|:---:|:---|
| 03 | Compaq | Processor- i3<br>RAM-4GB<br>Harddisk-360GB<br>TFT -18.5 |
| 01 | HP | Processor – Dual Core<br>RAM -4GB<br>Harddisk-500GB<br>TFT -17.6 |

**Vocational Guidance: -**

| No. of Machines | Company Name | Configuration |
|:---:|:---:|:---|
| 01 | Compaq | Processor-Pentium<br>DualCore<br>RAM-2GB<br>HDD-320GB<br>TFT -17.6 |

**NSS Unit: -**

| No. of Machines | Company Name | Configuration |
|:---:|:---:|:---|
| 01 | Compaq | Processor-Pentium<br>DualCore<br>RAM-2GB<br>HDD-320GB<br>TFT 17.6 |

**NCC Unit: -**

| No. of Machines | Company Name | Configuration |
|:---:|:---:|:---|
| 01 | Hp | Processor-Pentium<br>DualCore<br>RAM-2GB<br>HDD-320GB<br>TFT 17.6 |

**Office Management: -**

| No. of Machines | Company Name | Configuration |
|:---:|:---:|:---|
| 01 | Dell Optilex | Processor- Intel<br>Core2Duo<br>RAM-2GB<br>Harddisk-320GB<br>TFT -17.5 |

**Library: -**

| No. of Machines | Company Name | Configuration |
|:---:|:---:|:---|
| 01 | HCL | Processor- Intel Dual Core<br>RAM-2GB<br>Harddisk-320GB<br>TFT -18.5" |
| 01 | Compaq | Processor-Dual Core<br>RAM-4GB<br>HDD-360GB<br>TFT 17.5" |

**Laptops: -**

| No. of Machines | Company Name | Configuration |
|:---:|:---:|:---|
| 01 | Compaq | Processor-Dual Core<br>RAM-2GB<br>HDD-320GB<br>TFT 14.5" |
| 02 | HP | Processor-i3<br>RAM-4GB<br>HDD-500GB<br>TFT 15.6" |
| 03 | HP | Processor-i3<br>RAM-4 GB<br>HDD-500 GB<br>TFT -15.6 |
| 01 | HP | Processor-i3<br>RAM-4 GB<br>HDD-500 GB<br>TFT-15.6 |

| | |
|:---|:---:|
| • COMPUTER STUDENT RATIO: | 52:4 |
| • STAND ALONE FACILITY | 5 PCs |
| • LAN FACILITY | AVAILABLE |
| • WIFI FACILITY | Available for 2 Labs, Admin Block, Library |
| • LICENCED SOFTWARE | MICROSOFT WINDOWS XP PROFESSIONAL & MICROSOFT WINDOWS 7 HOME BASIC AND MICROSOFT WINDOWS 8 HOME BASIC |
| • NUMBER OF NODES/ COMPUTER WITH INTERNET FACIITY | 67 |

- Any Other

| Others: | | |
|---------|---|---|
| Printer | 4 | HP LASERJET |
| Projector | 5 | 4 Sharp Lx 2000, 1 Benqu |
| Smart Board | 4 | Poly vision |

### 4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off- campus?

Various departments have been equipped with computers with internet facility. The college does not provide this facility off campus. Detail of computers is given in 4.3.1.

### 4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The periodic augmentation of IT infrastructure is necessary to offer range of facilities best suited for the new pedagogical methodologies. In keeping with the times, the college has added the latest ICT tools.

As mentioned earlier, INFLIBNET has helped the faculty and research scholars to access journals and books on line.

As one of its strategic goals, the college proposes to increase its ICT infrastructure in the following ways:-

1. Improve Wi-Fi connectivity across the college campus.
2. Purchase more smart boards.
3. Upgrade IT infrastructure for virtual learning environment through service of webinars.
4. Introduce more LCD display units.
5. Initiation of smart class rooms.
6. Setting up advanced multimedia lab with audio-video.

Messages and e-mails are used for communication between the administration and teaching staff. This has reduced the use of paper. It also helps in saving time.

### 4.3.4 Provide details on the provision made in the annual budget for procurement up gradation, deployment and maintenance of the

**computers and their accessories in the institution (Year wise for last four years).**

**Table 4.5:-** Budgetary detail of the amount spent on the purchase and maintenance of computers is as follows;-

| Session | Purchase | Repair | Annual Maintenance | Total |
|---------|----------|--------|--------------------|-------|
| **2012-13** | 828514 | 20064 | 24795 | 873373 |
| **2013-14** | 86600 | 64440 | 31466 | 182506 |
| **2014-15** | NIL | 45255 | 38133 | 83388 |
| **2015-16** | NIL | 36920 | 46149 | 83069 |
| **Total** | 915114 | 166679 | 140543 | 1222336 |

**4.3.5 How does the institution facilitates extensive use of ICT resources including development and use of computer-aided teaching/ learning material by its staff and students?**

1. The Wi-Fi campus of the college enables students and faculty members to have unrestricted access to internet.
2. Teachers make use of audio-visual aids in their teaching such as power point presentation and screening of educational documentary films.
3. Students are also inspired to prepare audio-visual presentation of their projects and make use of LCD projectors in class rooms.
4. Computer literacy programs are conducted frequently in the college for students and faculty to make them tech-savvy.

**4.3.6    Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc) by the institution place the student at the centre of teaching-learning process and render the role of facilitator for the teacher.**

Since the college primarily runs under-graduate classes, the students are comfortable with the traditional mode of teaching. With the introduction of compulsory/elective subjects related to ICT, the use of ICT in education has become inevitable. These new technologies encourage independent learning among students.  Students tend to find learning in a technology enriched setting more stimulating than the traditional class room environment.

The use of technology in teaching learning has resulted in the following trends in the college:-

1. The access to internet and e-study materials has opened an infinite treasure of information for the students. They can utilize these resources to prepare their study material independently. They need teachers only as their guide.
2. Their project works are enriched and made presentable with the use of computer-aids.

**4.3.7 Does the institution avail of the National knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?**

No, the institution does not avail of the National Knowledge Network connectivity directly or through the affiliating university.

**4.4 MAINTENANCE OF CAMPUS FACILITIES**

**4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?**

The institute receives grants from UGC and financial aid from the management committee. The management committee (SGPC) has a master budget for the schools, colleges, hospitals and gurdwaras. Our college also receives financial aid for the smooth running of activities.

**Table 4.6:-** Details of Amount Spent On Development And Augmentation Of Facilities In Last Four Years-

| Name of Item | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|
| Building | 3,00,000 | - | 1,28,463 | 12,00,000 |
| Furniture | 1,46,469 | - | - | 1,37,945 |
| Equipment(General) | 2,22,337 | - | - | - |
| ICT Equipment including Computers | 14,59,582 | 1,09,373 | 48,840 | 2450 |
| Books | - | - | - | 30,664 |
| Miscellaneous | 3,96,120 | 1280 | 3495 | 49,238 |
| **Total** | **25,24,508** | **1,10653** | **1,80,798** | **14,20,297** |

**4.4.2 What are the institution mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?**

Different committees have been formed for maintenance and upkeep of the college infrastructure, facilities and equipment. Purchase committee and Campus Maintenance Committee work for the maintenance and upkeep of the infrastructure of the college. They decide which equipment to procure and also which material is to be written-off.

**4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?**

The equipment and instruments are calibrated as per the norms of the manufacturers or when necessitated by obsolescence. Otherwise the regular upkeep of the instruments is done under the guidance of the head of the department.

**4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?**

- For sensitive equipment, necessary facilities and air conditioners, battery back ups are provided.
- For continuous water supply, the institution has submersible tube well and water tank with the capacity of 5000 liters.
- For regular power supply, college has generator set of 62.5 KVA capacity.

# CRITERION V

# STUDENT SUPPORT AND PROGRESSION

## 5.1 STUDENT MENTORING AND SUPPORT

### 5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The college publishes an annually updated prospectus. It is published every year at the beginning of the new academic session. It includes necessary information for the students seeking admission in the college. It provides a glimpse of the profile of the college, its vision, mission and objectives, messages from the principal and president of the governing body, the Shiromani Gurdwara Prabandhak Committee. It provides information about admission schedule. It also gives a clear view of academic calendar and fee structure for different courses. It provides an overview of student activities being run in the college. A list of the faculty and various committees is also given in it. The prospectus can be accessed on the college website.

An **information brochure,** which is also printed and distributed every year, contains in brief the profile of the college and the courses it offers. It acquaints its readers with the college scenario in terms of on-going programs and events which left a mark in the outgoing session. Brochures are distributed among prospective students in different schools and educational institutions well before the admission season.

The commitment and accountability is ensured by working in accordance with the information provided in these documents.

### 5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

In the last four years, the college gave fee concession to students belonging to different categories.

**Table 5.1:-** Detail of fee concession to students belonging to different categories is as follows;-

| S No | Session | No Of Students Given Fee Concession (Low Income) | | No Of Players Given Fee Concession | Amount Disbursed |
|---|---|---|---|---|---|
| | | General | SC-BC | | |
| 1 | 2012-2013 | 29 | 03 | 26 | 3,02,900 |
| 2 | 2013-2014 | 09 | 14 | 28 | 3,11,200 |
| 3 | 2014-2015 | 28 | 26 | 21 | 4,03,350 |
| 4 | 2015-2016 | 07 | 13 | 28 | 2,78,200 |

The college administration makes all efforts for the timely disbursement of financial assistance to the eligible students.

### 5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

The college authorities make all efforts to provide financial assistance to the deserving students from the schemes launched by the state and central governments. Students belonging to Scheduled Caste and other Backward Classes are awarded scholarship by the state Government. These students are informed regarding various financial schemes launched by the government. Following is the detail of the number of students who benefitted from these schemes:

| S. No | Session | No. Of Students Benefitted From Post - Matric Scholarship Scheme For SC-BC | Total Amount Disbursed |
|---|---|---|---|
| 1 | 2012-2013 | 82 | Direct Benefit Transferred to Students' Bank Account |
| 2 | 2013-2014 | 42 | Direct Benefit Transferred to Students' Bank Account |
| 3 | 2014-2015 | 57 | Direct Benefit Transferred to Students' Bank Account |
| 4 | 2015-2016 | 55 | Rs. 11,89,850 |

From 2012 to 2015 the state government directly credited the scholarship amount into the bank accounts of the students whose applications were forwarded by the college. In 2015-16, however, the scholarship amount was reimbursed to the college by the government.

### 5.1.4 What are the specific support services /facilities available for:-

a) **Students from SC / ST, OBC and economically weaker sections**
b) **Students with physical disabilities.**
c) **Overseas students**
d) **Students to participate in various competitions/national and international**
e) **Medical assistance to students: health centre, health insurance etc.**
f) **Organizing coaching classes for competitive exams.**
g) **Skill development (spoken English, Computer literacy etc)**
h) **Support for "slow learners"**
i) **Exposures of students to other institution of higher learning/corporate/business house etc.**
j) **Publication of student magazines.**

The institution is committed to providing quality education to all sections of society especially the weak sections. To accomplish this objective, the college provides the following support services/facilities to its students:

a) **Students from SC / ST, OBC**: Students belonging to these categories are identified at the time of admission itself. Though the college has own its own financial constraints, still it endeavors to provide financial assistance to such students to enable them to pursue their studies. Orphans and underprivileged are given fee concession. The teachers-in-charge of the scholarship schemes fill up their forms and forward it to the government in time so that they may benefit from govt. schemes. The financially weak students are allowed to pay their fee in easy installments. Sometimes, faculty members also contribute to pay the fee of needy students.

b) **Students with physical disabilities**: At present, there isn't any physically challenged student in the college, but there have been in the past. All necessary facilities are provided to such students. They are allotted classes on the ground floor. One such student was allowed to take help of amanuensis in her final examination as she was suffering from a nerve disorder.

c) **Overseas Students**: The college, at present does not have any overseas student on its roll.

d) **Students to participate in various competitions**:, The institution provides various facilities to those who participate in different competitions. They are provided free transportation. If the college bus is not available, there has been provision of hiring private transport. In case participants are obliged to use public transport, travelling allowance is paid to them. The college takes care of their dietary requirements also. Players and participants are given proper refreshment. In addition to it, Players are given tracksuits and those who participate in cultural programs are provided with required props and dresses. Teachers always accompany to assist them.

e) **Medical Assistance to Students**: (a) Each student of the college is insured for Rs.25000/-against accidental/medical emergency under Student Safety Policy Schedule.

 (b) College is equipped with first aid kit to resolve minor medical problems. A government health centre is in the vicinity of the college and in case of emergency, students are taken there. Sick Room has been provided. Health awareness seminars under the aegis of Rotaract club and Women Welfare Cell are organized regularly for the benefit of both the staff and students. Expansion of medical facilities is on the anvil.

f) **Organizing coaching classes for competitive exams**:- The college ran a UGC sponsored centre for preparing students for competitive examination from 2008-09 to 2012-13. The students from SC/ST, OBC and economically weaker section got free coaching under this scheme. Books and magazines preparing for competitive examinations are available in the

college library. The teachers are always ready to guide students who wish to appear in such examinations.

g) **Skill Development (Spoken English, Computer literacy etc):** The main objective of the college is to prepare a cadre of competent workers who are ready to move in the swiftly changing society. For this, the college aims at skill and personality development of students. After the final exams when students have ample time to learn things other than their syllabus, the college organizes free classes of spoken English and computer literacy. Students are taught the use of English language in real-life situations. Computer classes are run for students who do not study it as part of their courses.

h) **Support for slow Learner:** An experienced teacher can easily find out the slow learners in his/her class. The next task before him/her is to give them extra attention. Remedial classes are conducted for slow and academically deficient learners. They are motivated to learn at their own pace. They are also provided with simplified study material. The faculty makes all out effort in making them catch up with the others.

i) **Exposure of students to other institutions of higher learning/corporate/business houses etc.:** Students get exposure to other institutions when they participate in inter-college and inter-university competitions. Students of certain courses get to visit industrial units which take them further on the learning curve.

j) **Publication of student Magazine:** The College publishes its annual magazine '***Nirmal Dhara'.*** It is an ideal platform for the students to showcase their creative potential and instinct for writing through articles, poems, stories, photographs etc.. The editorial board consists of students as well as staff.

## 5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills among the students and the impact of the efforts.

The college always makes efforts to facilitate entrepreneurial skills among its students. Various departments organize workshops and lectures of experts. It is a matter of pride that many alumni are successful entrepreneurs and they formally and informally interact with students and motivate them. The college has also taken the help of Rural Development and Self Employment Training Institute (RUDSET). This N.G.O. has played a pivotal role in training girl students as well as women from adjoining areas. It has provided short-term training with long term follow-up for a period of two years. Many girl students have started micro enterprises. Thus the impact of such efforts seems to be fruitful and positive. A few departments have sent students to different industries for internship. Several success stories of successful business persons illustrated by the department of commerce through power-point presentations play a significant role in motivating students for business and entrepreneurial ventures.

**5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competitions, debate and discussions, cultural activities etc.**

**(a) Additional academic support, flexibility in examinations**
**(b) Special dietary requirements, sports uniform and materials**
**(c) Others**

The college provides amenities essential to promote students' participation in extra-curricular activities. The cell of extra-curricular activities comprises of a Dean and various members of the staff who train students for various activities like debates, declamation, etc. The dean ensures timely dissemination of information regarding various competitions. In the beginning of the session, the cell organizes a talent hunt competition for identifying potential artists. Various inter-class competitions like debate, declamation, poetical symposium, essay writing, fancy dress are organized and all the winners are felicitated at the annual prize distribution function. Sturdy and physically strong students are encouraged to participate in various games and athletics and they do win laurels for their alma-mater. Though the institution is a small one, nestled in a rural area, it can boast of various significant sport facilities.

- A well maintained ground and hostel for players.
- A well-developed race-track for athletes.
- A well- furnished gymnasium
- Maintained badminton, volleyball and kho-kho courts.
- Expert coaching: training and practice sessions organized early morning before classes.
- Prize distribution after athletic meet to honour the players.
- Refreshment to the participants during all major events both on and off campus.
- Standard Tracksuits to all players participating in different events.

To promote participation in sports, the achievements of the students are highlighted in the print and electronic media. Those who participate in various competitions are given relaxation in lectures and their fines are waived off.

A substantial amount is spent on the dietary requirements of players. There is provision of paying T.A/DA for off campus participation.

**Table 5.3:-**Budgetary Report of amount spent on sports activities:-

| Name of Items | 2012-13 Amount | 2013-14 Amount | 2014-15 Amount | 2015-16 Amount |
|---|---|---|---|---|
| Sports Entry Fee | 10000 | 15600 | 10000 | 15500 |
| Sports Equipment | 34983 | 58677 | 15554 | 34955 |
| Uniforms | 4945 | 7468 | 5440 | 8962 |
| Refreshment | 46700 | 24290 | 63930 | 50771 |
| T.A & D.A | | 39325 | 22932 | 2470 |
| Tour & Travel | | 3500 | | 0 |
| Sports Expenses | | | | 2500 |
| Toll Tax | | | | 406 |
| **Total Amount** | **96628** | **148860** | **117856** | **115564** |

**5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET,UGC-NET ,SLET ,ATE/ CAT/ GRE/ TOFEL/ GMAT/ CENTRAL/State services, Defense, civil services etc.**

Workshops and seminars are organized to train students on how to prepare for competitive examination. All PG departments provide guidance to students on preparing for various eligibility tests. Study material is provided. Employment notices regarding schedule and examination pattern are displayed on the notice board. The institution regularly organizes guest lectures to inform students on the various competitive exams and the modality of examinations. Students are taken to employment fairs. They are trained for group discussions, interview techniques and personal grooming.

A comprehensive data is not available on the number of students who have qualified in various tests for jobs. However, it is in the knowledge of the teachers that in the last couple of years over 20 students got selected for the state police or defense forces

**5.1.8 What type of counseling services are made available to the students (academic, personal, career etc).**

The members of faculty are always ready to provide guidance to students. Career Guidance Cell and Women Welfare Cell play a humble role in this regard. With their life-long experience and competence, the teachers are

capable of playing the role of mentors. They provide academic counseling to them by judging their aptitude and distinctive abilities and advise them to take up streams according to their aptitude and intelligence quotient. The diffident and introverts are encouraged to give vent to their feelings and communicate their views. The Women Welfare Cell takes pain to ensure that girls student feel safe and secure in the college premises and do not suffer from any complex as most of them are from weaker and economically backward segments of society. This is done through motivational discourses and short documentary films which are frequently shown to them.

**5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employees and the programmes).**

The Career Guidance Cell was established three years ago works with a vision to guide students  to make well informed decisions in pursuing further studies and take up professions that are most suited to their educational discipline and skills.

The motto of the cell is RISE AND SHINE. The cell tries to make students achieve success with incessant hard work and persistent efforts. To assist them in their endeavor, the cell organizes various activities. Some of them are:

1) Talks on Personality Development
2)  Lectures on Career Opportunities
3) Communication Skill Enhancing Programs
4) Personal Interview Skills.
5) Mock Group Discussions.
6) Providing Information Regarding Vacancies.
7) Arranging Interviews in Campus.

In the last three years various students were brought in contact with banks/companies.

**Table 5.4:-**The detail is given below:-

| S.No | Name Of The Company | Students Selected For Further Screening |
|------|---------------------|----------------------------------------|
| 1 | LIC | 6 |
| 2 |  Bharti Axa Life Insurance | 6 |
| 3 | Axis Bank | 7 |

**5.1.10 Does the institution have a student Grievance Redressal Cell? If yes, list grievances reported and redressed during the last four years.**

Yes, the college has a student Grievance Redressal Cell. The function of the cell is to look into complaint lodged by any student and redress it. Anyone with a genuine grievance may approach its members in person or can lodge his complaint in writing. In case the person is unwilling to appear in self, grievances may be dropped in the suggestion box of the grievance cell placed at administrative block. Its main objective is to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institution. During the last four years, the following grievances have been redressed.

- Canteen facilities have been improved.
- Separate common room has been allotted to girl students.
- Water filter have been fitted on all water-coolers
- New parking for students' vehicles has been provided.
- Trash bins have been placed in the campus.
- Teachers have been assigned the additional duty of maintaining discipline in the campus during their vacant periods.

Apart from these, no major grievance has been registered. We strongly believe that prevention is better than cure.

**5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?**

It is a matter of pride that no case of sexual harassment has come to light so far. But the college has established Women Welfare Cell in the campus for the women faculty and girl students, to enhance understanding of issues related to women and to make the college campus a safe place for them.. It tries to facilitate a gender-sensitive and congenial working environment for women employees and women students of the college.

**5.1.12 Is there an anti ragging committee? How many instances have been reported during the last four years and what action has been taken on these?**

Yes, the college has an Anti ragging cell. Stringent punishment in the form of huge fine and even expulsion from the college act as deterrent to ragging. The principal and the members of anti ragging cell are always vigilant and thus the campus is free from ragging. The Anti-Ragging Cell ensures that every student feels secure in the college. Fortunately, till date, no case of ragging has been reported in the college.

### 5.1.13 Enumerate the welfare schemes made available to students by the institution.

As an educational institution, the college's main priority is the welfare of students and it is committed to it. For this the following welfare schemes have been made available to students.

- Free books to the needy and meritorious students.
- Scholarships and fee concession to deserving students.
- Career guidance cell to inform students about job opportunities both in private and public sector.
- Health services: free medical camps and medical counseling to girl students, in particular.
- Free access to high speed computer network and internet connectivity.
- Arrangements of extra classes especially for slow learners when necessitated
- Emphasis on social extension activities.
- Well-equipped computer labs.
- Sports and extracurricular activities.
- Refreshments to the participants during all major events both on and off campus.
- Standard Tracksuits to all players participating in different events.
- Well-maintained gymnasium for health conscious students.

### 5.1.14 Does the institution have registered Alumni Association? If 'yes' what are its activities and major contributions for institutional, academic and infrastructural development?

Though the Old Students' Association has not been not registered yet, it has been activated recently under the charge of a coordinator. The objective of the association is to maintain cordial relationships between the college and the alumni and to synergies efforts for mutual growth. Some of the distinguished alumni are its members and they contribute in the quality growth of the college. Many alumni are working as principals and teachers in various govt. schools. They work as the best ambassadors of the college. A large number of our old students are settled in foreign countries.

### 5.2 STUDENT PROGRESSION

### 5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Though many students have settled abroad and their data is not available with the institution, it still has managed to gather some information about the progression of some of our recent pass-outs.

**Table 5.5:-** Given below is the percentage of students progressing to higher education or employment (for the last four batches). Detail is with the office.

| Student Progression | Percentage (Approximately) | | | |
|---|---|---|---|---|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
| UG to PG | 39.8% | 24% | 16.2% | 15.4% |
| PG to PHD | Nil | Nil | Nil | Nil |
| Employed /off-campus Selection. | 19.4% | 22.7% | 16.2% | 23.1% |

**5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (course wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of previous performance of the same institution and that of colleges of affiliating university within the city/district.**

**Table 5.6:-** Session 2012-13

| Sr.No. | Class | Appeared | Passed | Absent Cancel | Reappear | Result Late | Failed | College %age Result |
|---|---|---|---|---|---|---|---|---|
| 1 | BA Sem-I | 127 | 13 | 19 | 86 | 5 | 0 | 12.037 |
| 2 | BA Sem-II | 107 | 13 | 30 | 59 | 0 | 5 | 16.8831 |
| 3 | BA Part-II | 78 | 34 | 7 | 18 | 0 | 19 | 47.8873 |
| 4 | BA Part-III | 55 | 37 | 2 | 12 | 0 | 4 | 69.8113 |
| 5 | Bcom Sem-I | 29 | 5 | 7 | 17 | 0 | 0 | 22.7273 |
| 6 | Bcom Sem-II | 23 | 9 | 4 | 7 | 0 | 3 | 47.3684 |
| 7 | Bcom Part-II | 27 | 6 | 1 | 19 | 0 | 1 | 23.0769 |
| 8 | Bcom Part-III | 20 | 20 | 0 | 0 | 0 | 0 | 100 |
| 9 | BCA Sem-I | 28 | 4 | 1 | 23 | 0 | 0 | 14.8148 |
| 10 | BCA Sem-II | 27 | 2 | 4 | 21 | 0 | 0 | 8.69565 |
| 11 | BCA Part-II | 11 | 2 | 3 | 3 | 3 | 0 | 25 |
| 12 | BCA Part-III | 17 | 4 | 0 | 8 | 5 | 0 | 23.5294 |
| 13 | MSc(C.Sci) Sem-I | 3 | 0 | 0 | 2 | 1 | | 0 |
| 14 | MA(Pbi) Sem-I | 25 | 11 | 3 | 11 | 0 | | 50 |
| 15 | MA(Pbi) Sem-II | 24 | 13 | 7 | 4 | 0 | | 76.4706 |
| 16 | MA(Pbi) Sem-III | 9 | 4 | 0 | 5 | 0 | | 44.4444 |
| 17 | MA(Pbi) Sem-IV | 9 | 5 | 1 | 3 | 0 | 0 | 62.5 |
| 18 | MA Part-II | 5 | 3 | 1 | 1 | 0 | 0 | 75 |
| 19 | PGDCA | 12 | 6 | 2 | 3 | 0 | 1 | 60 |

**Table 5.7:-** Session 2013-14

| Sr.No. | Class | Appeared | Passed | Absent/ Cancel | Reappear | Result Late | Failed | College %age Result |
|---|---|---|---|---|---|---|---|---|
| 1 | BA Sem-I | 103 | 29 | 18 | 56 | 0 | 0 | 34.1176 |
| 2 | BA Sem-II | 84 | 13 | 18 | 53 | 0 | 0 | 19.697 |
| 3 | BA Sem-III | 64 | 32 | 4 | 28 | 0 | 0 | 53.3333 |
| 4 | BA Sem-IV | 61 | 11 | 2 | 48 | 0 | 0 | 18.6441 |
| 5 | BA Part-III | 54 | 15 | 8 | 21 | 0 | 10 | 32.6087 |
| 6 | Bcom Sem-I | 15 | 7 | 2 | 6 | 0 | 0 | 53.8462 |
| 7 | Bcom Sem-II | 10 | 0 | 0 | 10 | 0 | 0 | 0 |
| 8 | Bcom Sem-III | 14 | 13 | 0 | 1 | 0 | 0 | 92.8571 |
| 9 | Bcom Sem-IV | 14 | 12 | 0 | 2 | 0 | 0 | 85.7143 |
| 10 | Bcom Part-III | 25 | 22 | 0 | 0 | 0 | 3 | 88 |
| 11 | BCA Sem-I | 15 | 10 | 3 | 2 | 0 | 0 | 83.3333 |
| 12 | BCA Sem-II | 12 | 2 | 1 | 9 | 0 | 0 | 18.1818 |
| 13 | BCA Sem-III | 21 | 8 | 3 | 10 | 0 | 0 | 44.4444 |
| 14 | BCA Sem-IV | 20 | 5 | 2 | 12 | 1 | 0 | 27.7778 |
| 15 | BCA Part-III | 6 | 5 | 0 | 1 | 0 | 0 | 83.3333 |
| 16 | MSc(C.Sci) Sem- | 3 | 0 | 0 | 2 | 1 | 0 | 0 |
| 17 | MA(Pbi) Sem-I | 18 | 15 | 2 | 1 | 0 | 0 | 93.75 |
| 18 | MA(Pbi) Sem-II | 18 | 13 | 0 | 5 | 0 | 0 | 72.2222 |
| 19 | MA(Pbi) Sem-III | 17 | 8 | 1 | 8 | 0 | 0 | 50 |
| 20 | MA(Pbi) Sem-IV | 17 | 9 | 1 | 8 | 0 | | 56.25 |
| 21 | PGDCA Sem-I | 13 | 10 | 0 | 3 | 0 | 0 | 76.9231 |
| 22 | PGDCA Sem-II | 13 | 7 | 0 | 3 | 0 | 3 | 53.8462 |

**Table 5.8:-** Session 2014-15

| Sr.No. | Class | Appeared | Passed | Absent/ Cancel | Reappear | Result Late | Failed | College %age Result |
|---|---|---|---|---|---|---|---|---|
| 1 | BA Sem-I | 64 | 11 | 18 | 35 | 0 | 0 | 23.913 |
| 2 | BA Sem-II | 50 | 19 | 6 | 25 | 0 | 0 | 43.1818 |
| 3 | BA Sem-III | 56 | 20 | 6 | 30 | 0 | 0 | 40 |
| 4 | BA Sem-IV | 51 | 29 | 3 | 17 | 0 | 0 | 60.4167 |
| 5 | BA Sem-V | 67 | 20 | 2 | 45 | 0 | 0 | 30.7692 |
| 6 | BA Sem-VI | 66 | 10 | 2 | 54 | 0 | 0 | 15.625 |
| 7 | Bcom Sem-I | 15 | 3 | 3 | 9 | 0 | 0 | 25 |
| 8 | Bcom Sem-II | 15 | 6 | 3 | 6 | 0 | 0 | 50 |
| 9 | Bcom Sem-III | 6 | 0 | 1 | 5 | 0 | 0 | 0 |
| 10 | Bcom Sem-IV | 4 | 3 | 0 | 1 | 0 | 0 | 75 |
| 11 | Bcom Sem-V | 14 | 12 | 0 | 2 | 0 | 0 | 85.7143 |
| 12 | Bcom Sem-VI | 12 | 10 | 0 | 2 | 0 | 0 | 83.3333 |
| 13 | BCA Sem-I | 9 | 5 | 0 | 4 | 0 | 0 | 55.5556 |
| 14 | BCA Sem-II | 9 | 5 | 1 | 3 | 0 | 0 | 62.5 |
| 15 | BCA Sem-III | 10 | 1 | 0 | 9 | 0 | 0 | 10 |
| 16 | BCA Sem-IV | 10 | 4 | 0 | 6 | 0 | 0 | 40 |
| 17 | BCA Sem-V | 20 | 10 | 0 | 7 | 3 | 0 | 50 |
| 18 | BCA Sem-VI | 20 | 9 | 0 | | | 11 | 45 |
| 19 | MSc(C.Sci) Sem- | 3 | 0 | 0 | 2 | 1 | 0 | 0 |
| 20 | MA(Pbi) Sem-I | 7 | 6 | 1 | 0 | 0 | 0 | 100 |
| 21 | MA(Pbi) Sem-II | 6 | 3 | 0 | 3 | 0 | 0 | 50 |
| 22 | MA(Pbi) Sem-III | 15 | 8 | 2 | 5 | 0 | 0 | 61.5385 |
| 23 | MA(Pbi) Sem-IV | 13 | 7 | 1 | 5 | 0 | 0 | 58.3333 |
| 24 | PGDCA Sem-I | 17 | 10 | 3 | 4 | 0 | 0 | 71.4286 |
| 25 | PGDCA Sem-II | 14 | 10 | 1 | 3 | 0 | 0 | 76.9231 |

**Table 5.9:-** Session 2015-16

| Sr.No. | Class | Appeared | Passed | Absent/ Cancel | Reappear | Result Late | Failed | College %age Result |
|---|---|---|---|---|---|---|---|---|
| 1 | BA Sem-I | 96 | 19 | 15 | 62 | 0 | 0 | 23.4568 |
| 2 | BA Sem-II | 82 | 12 | 6 | 58 | 0 | 6 | 15.7895 |
| 3 | BA Sem-III | 39 | 26 | 3 | 10 | 0 | 0 | 72.2222 |
| 4 | BA Sem-IV | 35 | 26 | 1 | 8 | 0 | 0 | 76.4706 |
| 5 | BA Sem-V | 51 | 31 | 1 | 17 | 2 | 0 | 62 |
| 6 | BA Sem-VI | 53 | 8 | 7 | 30 | 8 | 0 | 17.3913 |
| 7 | Bcom Sem-I | 10 | 5 | 5 | 0 | 0 | 0 | 100 |
| 8 | Bcom Sem-II | 5 | 4 | 0 | 1 | 0 | 0 | 80 |
| 9 | Bcom Sem-III | 11 | 2 | 1 | 8 | 0 | 0 | 20 |
| 10 | Bcom Sem-IV | 10 | 8 | 0 | 2 | 0 | 0 | 80 |
| 11 | Bcom Sem-V | 4 | 2 | 0 | 2 | 0 | 0 | 50 |
| 12 | Bcom Sem-VI | 4 | 2 | 0 | 2 | 0 | 0 | 50 |
| 13 | BCA Sem-I | 24 | 12 | 3 | 9 | 0 | 0 | 57.1429 |
| 14 | BCA Sem-II | 21 | 9 | 0 | 10 | 2 | 0 | 42.8571 |
| 15 | BCA Sem-III | 8 | 3 | 0 | 5 | 0 | 0 | 37.5 |
| 16 | BCA Sem-IV | 8 | 4 | 0 | 4 | 0 | 0 | 50 |
| 17 | BCA Sem-V | 9 | 4 | 0 | 8 | 5 | 0 | 44.4444 |
| 18 | BCA Sem-VI | 10 | 5 | 0 | 5 | 0 | 0 | 50 |
| 19 | MSc(C.Sci) Sem- | 3 | 0 | 0 | 2 | 1 | | 0 |
| 20 | MA(Pbi) Sem-I | 4 | 3 | 0 | 1 | 0 | 0 | 75 |
| 21 | MA(Pbi) Sem-II | 4 | 3 | 0 | 1 | 0 | 0 | 75 |
| 22 | MA(Pbi) Sem-III | 7 | 4 | 1 | 1 | 0 | 0 | 66.6667 |
| 23 | MA(Pbi) Sem-IV | 5 | 4 | 1 | 0 | 0 | 0 | 100 |
| 24 | PGDCA Sem-I | 11 | 9 | 0 | 2 | 0 | 0 | 81.8182 |
| 25 | PGDCA Sem-II | 10 | 7 | 2 | 1 | 0 | 0 | 87.5 |

## 5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The student centric education in our institution follows multiple approaches to facilitate students' progression to higher level or towards employment. The departments conduct seminars to educate students on various avenues which are available to them. Teachers inform students about the nature and scope of various subject streams and how it would help them to shape their career. The students are also informed about various vacancies advertised by the government and other agencies. Help is provided to them in filling up online application forms. The students are also sent to off-campus interviews for necessary motivation and training. Relaxation in lecture attendance to married and employed students also help them to continue their education without any hassles.

## 5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Majority of the students hail from weaker sections of society, where poverty and illiteracy are prevalent. Such students are at a risk of dropping out.

Institution is committed to provide education to all such students and prevent them from dropping out. The college provides extra-coaching to weak students. The Guidance Cell, the women welfare cell and Grievance Redressal Cell address the problems of students and ensure their continuous attendance. All sort of financial, psychological and emotional support is provided to them.

## 5.3 STUDENT'S PARTICIPATION AND ACTIVITIES

**5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.**

Students get opportunity to participate in the university, district, state level competitions in sports, cultural and other extra-curricular activities. The detail of these activities and their programme calendar is as follows:

**Table 5.10:-** Calendar of Various Events

| Name of Events | University | District | State | National | Prog. Calendar |
|---|---|---|---|---|---|
| Sports | ✓ | ✓ | ✓ | ✗ | July to Nov. Jan to March |
| Cultural | ✓ | ✓ | | | Sept. to Nov. Jan. to March |
| N.C.C | | ✓ | | ✓ | Sept. to Feb |

**5.3.2 Furnish the details of major student achievements in co-curricular, extra-curricular and cultural activities at different levels: University / State / Zonal / National / International Etc. For The Previous Four Years.**
 **Achievements in Sports**

**Sports Achievements 2012-13**

Cross Country Team (Men) — 2nd Position, G.N.D.U Cross Country Championship.

Cross Country Team (Women) — 4th Position, G.N.D.U. Cross Country Championship.

Jasnoor Singh — Gold Medal In Decathlon, Bronze in 4x100 Relay G.N.D.U. Athletics, Gold Medal, Junior Punjab Meet

Jarmanjeet Singh — Participated, All-India Inter university Cross Country. 800mt, Bronze Medal, G.N.D.U. Athletics.

| | |
|---|---|
| Jugraj Singh | 110 Mt Hurdles, Silver Medal and 4x100, Bronze Medal in G.N.D.U. Athletics. |
| Ramneek Singh | 4x100 Relay, Bronze Medal, G.N.D.U. Athletics |
| Amandeep Kaur | 4x100 Relay, Bronze Medal, G.N.D.U. Athletics |
| Baljinder Kaur | 4x100 Relay, Bronze Medal, G.N.D.U. Athletics |
| Martina | 4x100 Relay, Bronze Medal, G.N.D.U. Athletics |
| Kiran Bala | 4x100 Relay, Bronze Medal, G.N.D.U. Athletics |

Manjit Singh  represented Army Team In Cross Country

Dilbag Singh represented Army Team in Cross Country.

| | |
|---|---|
| Kho –Kho (Girls) | 3rd Position, Inter-College G.N.D.U Amritsar |

## 9th Khalsai Games(2012-13)

| | |
|---|---|
| Overall Trophy:- | |
| Men | Athletics |
| Women | Athletics |
| Men | Weight Lifting |
| Arshdeep Singh | Best Athlete (100,200,400 Mt.) 1st Position, 4*100,4*400. |
| Daljit Singh | 1st Position, Shot put, Discus Throw, Weightlifting. 2nd Position, Javelin Throw. |
| Ranmeek Singh | 1st Position, High Jump. |
| Bhupinder Singh | 2nd Position, 400 Mt., 1st Position, 4*400. |
| Harjinder Singh | 3rd Position, 1500 Mt., 1st Position, 4*400. |
| Harmanpreet Singh | 1st Position, 4*100, 4*400. |
| Amardeep Singh | 1st Position, 400 Mt., 4*400. |

| Amandeep Kaur | 2nd Position, 100,200,400 Mt. 1st Position, 4*400. 2nd Position, 4*100. |
| Kiran Bala | 2nd Position, Long Jump, 200 Mt.. 1st Position, 4*100.2nd Position, 4*400. |
| Baljinder Kaur | 1st Position, 400 Mt.. 2nd Position, 800 Mt.. 1st Position, 4*100. 2nd Position, 4*400. |
| Gurpreet Kaur | 3rd Position, 1500 Mt.. 2nd Position, 4*100, 4*400. |

**Sports Achievements 2013-14**

| Cross Country Team (Boys) | Runner-Up, University Cross Country Championship. |
| Cross Country Team, Women | 4th Position In G.N.D.U., Amritsar |
| Jasnoor Singh | Gold Medal, Javelin Throw, G.N.D.University, Athletics. He participated in Junior Athletics National Championship also. |
| Amandeep Kaur | Bronze Medal, G.N.D.U Athletics, Long Jump |

Naveen Kumar was selected For G.N.D.U Cross Country Camp.

**10th Khalsai Games (2013-14)**

| Arshdeep Singh | 2nd Time Best Athlete, Ist Position 100,200,400 Mt. |
| Best Athlete (Women) | |
| Amandeep Kaur | 1st Position, 100,200,400 Mt. 2nd Position in Long Jump |
| Jagroop Singh | 2nd Position, Hammer Throw. |
| Sarkamaljot Singh | Shot-put, Bronze Medal |

**Sports Achievements 2014-15**

| Cross Country Team (men) | Winner, G.N.D.U Cross Country Championship |

| | |
|---|---|
| Cross Country Women Team | 4<sup>th</sup> Position, G.N.D.U Cross Country Championship |
| Jasnoor Singh | Gold Medal, G.N.D.U. Athletics (Javelin). Silver Medal, All India Inter-University Athletics and selected for World University Athletics Camp. |
| Sham Masih | Gold Medal, 12 Km. University Cross Country, represented, All India Inter-University Championship. |
| | 5000 mt, Gold Medal. |
| | 10000 mts. Silver Medal. Participated in All India Inter University Cross Country |
| Kanwaljit Thakur | 12 Km. University Cross Country, Bronze Medal. .Represented All India Inter-University |
| Parminder Kaur | 5 Km Walk Bronze Medal, G.N.D.U Athletics. |
| Manpreet Kaur | 1500 Mt Silver Medal, G.N.D.U Athletics. |

**11<sup>th</sup> Khalsai Games(2014-2015 )**

| | |
|---|---|
| Amandeep Kaur | 2<sup>nd</sup> Time Best Athlete, with 3 Gold One Silver Medal. |
| Amandeep Kaur Second | Hamer Throw, Silver. 4*400 Medal , 2<sup>nd</sup> Position, 4*100. |
| Parminder Kaur | 2<sup>nd</sup> Position, 4*400, 4*400. |
| Jagroop Singh | 2<sup>nd</sup> Position, Hamer Throw. 2<sup>nd</sup> Position, 4*400, 4*400. |
| Harmanpreet Singh | 2<sup>nd</sup> Position, 4*400. |
| Bhupinder Singh | 2<sup>nd</sup> Position, 4*400, 4*100. |

**Sports Achievements 2015-16**

| | |
|---|---|
| Cross Country Men | Runner-Up, G.N.D.U Cross Country Championship. |
| Cross Country Women | 4th Position, G.N.D.U Cross Country Championship |

**12$^{th}$ Khalsai Games(2015-16)**

| | |
|---|---|
| Overall Trophy | Athletics, Women |
| Amandeep Kaur | Best Athlete |
| | 100,200,400, Long Jump, 4 Gold Medal, 4*400, 1$^{st}$ Position, 4*100, |
| Amandeep Kaur | 2$^{nd}$ Position, Hammer Throw. 1$^{st}$ Position, 4*400. 3$^{rd}$ Position, 4*100. |
| Parminder Kaur | 1$^{st}$ Position, 4*400. 3$^{rd}$ Position, 4*100. 4$^{th}$ Position, Hammer Throw. |
| Gaganpreet Kaur | 1$^{st}$ Position, 4*400. 3$^{rd}$ Position, 4*100. |

Sukhdip Singh participated in Army Athletics

**Athletics:**

Satnam Singh Joined Punjab Police (Cross Country 2012-13 Athletics)

Ravinder Singh Joined Punjab Police (Cross Country 2012-13 Athletics)

Bhupinder Singh Joined Punjab Police (Cross Country 2012-13 Athletics)

Naveen Kumar Attended Cross Country G.N.D.U Camp, 2012-13 did B.PED From D.A.V. University. Presently he is Working at D.A.V School Ludhiana as DPE

**On 20-12-15, Punjab State Cross Country Championship was organized at our college. 400 athletes from 22 districts of Punjab participated. The event was sponsored by Dosanjh Sports Club, Canada, which gave Rupees 80,000/- as cash prize to the winners. This is a grand achievement for the college !**

**Achievements in Cultural Activities:-**

**Session 2012-13**

| | |
|---|---|
| Iqwal Kaur | 3$^{rd}$ Prize in Poetical Recitation, Doaba College Youth Festival. |
| | 3$^{rd}$ Prize Inter College Competition at Sant Baba Dalip Singh Memorial Khalsa College. |

**Session 2013-14**

| | |
|---|---|
| Agam Mahey | 2$^{nd}$ Position, on the Spot Photography, Zonal Youth Festival |

**Session 2015-16**

| | |
|---|---|
| Jasmeen | 3$^{rd}$ Position, Fancy Dress, Doaba College Youth Festival, Jalandhar. |
| Agam Mahey | 2$^{nd}$ Position, On The Spot Photography, Doaba College Youth Festival, Jalandhar. |
| Manjot Singh | Consolation Prize, Folk Song, Doaba College Youth Festival, Jalandhar. |

Hiking Tracking Camp at Dalhousie;-.

| | |
|---|---|
| Balvir Kaur | Got 3$^{rd}$ Prize, Poetical Recitation. |
| Rajvir Kaur | Best Camper. |

The Whole Team Was Hailed As The Most Disciplined Team.

| | |
|---|---|
| Gurminder Singh | 2$^{nd}$ Position, Folk Song, Sikh National College, Nakodar. |

**Religious Activities**

**Annual Religious Exams**

| | |
|---|---|
| 2012-13 | 11 Students cleared the exam. |
| 2013-14 | 15 Students cleared the exam |
| 2014-15 | 07 Students cleared the exam |
| 2015-16 | 07 Students cleared the exam |
| 2012-13 | 01 Student Got Scholarship. |

| 2013-14 | 01 Student Got Scholarship. |
|---------|---------------------------|
| 2014-15 | 01 Student Got Scholarship. |

In 2013-14, 7 students and a staff member and in 2014-15 nine students and three staff members took the exam of the religious studies correspondence course conducted by Dharam Parchar Committee of SGPC. Every year, students participate in annual Jor Mela at Fatehgarh Sahib and take part in open competitions such as *Kavishri, Dastar Bandi, Kavita* and Painting. It is organised by SGPC. For the last two years, students have been taking part in *Khalsa Sabhyachark Mela*.

| **N.S.S** | |
|-----------|---|
| Vana Mahotsava | August 5-2013 |
| Medical Check-up Camp | Oct, 2013 |
| One Day Camp for Cleanliness Campaign | 12 Sept, 2014 |
| *Vana Mahotsava* | August 10, 2014 |
| *Swachch Bharat Abhiyan* | Oct 21, 2015. |
| **N.C.C Achievements** | |
| Cadet Kirandeep Kaur | Participated in Republic Day Parade, Delhi in Jan 2013 |

**Table 5.11:-** Detail of Camps Attended and Examination Taken by Cadets during the Last Four Years;-

| Session | Nature of Camp/ Exam/ Certificates | No. of Students | Place |
|---------|-----------------------------------|-----------------|-------|
| 2012-13 | Combined Annual Training Camp. | 20 | Jalandhar Cantt |
| | National Integration Camp | 02 | Amritsar |
| 2013-14 | Combined Annual Training Camp | 10 | Khamkaran Vihiar |
| 2014-15 | National Integration Camp | 02 | Kar and Goa |
| 2015-16 | Annual Training Camp | 10 | LPU Jalandhar |
| 2012-13 | B Certificate | 02 | Jalandhar |
| 2013-14 | B Certificate | 07 | Jalandhar |
| | C Certificate | 06 | Jalandhar |
| 2015-16 | B Certificate | 06 | Jalandhar |

On-Campus training to the cadets about the dismantling and assembly of .22 Rifles and L.M.G. was conducted in Feb 2013.

- Cadets are deployed for maintaining discipline during various events and functions organized in the college.
- Cadets are deployed for piloting VIPs during college functions.
- Cadets participate in community service during Religious Functions.

**5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?**

The college has a set pattern of getting feedback from the graduates and post graduates. It uses the same to improve the performance and quality of the institutional provisions. Our out-going students are the best source of giving feedback by narrating their learning experiences during their stay in the college. The stakeholders from various sections are members of IQAC. Their timely suggestions and inputs help us improve the performance and quality of the institutional provisions.

**5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other material? List the publications/materials brought out by the students during the previous four academic sessions.**

The college frequently organizes competitions like essay writing, slogan writing, poster-making etc. through which the creative talent of the students is brought out. The college annual magazine '*Nirmal Dhara*' gives students the best opportunity to express their creative skills. Along with faculty members, student editors of different sections significantly contribute in its editing and publication.

**5.3.5 Does the college have a student council or any similar body? Give details on its selection, constitution, activities and funding**.

The college does not have a student council or any similar body as the state government has put a ban on such bodies.

**5.3.6 Give details of various academic and administrative bodies that have student representatives on them.**

The students have got due representation in various academic and administrative bodies of the college. They get their representation in

- 1QAC: Two students are given representation.
- The Editorial Board of the college magazine comprises of student editors. Every section of the magazine has a student editor.

- Rotaract Club is in fact a club of students, for students and run by students. All office-bearers of this club are student.
- Canteen committee: It has two student representatives. : a male and a female.
- Anti-Ragging committee: It too has two student representatives.

**5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the institution.**

The college has a nascent relationship with the Alumni and former faculty. With the help of social networking sites, the college remains in touch with them. The meetings of Old Students Association strengthen the bond further. The alumni are also members of 1QAC and thus they contribute in development of the institution. The college also remains in touch with the former faculty members. They are invited to different functions of the college like Annual Prize Distribution, Convocation, and Farewell Functions etc. The college treasures the valuable advice of retired faculty and distinguished alumni.

# CRITERION-VI

# GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 INSTITUTIONAL VISION AND LEADERSHIP

### 6.1.1 State the vision and mission of the institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future etc?

The college was founded with a vision of making humble contribution towards social uplift of this country side through capacity-building of rural youth via academics, sports, imparting of moral and spiritual values and community development.

The distinctive characteristic of the institution derives from its location. It is situated in a socially backward and educationally deficient area. Majority of our students are still from the socially and economically weaker sections of society, having low ability and living with lots of handicaps and many restrictions. In the 1970s when the college first started blossoming, girls of the area were rarely sent to colleges for higher education after schooling because the colleges were located in far off cities. The means of transport were sparse and resources of parents were meager. The coming up of this college changed the whole scenario. By providing education with minimal fee structure, the college brought within reach, the benefits of education to the youth, especially girls who become self-reliant and confident young women, strong enough to face the challenges of the professional scenarios. The essence of the motto of the college *'Mann Jeetey Jagg Jeet'* (Win hearts to win the world), permeates the entire ambience of the institution which provides a congenial and caring teaching-learning environment. Our constant endeavor remains to sensitize the young minds towards social issues, human values, and gender and environment issues.

Being a rural institution, conscious effort is made to preserve and promote the rich Punjabi culture, heritage and spiritual philosophy through co-curricular programs and extension activities. We intend to continue with this mission as well. The situation has become tough with opening up of a number of educational institutions, including a private university, in our vicinity. Nevertheless, we shall continue to sustain our relevance by keeping abreast of the latest technology and providing necessary equipment to the students.

In the near future we plan to start new vocational courses that could enable the learners to be self-reliant and trained enough to start their own ventures or start-ups instead of joining the never ending time of employment seekers.

**6.1.2 What is the role of top management, principal and faculty in design and implementations of its quality policy and plans?**

The college is governed by the SGPC, Amritsar, which manages several quality educational institutions including schools, colleges, engineering and medical institutes and now even a university. This governing body has a dedicated wing in Amritsar catering exclusively to the management of educational institutions called SGPC Education Trust. Showing an increased interest in education it has also established a separate Directorate of Education based in Chandigarh.

The quality policy and plans of the college are primarily designed by the principal in consultation with the senior faculty. The principal ensures the observance of all provisions of the university by-laws, the statutes and regulations. After deliberations in the Academic Advisory Committee, the requirements or changes in policies are conveyed to the Directorate of Education/Trust through the Principal. These are discussed and approved by the governing body. The members of the directorate and the trust make regular visits to the college to monitor the implementation of quality policy and plans.

**6.1.3 What is the involvement of the leadership in ensuring?**

1. **The policy statements and action plans for fulfillment of the stated mission**
2. **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
3. **Interaction with stakeholders**
4. **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
5. **Reinforcing the culture of excellence**
6. **Champion organizational change**

The leadership i.e., the SGPC Trust, the Directorate of Education and the Principal of the college work in tandem to formulate the policy plans and its implementation. The principal functions in a democratic manner. He meets the HODs and finalizes the paper allocation, academic calendars and expansion plans. Various committees look after their respective concerns with full freedom. Feedback is taken continuously from students, formally and informally. Parents are contacted as and when required. Throughout the year the principal interacts with the staff individually as well as collectively in staff meetings.

There is no interference in the day to day functioning of the college by the members of governing body. Yet they are easy to approach by the stakeholders and are always receptive to their constructive inputs. The members of the faculty are encouraged to attend seminars and conferences.

Students excelling in academics, sports and co-curricular activities are awarded prizes every year. The library and other facilities are constantly upgraded. All these endeavors contribute to the culture of excellence.

**6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time.**

The principal holds periodic meetings with the staff, HODs, Conveners and members of various committees and monitors the implementation of the plans and policies that are already decided. Semester-wise plans regarding syllabus distribution and completion, evaluation of the performance of the students' in house tests and how the weak students are being taken care of, all matters are analyzed and corrective measures are suggested. As and when required, specific committees are formed and tasks assigned by the principal.

He acts as a facilitator for students and staff and ensures every task is accomplished in a spirit of camaraderie. Any new requirements are conveyed to the principal who deliberates with the purchase committee and after following due process, purchases are made. All the activities are undertaken democratically and in a transparent manner.

**6.1.5 Give details of the academic leadership provided to the faculty by the top management?**

The top management comprises of the S.G.P.C. Education Trust, Directorate of Education and the principal of the college. They are all very proactive in providing leadership to the faculty. The principal acts as a bridge between the management and the faculty. The management gives the Principal a free hand in running the college. The faculty is encouraged to organize/attend seminars and conferences. They are readily allowed to attend refresher/orientations courses. The management is always more than willing to sanction new courses. Requests for additional infrastructure and equipment are readily provided. Senior office bearers of the management interact with staff off and on and provide guidance and encouragement. The representatives of management are also actively involved in the selection of new faculty members.

**6.1.6 How does the college groom leadership at various levels?**

There are many administrative positions within the college that offer considerable leadership opportunities to staff-members. These positions require initiative, creative thinking and decision making. The **Heads of the departments** enjoy functional autonomy in running their departments. They finalize the departmental road map indicating the actions proposed, academic calendar, the conduct of guest lectures and seminars.

Teachers also act as **conveners** and **members** of various committees. These conveners develop leadership skills while on the job. There are teachers who work as **co-coordinators** of cells and clubs: Rotaract Club, Grievance Redressal Cell, Women Welfare Cell, U.G.C. Cell, Career Guidance Cell, English Literary Club, etc. Students are also given representation in these cells which help in grooming both the teacher and the taught. Teachers appointed as **vice-principal, registrar**, **deputy registrar, bursar, deans** and **staff secretary** gain invaluable administrative experience in these positions.

The faculty members are deputed as **centre superintendents, deputy superintendents** and **co-coordinators** at college and university theory and practical examinations. The positions of **Program Officer of N.S.S.** and **Care-Taker of N.C.C.** are very challenging assignments that involve interactions at various levels.

Students of N.C.C. learn leadership qualities, discipline and community service. Students are also appointed as editors of various sections of college magazine. They learn and grow as office-bearers of cells and clubs as they get chance to work closely with teachers. They are also entrusted the responsibility of organizing and conducting functions and cultural programs at college level. The Youth Welfare department of the university also organizes Youth Leadership camps during vacation. Recently, in June 2016, 11 girls participated in such a camp held at Dalhousie.

**6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?**

The HODs or teachers in-charge have operational autonomy in running their respective departments. They allocate classes and papers to be taught. They formulate the academic calendar in consultation with other teachers.

The college principal delegates authority to the staff by giving them responsibility. He constitutes a number of committees, for example, Admission Committee, Canteen Committee, Library Committee, Purchase Committee, Campus Maintenance Committee, Sports Committee etc. All committee conveners and co-coordinators enjoy functional autonomy within the framework of rules and regulations. The principal primarily acts as facilitator and guide. The administrative office functions under the leadership of the office superintendent. Delegation of office work to his subordinates is his responsibility. Overall, a decentralized system of governance exists in the college.

**6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management**.

As described in 6.1.6, the college functions through participative management. The dealings with the governing body are done by the principal.

The principal makes it a point to take every decision after discussing with the concerned faculty or administrative staff, or conveners of various committees. Each department functions with autonomy. The registrar, the bursar and the coordinators work to implement plans and policies proposed by the management and principal. The faculty enjoys freedom to plan and execute cultural and academic activities. The senior faculty is able to influence several academic and administrative decisions. The students too have a say in the affairs of the college. Their suggestions are given due importance and they are given freedom in organizing trips and cultural activities.

## 6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

**6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?**

Quality policy is an ever evolving strategy. The policy of the college is driven by the need to enhance the academic quality and performance of the students. The annual appraisal of teachers by the management and the students keeps the faculty on its toes. They have to continuously move towards excellence and give better results. The governing body keeps a close watch on their performance. The principal reviews these performances and they are discussed formally and informally. The quality policy is deployed primarily through the various committees that cover all aspects of the institutional functions.

The **IQAC** has been constituted recently which is expected to streamline the development, deployment and review of the quality policy. It is an all–inclusive body as it includes members of the governing body, alumni, parent representatives and external experts.

**6.2.2 Does the institution have perspective plan for development? If so, give the aspects considered for inclusion in plan**.

The Advisory Committee, and now the I.Q.A.C., formulates plans regarding the development and up gradation necessitated by the changing educational scenario. Although the available infrastructure fulfils the current needs of the institution, the available space is being judiciously developed keeping the future requirements in view. There has been a lot of up gradation and addition of infrastructure during the last six-seven years.

Faculty enrichment is another aspect of institutional development. The college plans to redouble efforts in organizing seminars and conferences and induce

teachers to take up major and minor research projects. Increased interface between the alumni and the current students is an aspect that needs to be worked on in future. Career Guidance cell needs to move a step further and strive for placement of students in industry and companies. To enhance the employability of students, new add-on courses are envisaged and conduct of short-term vocational courses during vacation needs to become a regular feature.

### 6.2.3 Describe the internal organizational structure and decision making processes.

The institution has a well-planned organizational structure that facilitates smooth and efficient decision making process. The goals are set through collective wisdom of the management, principal and staff, and are then achieved through their collective effort.

The organizational structure is as shown in the following flow chart.
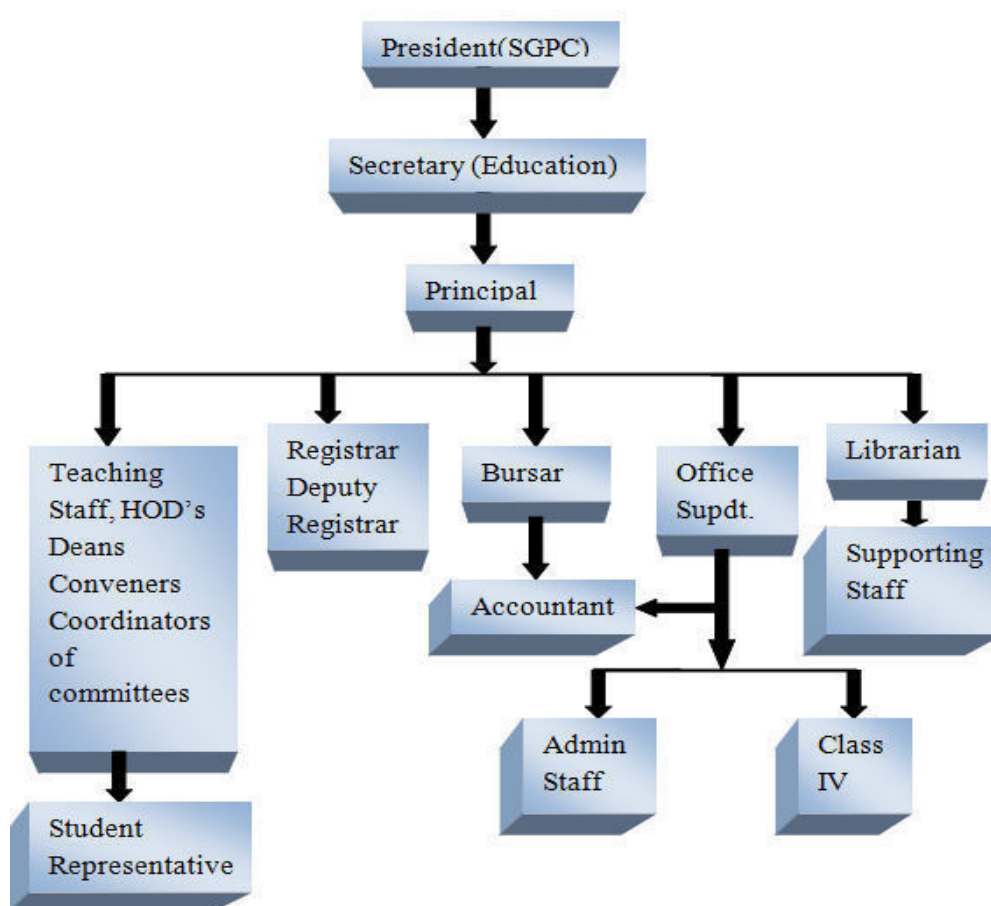
**Figure 6.1:- Depicts the organizational structure**

The decision making is achieved through a number of academic and administrative bodies. Policy decisions are made by the governing body on the basis of inputs from the principal and the college academic affairs committee. Responsibilities are delegated but with an effective monitoring system. The principal in consultation with permanent faculty appoints various committee conveners and members. Individual teachers are also made co-coordinators/care-takers of specified activities like N.C.C, N.S.S, Bursar, Registrar etc. The recent formation of IQAC will help in developing strategies for quality enhancement and its sustenance. Senior faculty is its members. The decision making is now expected to become more centralized.

**6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following**

➢ **Teaching and Learning**
➢ **Research and Development**
➢ **Community engagement**
➢ **Human resource management**
➢ **Industry interaction**

- **Teaching and Learning:** The results of class tests and the house test are assimilated and reviewed by each department. To improve upon the deficiencies, corrective steps are taken. Remedial classes for weak students are held. Feedback from students on teacher's performance is also analyzed and acted upon. Students showing good academic performance in university examinations are given prizes every year. To augment the traditional lecture method, IT- enabled class rooms have been added. This makes teaching-learning more interactive and interesting. Trips are organized for the students to give them an added perspective.
- **Research and development**: The faculty is motivated to take up research projects and is encouraged to attend conferences, seminars and workshops. E-learning resources are provided through INFLIBNET. Two national seminars were organized in the college last year and the papers presented were published in the form of anthologies. Many teachers have got their research papers published in ISSN journals in the last four years.
- **Community Engagement**: Student and teachers actively participate in community outreach activities. Cadets of N.C.C. and volunteers of N.S.S. render community service through annual and one-day camps. Blood donation camps were organized in collaboration with the blood bank of Civil Hospital, Jalandhar. Tree plantation and celebration of Vana-mahotsav is an annual feature. The Women Welfare cell and the English Literary Club jointly collected clothes and food items and distributed it among slum dwellers. They also distributed English cursive writing workbooks to primary students of Govt. School, Adampur.

- **Human Resource Management**: Human resource is the most important element in the growth of an institution. The teachers are selected as per norms laid down by the U.G.C, D.P.I., Punjab and Guru Nanak Dev University. From the temporary and contractual staff, those with good performance are allowed to continue in the next session as well. The faculty is motivated to participate in faculty development programs. Students are also involved in organizing and conducting events relating to extra-curricular and extension activities. Those with a creative bent of mind are exhorted to write for the college magazine. Effort is made to identify the potential in a staff member or student, and then he/she is given ample opportunity to exhibit it and hone it further.
- **Industry Interaction**: Experts from industry, banks and companies are invited to deliver lectures and interact with students thereby giving them an insight into the job market and the world outside. Banks and companies offer jobs and internships to students. Students of Office Management and Secretarial Practice were given industry experience when they visited G.N.A., Mehtiana, Cargo Motors, Jalandhar and Sonalika International Tractors, Hoshiarpur.

### 6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Head of the institution, who plans, implements and monitors all the institutional programmes along with various academic and co-academic bodies, keeps in touch with the management through correspondence and presentation of reports in the management meetings. He also sends written reports of the growth of the institution and achievements in various fields term-wise and annually. It is on the requirements sent by the principal that new/vacant posts of teaching and non-teaching staff are advertised by the governing body. He also sends annually the report on the academic performance of the college students. The monthly salary bill and other financial expenditure are passed by the management on the recommendation of the principal. Information to stakeholders is passed on via annual report, prospectus, Notice-Board and the college website. The principal also interacts directly with students, parents and old students during meetings.

### 6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The staff is the most important cog in the academic machinery. The management acknowledges this by encouraging and involving the staff in every aspect of the institutional processes.

As stated earlier, all the activities of the college are planned and implemented by the principal and the staff through various committees. It is the staff that organizes talks, seminars, cultural programmes, educational trips and other extension activities.

**6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are efforts made by the institution in obtaining autonomy?**

The affiliating university does have a provision for according the status of autonomy to affiliated colleges. At this juncture, in all humility, the college believes it is not in a position where it can seek autonomous status. A lot needs to be done before we can venture to do that.

**6.2.9 How does the institution ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?**

Grievance Redressal Cell directly deals with the problems of the students and parents and handles all their problems with the help of other faculty members viable solutions to the problems are found out to the satisfaction of all. If needed sometimes the principal is also involved. The Women Welfare Cell takes care of the special needs of girl students.

**6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?** None.

**6.2.11 Does the institution have a mechanism for analyzing student feedback on institutional performance? If 'yes' what was the outcome and response of the institution to such an effort?**

Students' feedback is taken very seriously by the principal and the staff. A suggestion box is placed at a vantage point and even anonymous complaints and suggestions are acted upon. It was on girl students' demand that a common room for them was created. Again, on their suggestion, a carom-board was placed there. Recently, an AC was also fitted in the girls' common room.

On the demand of the students, the library was also fitted with two ACs. Acting on the students' complaint, the canteen contractor was changed last year. Changes in the time-table are often made on the request of the students. The principal maintains regular contact with the students and seeks their feedback.

## 6.3 FACULTY EMPOWERMENT STRATEGIES

### 6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

Continuous professional development of staff members is a *sine qua non* of any vibrant institution.

1. The teaching staff is always encouraged to attend refresher and orientation courses.
2. They are exhorted to organize talks, seminars etc., in the college. They are at liberty to attend such programs in other colleges and universities.
3. With the advent of technological aids in pedagogy, it has become imperative to be techno-savvy. College provides training in the use computers and smart boards to its senior as well as new teachers.
4. The staff is sent to other colleges for university examination duties where they learn superintending and invigilating jobs. They are also sent to university evaluation centres where they work as sub or head examiners.
5. The non-teaching staff is also encouraged to continuously upgrade their knowledge of hardware and software that they use.

### 6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for roles and responsibility they perform?

The latest ICT tools are provided to the faculty. It uses all its resources, government aids as well as donations to add new equipment, be it computers with latest configuration, photo copiers, scanners, smart-boards, and projectors. The computer department organizes computer literacy programs for both teaching and non-teaching staff. The faculty is asked to apply to the U.G.C. for seminars and other projects. In 2015-16, two national seminars were conducted in the college by the department of Punjabi and the departments of Political Science and History. Eminent resource persons were invited as experts. The papers were got published in book form by the college. The faculty is given duty leave and T.A./D.A. to attend workshops/seminars/conferences elsewhere. They are motivated to contribute research papers to refereed journals.

Two of our women teachers were deputed to attend U.G.C. sponsored workshop on Capacity Building of Women Managers in Higher Education held at Punjab University, Chandigarh in March 2011 and one of them also attended Training of Trainers workshop on Capacity Building of Women Managers in Higher Education held at Jammu University. Health check-up camps and health related lectures are regularly organised for the staff and students.

**6.3.3 Provide details on performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.**

An appraisal system of the staff is very much in place. The semester results are submitted to the governing body annually that compares it with the university results. The teachers whose results are way behind the university results are penalised by withholding their annual increment till the time his/her performance improves. They are made to take extra classes especially for weak learners. The feedback from students is also considered while writing of the ACRs of teachers. The appraisal of various duties entrusted to each teacher is also done by the principal. The inputs by the concerned HOD is also given due weightage. The appraisal of the office staff is also done by the principal on the basis of inputs from the office superintendent. Additionally, teacher appraisal is made through a self assessment Performa sent by the Director of Public Instruction, Punjab.

**6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to appropriate stakeholders**?

As mentioned in 6.3.3 above, the performance appraisal reports are scrutinised and analysed by the governing body and the principal. Non-performers are penalised and counselled to put in more effort to improve their results. Shirkers are not appreciated. The professional conduct of every employee is under constant scrutiny. Any deviant behaviour is viewed seriously. Annual increments and placement in higher grades is sanctioned by the management after due diligence. The retention/continuation of temporary staff is incumbent primarily on their academic performance. Good performers among them are rewarded with increments and longer contracts.

**6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in last four years**?

The welfare of an employee is of utmost importance. The Governing body pays special attention towards this aspect.

1. Contributory provident fund scheme is adopted wherein the management contributes an equal share to the fund of each employee.
2. Gratuity is paid to the retiring employee within the shortest possible time.
3. In case of dire need, an employee can take loan (refundable or non-refundable) from his/her PF account.
4. From the last three years, the management has provided health cover to each employee and his/her family under corporate health insurance scheme, half the premium of which is paid by the management. It provides

cashless hospital treatment. Several staff members have already availed of this benefit for themselves or their family members.
5. Freeship to the wards of the staff.
6. Free accommodation to the family of college chowkidar.
7. Separate department rooms have been provided.
8. The staff-room and administrative office is air-conditioned.
9. Maternity and child care leave is provided to women staff.
10. The facility of gymnasium is also available to all.

### 6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

The college provides pay scales and security of service to the faculty members as per UGC/DPI, Punjab rules. Those who are employed on ad hoc and contractual basis are offered better pay scales and assurance of job. They are continued in the next session. In some cases additional increment is also paid to a candidate with good skill and qualification.

The faculty members can make use of the college resources for personal growth and career advancement. Many teachers did their M.Phil. and even Ph.D. while in service. A few are doing it now. The teachers are motivated to write research papers and get them published. They are allowed to attend national/international seminars, conferences and workshops. A very healthy and conducive work environment is provided to the faculty.

### 6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

### 6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Being a rural college, it is imperative to be sagacious and judicious in the utilization of financial resources. Financial matters of the college are handled primarily by the principal, office superintendent, bursar and accountant. There is a Purchase Committee tasked with making purchases after following due procedure of inviting quotations.

Funds required for various activities are allocated by the principal on the recommendation of the concerned co-ordinator/convenor/Dean. The construction of additional infrastructure is handled directly by the civil engineer wing of the governing body and they themselves monitor the expenditure. Payment of bills and reimbursement of expenses is supported by vouchers. All receipts and payments are routed through bank. Account keeping is fully computerised.

**6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance?**

Internal audit is carried out every month by the charted accountant of the governing body.
1. The balance sheet is also prepared by the same C.A.
2. The external audit is done by auditors from Auditor General (Punjab) office every year. They conduct audit of government grants and the audit of the college is complete till 2015-16.
The last audit by the government was carried out in December 2016.

**6.4.3 What are the major sources of institutional receipts/funding and how is deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the provide four years and reserve fund/corpus available with institutions, if any.**

 The major sources of funding for the college are:
1. Fee collected from the students
2. Annual rent received for agriculture land from the tillers.
3. Grant-in-aid received from the state govt. against aided posts.
4. Development grants received from UGC.
5. Salaries of the temporary uncovered permanent staff and contractual staff from the management.
6. Sale of scrap.
7. Development grants received from MPs/MLAs.

**Deficit Management:** The College gets 95% of the salaries of aided posts under the grant-in-aid scheme of the Punjab govt. The remaining 5% is contributed by the management. Copies of the audited income and expenditure statements of the previous four years are attached.

**6.4.4 Give details on the efforts made by the institution in securing additional funding and utilisation of the same**.

College administration along with faculty members continuously pursues political leaders as well as prominent persons of the area of the villages for fund raising.

The institution also successfully sought grant from the UGC for organising seminars.The college was successful in getting development grants from M.L.A.s  after relentless efforts. An amount of Rs. 200,000 was donated by Shri Sohan Singh Thandal (Cabinet Minister in Punjab Govt) and  Rs 100,000 was given by Shri Pawan Kumar Tinu (CPS in Punjab Govt). Ten ceiling fans were donated by an NRI.

**6.5 INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)**

**6.5.1 Internal Quality Assurance Cell (IQAC)**

**A. Has the institution established an internal quality assurance cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

The college has recently established an IQAC. It is still in its stage of infancy. Prior to its establishment, there definitely existed a quality assurance practice. It was done primarily by the Academic Affairs Committee headed by the principal. It maintains internal quality checks. It receives feedback from the students and teachers. The registrar prepares subject-wise results which are sent to the management for perusal. The Principal reviews the activities undertaken by various committees and cells and plans are chalked out for future activities. Now with the formation of IQAC, all these activities will be carried out by its members in a more effective manner.

**B. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were annually implemented?**

The very first decision of IQAC was to get the college accredited by NAAC. It was approved in right earnest. A steering committee was formed for the purpose and it was tasked with writing the Self Study Report within reasonable time. It was also decided that the feedback from students on teacher performance will be tabled at the next meeting. It was also decided to expand the existing academic affairs committee by incorporating research cell within it. It is now known as the Academic Affairs and Research Promotion Committee.

**C. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

Yes, the IQAC has co-opted two external members from the community, and it is hoped that they will contribute their might in future.

**D. How do students and alumni contribute to the effective functioning of the IQAC?**

The feedback from students has always received importance in the policy planning of the college. They shall continue to do so in future also. The alumni association has also been formed recently and they have given assurance of their support to their alma mater in the coming times. Their suggestions have already helped in improving the teaching methodology and they have suggested introducing some new courses.

**E. How does the IQAC communicate and engage staff from different constituents of the institution?**

The IQAC communicates and engages staff from the already existing committees and cells.

**6.5.2 Does the institution have an integrated framework for quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.**

Yes, as enumerated in 6.5.1(a), the college has a set framework for quality assurance of the academic and administrative activities. It is operated through numerous committees and cells. Meetings and deliberations take place as and when required. Directives from the management, university and the government are passed on by the Principal and action is taken on it by the department/committee concerned. Like a well-oiled machine, the entire activity is carried out smoothly. All the segments get the required support - infrastructural or financial, to achieve the desired result.

**6.5.3 Does institution provide training to its staff for effective implementation of quality assurance procedures? If 'yes' give details, enumerating its impact.**

The senior staff members are well acquainted with the various aspects of quality assurance. They act as mentors to the newly appointed staff who learn on the job. Interactive sessions are held for the staff. The computer department organises computer literacy programme for staff members. They are trained in the use of LCD, projectors and making power-point presentations. The library support staffs were also trained in the use of software installed in the library.

**6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?**

1. The college does its academic audit from time to time by analyzing results in house tests and university examinations. It also takes stock of its academic infrastructure. After thorough analysis, strategies are evolved to raise the graph of achievements. The university also does its audit in terms of general inspections at the time of introduction of new courses. Besides this, the university also conducts periodical inspection of the college every year. There have been several inspections of this kind by the university in the past four years. The inspection committee checks infrastructure available, the library books and journals, number of faculty members in the department concerned and their qualifications.

2. This audit definitely improves the quality of the institutional programmes. They are geared up towards their goals. For example the review of results

brings out the low, average and high performance. Remedial courses are conducted for the weak students. Sometimes new additions are made in the infrastructure to improve the teaching process. Every department keeps on adding equipments, books, journals, software for the benefit of students.

**6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities.**

The college follows all university rules, UGC guidelines and DPI instructions and maintains standards in teaching process, conduct of examinations and evaluation. The college conducts academics and co-academic programmes as per the calendar of the university.

**6.5.6 What institutional mechanisms are in place to continuously review the teaching and learning process? Give details of its structure, methodologies of operations and outcome.**

The teaching-learning process is reviewed continuously through set mechanism. The methodology used is
1. Class-room tests, oral and written, group discussions and interactive sessions.
2. House tests before the final examination shows where each student stands. Remedial measures are then taken for weak learners.
3. Courses that do not attract admissions are given added publicity.
4. Attendance report and the performance of students in house-tests are conveyed to the parents.
5. The calendar of extra-curricular activities is framed keeping in mind the academic plan, so that studies do not take back seat.

**6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?**

The college prospectus and notice-board continue to be the most effective mode of communication. The use of college website and advertisements in electronic media is also made. The principal and staff keep the students informed about the outcomes on a daily basis. The management is also kept informed about the quality assurance policies through correspondence or directly by the principal in his meetings with the concerned officials. The representatives of the management often hold meetings with the staff and the students wherein views are openly exchanged and information shared. Copies of the prospectus, college magazine and the annual report are sent to the university and DPI (Punjab).

# CRITERION-VII

# INNOVATIONS AND BEST PRACTICES

## 7.1 ENVIRONMENT CONSCIOUSNESS

To make our planet worth living for the future generations, it has become imperative for the educational institutions to instill environmental consciousness among the present one. Students must be made to understand the fragility of environment. As stated in the objectives and goals of the college, it is our commitment to address environmental issues and provide eco –friendly campus. In fact, one of the major concerns of the management is to maintain the pristine beauty of the campus and address the environmental issues in all earnestness.

### 7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Although the college does not have a formal mechanism of 'Green Audit', Campus Maintenance Committee endeavors hard to promote a clean, safer and healthier environment. It supervises the task of the maintenance of existing trees and identifies places for planting new ones. Nurturing plants is one of the non-academic pursuits that develop environmental consciousness among students.

The NSS wing of the college devotes its time and energy in ensuring cleaner and greener environment. Making annual addition of trees to the campus is one of its favorite ventures. Individual experiences of sowing seeds, watering plants, preparing and using organic manure, removal of weeds etc take volunteers nearer to nature. During the last four years a number of saplings have been planted.

Time and again, students are made aware of important environmental issues by respective EVS subject mentors. Multimedia Projectors are used to show various case studies. Attempt is made to raise awareness for the protection and conservation of environment.

### 7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

1) **Energy Conservation**:

   The commitment and the involvement of the management in conserving energy has succeeded in saving a considerable amount of energy. The new buildings for eg., the P.G. block and hostel have been designed to ensure energy efficiency.

   - All new classrooms have large glass windows which allow abundant natural light. They are also well-ventilated.
   - The traditional bulbs have been replaced with C.F.Ls as they use almost one fifth energy of conventional bulbs and give the same

output. This reduces energy consumption and causes lower emission of heat.

- The open-air stage has been used for conducting rehearsals and organizing college functions. In pleasant weather conditions, small classes are conducted in the lap of nature. These practices help reduce energy consumption.
- The lights and fans are switched off by the staff or the peons after the completion of the lectures.
- Air conditioners are switched on as per requirement and switched off when not needed. All recently purchased ACs are star-rated split models that consume lesser energy.
- Wherever possible the units of air-conditioners have been placed in shady locations. The annual maintenance of all computers and other related peripherals is done Thus all equipment have longer life and it enhances energy efficiency.
- The college canteen uses reusable crockery and cutlery.
- L.C.D monitors are used in all computer labs. They save energy and power consumption.
- There is sufficient cross ventilation in laboratories and class rooms to avoid the unnecessary use of electric lights.
- Hot plates, room heaters are not allowed in hostel and departments.
- The college has small lawns within built-up areas. This helps in keeping energy requirement relatively lower for eg. teachers use one such lawn behind the staffroom. During the winters they prefer to sit in the sun instead of depending on high energy consuming room heaters.

## 2) Efforts for Carbon Neutrality

- The college has taken certain measures to check the emission of carbon dioxide to keep the campus pollution-free.
- The college has made adequate arrangements for the parking of vehicles. Students are instructed to park vehicles in a shed adjacent to the entry gate. Powerful vehicles are prohibited and pollution control certificate is mandatory for all the vehicles parked in the campus.
- Students are encouraged to use college transport instead of individual vehicles. The staff use car-pools to commute to and from college. The buses from outside are not allowed to enter the campus. Plantation of trees has helped reduce the carbon footprint. Tree plantation drives are carried out by various units of the college like NSS and NCC. 'Van-Mahotsav' is celebrated every year to highlight the importance of trees in our life.
- Only LPG Cylinders are used for cooking in the canteen.
- Smoke free electric generator has been installed in the campus for uninterrupted supply of power.

- Cigarette and Tobacco products are strictly banned within the campus. The campus is a non- smoking and pollution free zone.

**3) Hazardous waste management**:

Hazardous waste material like plastic, polythene and broken glasses are disposed off properly to prevent its harmful effect on the people and environment. Garbage bins have been placed at various locations in the campus to keep it clean. Dry leaves are buried in the compost pit.

**4) E-Waste management:**

- Appropriate methods of disposing off of electronic devices and material are used. Electronic goods are put to optimum use. Minor repairs are carried out by the staff and laboratory technicians themselves and major repair is done by professional technicians. They are reused only after proper repair.
- UPS batteries are either recharged/repaired or exchanged with the suppliers.
- The waste compact discs are used by students for creating decorative artifacts, or in collage making.
- Electronic waste such as discarded computers monitors and printers are routed through appropriate channels for proper disposal. They are handed over to experts for dismantling or recycling.

## 7.2 INNOVATIONS

**7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.**

During the 45 years of its existence, the college is constantly evolving and improving to keep itself abreast with the swiftly changing social scenario. New developments in the field of education have compelled it to innovate. Several innovations have been introduced in academics, administration and the other levels of its functioning. To meet the emerging needs of students, the ,institution is endeavoring hard to improve, enhance and expand its services. No doubt, quality is achieved when such efforts are made passionately and relentlessly.

1. **Enrichment and Value Added Courses:-** The college has introduced value added courses to help students  acquire knowledge and enhance their employability. The introduction of M.Sc. (Computer Science), D.C.A, P.G.D.C.A and M.A in Punjabi substantiate the efforts of the college to synchronize education with employability and vice-versa.

**Quality Education**:  The institute is committed to provide quality education to students especially belonging to the weaker segments of society. Once the

better learners, average and slow students are identified, the teacher's duty becomes obvious. Students are taught in such a way that they are able to grasp things easily. Some of the methods employed are:

- Remedial classes for the weak students
- Detailed teaching plans for students
- Mini projects and tutorial for students to enhance their capabilities
- Class test and internal weekly assignment, presentation and hands-on-session in smart class rooms
- Arrangement of guest lectures.
- Participation of students in inter-college competitions like programming, paper presentation and in different cultural events.

**Conducive Teaching-Learning Environment**: The College tries to ensure that both the faculty and students get environment conducive for the teaching and learning process. Many measures have been taken in this regard:

(a) CCTV Camera has been installed at different places and surveillance is kept to ward off untoward incidents like ragging or eve teasing. Students are able to move in the campus without any fear. Smart-boards have been installed in the computer laboratories to make teaching more interactive. Teachers make use of LCD monitors, power point presentations to stimulate students' interest in learning. Blackboards have been replaced with white boards in classrooms.

(b) Well-equipped seminar hall and a multi-purpose hall are available for organizing various functions and cultural events.

(c) Internet connectivity to all the teaching departments has been provided to enable internet browsing by the faculty members. Library stock verification is done by the computer portable data collection terminal. INFLIBNET passwords have been provided to the staff members and students, facilitating access to journals and publications which are not available in the library. Students are informed about different types of scholarships from State and Central Governments. This enables them to put economic worries aside and concentrate on their studies.

(d) The college has introduced Group Medi-claim policy for both teaching/ non-teaching staff, to assist them in case of emergency hospitalization. Students have also been provided the facility of group accidental insurance. These small steps are big enough to keep both faculty and students away from day-to-day worries and focus on their respective work.

(e) Ad-mad shows are conducted in which students are encouraged to design advertisements for various products. It provides them an opportunity to bring out their latent creativity.

(f) The college has done away with the old manual system of working in administrative office. It has been computerized. It has resulted in getting

rid of many hassles faced by the staff and has made the maintenance of office records streamlined and efficient.

**Community Participation/ Service:** Active community participation is encouraged among the students. With the help of Rotary Club, Adampur, the college frequently organizes medical camps for the students, faculty and people from near-by villages. With the help of Rudset Institute , the college endeavored to empower women of nearby villages by providing them vocational training and thus making them capable of being self-employed. Students are inspired to spend quality time in orphanage and slum area with the unloved and unprivileged. Such life changing experiences inculcate humility and modesty even among the least thoughtful and give them valuable lessons. Thus in providing love and happiness to the destitute, our students get emotional and spiritual nourishment and the objective of the institution to sensitize them is accomplished.

## BEST PRACTICES

**1. Title of the Practice**: - Empowering Rural Girl Students:

There is no denying the fact that rural women are the unsung heroes of rural economy due to their contribution in agriculture, cattle rearing and dairy farming, apart from their daily domestic chores. But they are destined to struggle against many handicaps and social evils in the male-dominated society. Many evil and patriarchal forces still prevail in the modern Indian society that resist the forward march of its women folk. Thus they need to be empowered. The best way to empower the rural women is to empower rural girl students because it is essential to the well- being of families and rural communities. It is necessary that they should live their lives freely with sense of self-worth, respect and dignity.

## 2. Goal

**Describe the aim of the practice followed by the institution. Mention the underlying principles or concepts in about 100 words:**

The institution is committed to fulfill its objective of empowering women. It strives to:

- Enhance the self-esteem and self-confidence of girl students and staff.
- Maintain and strengthen the status of women and create awareness of feminine potential.
- Develop decision-making ability of women.
- Enable girls to make informed choices in areas like education, employment and health, especially reproductive health.
- Enhance their participation on an equal footing in all areas.

## 3. The Context

**Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.**

For designing and implementing this practice, there were various challenging issues that had to be addressed. The first was to make girl students understand the meaning of empowerment because they were subjugated and condemned to a life of servility and docility since birth. They had to be convinced that empowerment meant replacing patriarchy with parity. The main task was to make them conscious of the violation of their basic rights which was prevalent. Girls could not even express stoutly their desire to go for higher studies. If granted permission, they were not allowed to choose the stream of their choice.

Moreover, although many women faculty members and students had their own stories to tell, the herculean task was persuading teachers as well as students to share their experiences and turmoil. The challenge was to convince them to break the shackles and come out of the social construct of patriarchy, without creating social discord.

Empowerment was to take place without hurting the ego of the males because it was something antithetical to the patriarchal system. It could have easily been taken as rebellion and thus retaliation was inevitable. It was not going to be easy to challenge the socio-cultural construct. A method of persuasion and conviction was to be used. Patriarchal system was to be changed in a certain but subtle manner.

It was a delicate task. In a co-educational institution the need was to sensitize the boys also. They should not have felt either ignored or insulted or targeted at any cost. Their active participation was sought to bring a constructive transformation in society as it would serve as a firm foundation for life-long learning for both of them.

Since majority of girls were adolescent and had soft feelings for their male counterparts, they could not have been persuaded to work in isolation .For a harmonious society; they were supposed to be working together having healthy affiliations.

## 4.  The Practice

**Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.**

Being an institution of higher education, it has a major role to play in preparing young generation for a prosperous future by imparting quality education. It has to work for the uplift of the rural girl students. Keeping this in view, Women Welfare Cell was established in the college three years ago. Its aim was to enhance understanding of issues related to women and to make college campus a safe place for women students. It also tried to provide a platform for women to share their experiences and views regarding their status in society and suggest ways to improve and empower themselves. Aiming at intellectual and social uplift of the students, the cell tried to facilitate women empowerment through extension lectures, seminars, awareness programs and welfare activities.

This project, however, did not remain confined to the activities organized by the cell. Different components of the college like cell for extra-curricular activities, Career Guidance cell, Rotaract Club, Department of Computer science- all got involved and the project became the best practice of the college. The college got united and supported the welfare activities for girl students. Keeping in view the challenges, urgent need was felt to bridge the deep-rooted biases through sustained reconditioning. It was decided to empower rural girl with knowledge skills and self-confidence necessary for the holistic development of their personality.

Sustained awareness programs organized: PPTs, documentary films, motivational lectures by women achievers were of great help in instilling confidence among the meek ones. Some teachers also became their role models and source of inspiration.

It was observed that fatigue, tiredness and weakness were quite common symptoms among girls. A survey was conducted to know their eating habits. Findings were alarming as 50% of them were not taking healthy and nutritious diet or came without taking breakfast. They were blissfully unaware of the working of their metabolism. Medical camps were organized and found that majority of girls were anaemic. It was found that they did not share their health issues with their mothers. Various interactive sessions were held like: Know Your Doctor, Let Us Talk to Our Doctor, Doctor at Your Door Steps, and Alternative Treatment. They were conducted by eminent doctors. Here girl students opened up about their health problems without any inhibitions and sought treatment for them. The cell for extra-curricular activities organized various girl-oriented programs like rangoli, mehandi, dance competition, nail art, hair style making and culinary skills. Girl students

enthusiastically participated in these activities giving a testimony to the fact that our diffident and introvert students were shedding their inhibitions and were ready to test their abilities.

Free classes in English communication skills and computer skills for rural girl students helped them in improving their soft skills.

## 5. Evidence of Success

**Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.**

Much has been achieved, but more remains. It is a long journey. But this practice has achieved a commendable success. With undaunted efforts and incessant support of the various components of the college, today girl students are coming out of their comfort zones. Be it N.C.C, N.S.S, Rotaract club, or English Literary Club- the number of girl participants outnumber their male counterparts. It is a matter of immense pride that an NCC girl cadet of our college, the daughter of daily wager, participated in the Republic Day parade Delhi and presently, she is teaching Spanish at a private institute. The president and secretary of Rotaract Club are girl students. Recently a troupe of girls performed *bhangra* (traditional folk dance of punjabi males) on Women's Day. These girls also performed bhangra in a cultural program at Jalandhar Doordarshan.

Whether it is a dance performance or dialogue delivery or community service, girls with their grit and determination are marching forward. It bears witness to the success the practice has achieved. One of our faculty members has moved out of her stifling married life and is now finding solace in the company of her children abroad. Many girls have bravely fought the menace of eve teasing and emerged as dignified winners. The journey goes on…

The Career Guidance Cell organized two vocational courses exclusively for girls: Tailoring and Dressing Designing and Beauty Parlour Management. These free of cost courses were organized with the help of Rudset institute, Jalandhar. Women from adjoining villages, who were non-students, were also trained. Celebration of Women's Day every year and staging of dramas on gender issues have helped students to regain their lost confidence.

**6. Problems Encountered and Resources Required**

**Please identify the problems encountered and resources (Financial, Human and other) required to implement the practice in about 150 words.**

The very idea of the formation of Women Welfare cell in the college was initially believed to be unnecessary. Any activity that fore-grounded women was inevitably to come under scanner. But since the Cell involved both male and female students for sensitization and attempted to foster a healthy dialogue based on mutual trust, respect and co-operation, the whole faculty and students readily agreed to cooperate.

The college contributed financially to initiate and organize various activities. All cultural activities were funded by the college administration. Medical camps were funded by Rotary Club Adampur; Chawla Nursing Home, Jalandhar and Aaarti Fertility Centre, Jalandhar, Rudset Institute, Jalandhar and Yuva Theatre, Jalandhar played a vital role in making our girl students empowered .

## 2. BEST PRACTICES

**1. Title of the Practice**: - Value-Based Education

**2. Goal**

**Describe the aim of the practice followed by the institution. Mention the underlying principles or concepts in about 100 words:**

The institution is committed to providing education along with moral and ethical values. It has a major role to play in equipping the younger generation for a prosperous future. Apart from imparting quality education, it needs to instill high ethical values and practices amongst the students. It is because in this era of science and technology, everything except morality has received required attention. Values, unlike other aspects, have gone into oblivion. Our current system of education is designed towards giving knowledge and skills which would only make students saleable in the job market. It is focused only on developing their cognitive aspects and leaves the ethical/moral aspects starving. The consequences are sordid: rapes, heinous murders, treacheries, frauds and malpractices. It is true that value education is ingrained in the traditions of Indian culture. Yet it is a matter of regret that gradually we are losing our values and tend to become hollow and hypocrites. Major responsibility for the corrective action lies on teachers and parents.

## 3. The Context

**Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.**

Aspiring for transformation of the youth, this rural institution confronted many serious issues of the moral depravity among students .Rural areas have undergone great transformation from a wholly agricultural economy to an industrial and service economy. Large scale immigration to foreign countries no doubt brought prosperity but, at the same time, the society became increasingly fragmented and unstable as self-interest over-shadowed the public good. The old social system of extended families is replaced by nuclear families. We have a generation of students who are rudderless, isolated and lonely, drifting without any moral anchor. So, the urgent need is to ensure that students have proper understanding of right and wrong.

Further, one cannot ignore that rate of juvenile delinquency is increasing day by day, more so in rural areas. It is definitely a spiritual crisis which today's youth is undergoing in the process of his personal growth .Our youth, both girls and boys, are becoming drug addicts. Many precious lives have been lost. In such a situation value education becomes imperative.

In all these circumstances students need to be taught values like service to the mankind and nature with love, trust, tolerance and humility. They need to inculcate objectivity, critical enquiry, honesty, benevolence, compassion, courage, reasoned thinking, and respect for others' rights. The college has the responsibility of inculcating these moral values among its students

## 4. The Practice

**Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.**

The values are to be infused rather than informed to the learners. Listing values are easy but inculcating them effectively requires innovative educational practices. Today the teachers have to find effective methods to instill the values in the minds of learners. Values can't be taught by just delivering lectures or screening films. It requires action and interaction between the students and society.

The institution, run by a religious body, adopts and adapts various methods to provide value based teaching to students. The teachers deliberate on the problem of falling values and seek its redemption by showing motivational documentaries on the lives and deeds of saints and social reformers. Various innovative methods are used to infuse ethical values in their mind. Various

clubs and cells involve student volunteers in activities like blood donation, sanitation drive, food and clothes distribution, etc. Such involvement utilizes their surplus energy and manages to keep them away from various temptations like drugs and crimes.

Social welfare activities of various components of college like collecting and distributing food items in slum areas, raising funds for the help of the victims of national calamities, visit to orphanage to spend quality time with the underprivileged nurture feelings of compassion and understanding among students. These values get naturally integrated in their temperament.

Adapting the spiritual philosophy of the Sikh gurus, students are taught to win hearts to win the world. The feelings of universal brotherhood and welfare of mankind are infused into their personality through their participation in various outreach activities

The ritual of celebrating *"Sankranti''* on the first day of every month in accordance with the *Vikram* and *NanakShahi* calendar, by collective reciting of the '*Sukhmani Sahib'* paath and celebrating birth anniversaries of revered gurus is another way to bring serenity and piousness in the college campus. Every year *Akhand paath* is organized in which the students and teachers participate whole-heartedly. It is followed by *langar.* Enthusiastic participation of students in these celebrations develops the spiritual side of their persona. It makes them grounded and evokes feeling of humility, modesty and generates fellow feeling.  Lectures arranged by Bebe Nanki Seva Committee and Religious Affairs Committee have deep impact on the minds of students.

## 5. Evidence of Success

**Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.**

Volitional participation of the students in organizing religious functions, voluntary involvement in extension services organised by various clubs and units of the college bears testimony to the fact that students indeed have been provided with value-based education. To cite an example, students collected grocery and warm clothes for the underprivileged.  Raising of funds to provide succour to the victims of natural  calamities also testify to the success of this practice.

**6. Problems Encountered and Resources Required**

**Please identify the problems encountered and resources (Financial, Human and other) required to implement the practice in about 150 words.**

Various distractions found in and around the surroundings tend to drift students from the path of religion and spirituality. They are fascinated by materialistic pursuits. To take students away from their comfort zone is always a major challenge.

Due to tight teaching schedule, teachers find it hard to deliver motivational lectures and carry value based activities within their academic ambit.

**Contact Details**

Name of the Principal:     Dr. Sahib Singh

Name of the Institution:   Guru Nanak Khalsa College, Daroli Kalan

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## EVALUATIVE REPORTS OF DEPARTMENTS

## DEPARTMENT OF COMMERCE

1. **Name of the department**- Department of Commerce.
2. **Year of establishment**- 1972
3. **Names of programmes / courses offered (UG, PG, M.Phil, Ph.D, Integrated Masters; Integrated Ph.D., etc.)**- UG and PG (diploma)
4. **Names of interdisciplinary courses and the departments / units involved**- Maths, Economics, English and Punjabi.
5. **Annual/semester/choice based credit system (programme wise)**- Semester system.
6. **Participation of the department in the courses offered by other departments**- None
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.-** Nil
8. **Details of courses/ programmes discontinued(if any) with reasons**- Nil
9. **Number of teaching posts**

|  | **Sanctioned** | **Filled** |
|---|---|---|
| Professors | - | - |
| Associate professors | 3 | 2 |
| Asst. professors |  | 1 Ad-hoc |

10. **Faculty profile with name, qualification, designation, specialisation,(D.sc/D.Litt./Ph.D/ M.Phil etc)**

| Name | Qualification | Designation | Specialisation | No. of years experience | No. of Ph.D students guided for the last 4 years |
|---|---|---|---|---|---|
| Kuldeep Singh Parhar | M.Com, M.Phil, LL.B | Associate Professor | Banking and finance | 36 | Nil |
| SukhjinderKaur | M.Com | Associate Professor | - | 29 | Nil |
| Harsimran Kaur | M.Com (Hons) UGC NET JRF | Assistant Professor | Banking and insurance | 1.5 | Nil |

11. **List of senior visiting faculty**- Nil
12. **Percentage of lectures delivered and practical classes handled(programme wise ) by temporary faculty**
    - B.Com I – 33%

- B.Com II – 33%
- B.Com III – 33%

**13. Student – teacher ratio( programme wise)**
- B.Com I – 30:1
- B.Com II – 20:1
- B.Com III – 15:1

**14. Number of academic support staff(technical) and administrative staff; sanctioned and filled**- Nil

**15. Qualifications of teaching faculty with D.Sc/D.Litt/Ph.D/M.Phil/PG**
- Kuldep Singh Parhar - M.Com, M.Phil, LL.B
- Sukhjinder Kaur - M.Com
- Harsimran Kaur - M.Com (Hons.), UGC NET JRF

**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**– Nil

**17. Departmental projects funded by DST-FIST, UGC, DBT, ICSSR, etc and total grants received** – Nil

**18. Research centre/facility recognized by the university**- Nil

**19. Publications**;
**Ms. Harsimran Kaur**

- Banking Operations and Management, ISBN no.978-93-84306-
- Business Management, ISBN no. 978-93-84306-67-0
- Presented a paper on "Role of Sikhism in uplifting the status of Women in Society" in National Seminar conducted by Guru Nanak Khalsa College, Daroli Kalan, Jalandhar (2015).
- Presented a paper on "Role of IT in Education" in International Seminar at Hans Raj Memorial College, Bajakahana. (2015)

**20. Areas of consultancy and income generated**- Nil

**21. Faculty as members in**
  i. **National committees**
  ii. **International committees**
  iii. **Editorial boards**

**Prof K.S parhar**
- Member, College Magazine Editorial board

**22. Students project**
  a) **Percentage of students who have done in-house projects including their Departmental/programme**- 10%
  b) **Percentage of students placed for projects in organizations outside the institution i.e. in research laboratories/industry/other agencies** – Nil

**23. Awards/recognitions received by faculty and students** –

Prof. K.S.Parhar      * Member, Faculty of Economics And Commerce, G.N.D.U, Amritsar, 1985-1987.

- Member, Board of Studies in Commerce, G.N.D.U, Amritsar, 1987-1989.
- Member Board of Studies in Commerce, G.N.D.U, Amritsar, 2006-08.
- Member Academic Council, G.N.D.U, Amritsar, July 2016.S

**24. List of eminent academicians and scientists/visitors to the department**-
- Dr. S.K. Sood
- Dr.Swinder Singh
- Dr.Gurnam Singh
- Prof G.K Jain
- Prof. K.L Sharma

**25. Seminars / conferences / workshops organised and the source of funding** – Nil

**26. Students profile programme wise**

| Name of course/programme (refer ques no.4) | Applications received | Selected | Enrolled Male Female | | Pass percentage |
|---|---|---|---|---|---|
| | | | M | F | |
| 2012-13 | 80 | 73 | 47 | 26 | 97% |
| 2013-14 | 57 | 54 | 30 | 24 | 88% |
| 2014-15 | 38 | 36 | 18 | 18 | 91% |
| 2015-16 | 27 | 25 | 19 | 6 | 100% |

**27. Diversity of students**

| Name of the course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| B.Com | 100 | - | - |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, defence services etc? –** Data not available

**29. Student progression**

| Student progression | Against % enrolled |
|---|---|
| UG to PG | 10% |
| PG to M.Phil | - |
| PG to Ph.D | - |
| Ph.D to post doctoral | - |
| Employed<br>Campus selection<br>Other than campus recruitment | 10%<br>Nil<br>Nil |
| Entrepreneurship/self-employment | 15% |

**30. Details of infrastructural facilities**
   a) Library- Books -980, Journals- 3
   b) Internet facilities for staff and students- Yes
   c) Classrooms with ICT facility – Yes
   d) Laboratories- Not required

**31. Number of students receiving financial assistance from college, university, government or other agencies.**

| Year | Number of Students |
|---|---|
| 2012-13 | 12 |
| 2013-14 | 07 |
| 2014-15 | 05 |
| 2015-16 | 02 |

**32. Details on student enrichment programme(special lectures/workshops/seminar**
**With external experts**
Special lectures by eminent external experts:
   - Feb 2013, Prof G.K Jain, Associate Professor, Lyallpur Khalsa College, Jalandhar, on 'Contemporary Accounting--Critical Analyses.'
   - March 2013, Prof. K.L Sharma, Associate Professor, Doaba College, Jalandhar-on 'Modern office procedures.'
   - September 2014, Dr. Swinder Singh, Associate Professor, G.N College, Phagwara- on 'Role of commerce education in employment generation'.
   - November 2014, Dr. Gurnam Singh, Associate Professor, P.G Dept of Commerce, G.N College Phagwara- on 'How to prepare financial plan.'
   - October 2015 ,Dr. S.K Sood, Associate Professor, Lyallpur Khalsa College, Jalandhar- 'How to become a successful entrepreneur'

33. **Teaching methods adopted to improve student learning**-Traditional mode of teaching, seminars, academic tours
34. **Participation in institutional social responsibility(ISR) and extension activities**-

Prof. K.S. Parhar, vice principal from 13 May 2009 to 23September 2009.
- College Registrar- 1983 to 2016 September
- Programme Officer NSS – 1992 to 1994
- Staff representative in college Management Committee in 1994,1997,1998,2000,2001,2004
- Time Table in-charge
- Chairman Fee Concession Committee
- Co-ordinator for College Convocation (2002 to 2015)
- Controller of Exams (local co-ordinator)
- Head examiner in University Exams for many years
- Centre Superintendent appointed by G.N.D.U many times
- Convener of various religious functions organised by college

**35. SWOC Analysis**

**Strengths**:

- Well qualified, experienced and competent staff
- Student-centric education
- Student-friendly environment

**Weaknesses**:

- Less number of students
- Lack of interest among local students for opting commerce as stream
- Less research work
- Being a professional subject the medium is English so it is difficult for rural students to comprehend the course content

**Challenges**

- Make students comfortable with commerce

**Opportunities**

- Students going for M.Com or even M.B.A need to have UG degree in B.Com, students can be made aware of the benefits of having B.com as undergraduate degree course.
- Placements/company collaborations can be made to provide job opportunities to students
- Industrial visits to give a practical exposure to students.

**DEPARTMENT OF COMPUTER SCIENCE AND APPLICATIONS**

1**. Name of the Department --** Computer Science & Applications
**2. Year of Establishment --** 2002
**3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.) --** UG and PG
**4. Names of Interdisciplinary courses and the departments/units involved**

| S.No | Interdisciplinary courses | Year | Departments/units involved |
|------|--------------------------|------|----------------------------|
| **1.** | Computer Applications | (2012-13),(2013-14), (2014-15),(2015-16) | Humanities |
| **2.** | Computer Fundamental | (2012-13),(2013-14), (2014-15),(2015-16) | Deptt of Commerce |
| **3.** | Basics of Computer | (2012-13),(2013-14), (2014-15),(2015-16) | Office Management(subject) |

**5**. **Annual/ semester/choice based credit system (programme wise) -- -----** Semester System
**6. Participation of the department in the courses offered by other departments**
  - Department of Commerce
  - Humanities Group
**7. Courses in collaboration with other universities, industries, foreign institutions, etc –** NIL
**8. Details of courses/programmes discontinued (if any) with reasons** – NIL

**9. Number of Teaching posts**

|  | Sanctioned | Filled |
|--|-----------|--------|
| **Professors** | ------------- | ----- |
| **Associate Professors** | --------------- | --------- |
| **Asstt.Professors** | 4 | 4 |
| **Instructors** | 1 | 1 |
| **Lab Attendant** | 1 | 1 |

**10. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt. /Ph.D. / M. Phil. etc.,)**

| S. No. | Name | Qualification | Designation | Specialization | No. of Years of Experience |
|---|---|---|---|---|---|
| 1. | Simranjot Kaur | M.C.A | Asst.Professor | Networks,Databases | 08 Years |
| 2. | Harpreet Kaur | M.Tech(CSE) | Asst.Professor | Software Engineering | 02 Years |
| 3. | Amanpreet Kaur | M.Sc.(C.S) | Asst.Professor | ----- | 05 Years |
| 4. | Ramandeep Singh | M.C.A | Asst.Professor | C language | 02 Years |
| 5. | Lakhwinder Kaur | M.A(Pbi), M.Sc.(C.S) | Lab.Instructor | ----- | 14Years |
| 6. | Surinder Kaur | B.C.A | Lab Attendant | ---------- | 03 Years |

**11.  List of senior visiting faculty** – NIL

**12.  Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty** - 60%

**13. Student -Teacher Ratio (programme wise)**

| Year: | No.of Students: | No.of Teachers: | Student Teacher Ratio: |
|---|---|---|---|
| Year(2012-13) | 123 | 08 | 16:1 |
| Year(2013-14) | 98 | 06 | 16:1 |
| Year(2014-15) | 94 | 05 | 19:1 |
| Year(2015-16) | 93 | 05 | 19:1 |

**14. Number of academic support staff (technical) and administrative staff sanctioned and filled**
Technical Staff: 02

| S.No | Name | Designation | No. of Years of Experience |
|---|---|---|---|
| 1. | Lakhwinder Kaur | Lab. Instructor | 13 Years |
| 2. | Surinder Kaur | Lab Attendant | 03 Years |

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.** ---PG

**16.  Number of faculty with ongoing projects from a) National b) International funding agencies and grants received** – NIL

**17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received** – NIL

**18. Research Centre /facility recognized by the University:** – NIL

**19. Publications**:

| S. No | Name of the faculty | NC | IC (Attended) | NCA (National Conference Attended) | NCPP (National conference Paper) | NSPP (National Seminar | NSA (National Seminar | NW (National workshop) | Book/Chapter/Article |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Simranjot Kaur | 1 | 2 | 1 | 1 | 2 | 2 | 3 | 1 |

**20. Areas of consultancy and income generated** – NIL

**21. Faculty as members in**

**a) National committees b) International Committees c) Editorial Boards**….

| S.No | Name | Designation | Member of: | From: |
|---|---|---|---|---|
| 1. | Simranjot Kaur | Asst. Professor | Member of Editorial Board of the College Magazine "Nirmal Dhara" | From Dec 2009 Onwards |

**22. Student projects**

a) **Percentage of students who have done in-house projects including inter departmental/programme** - 40%

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies** –NIL

**23. Awards/ Recognitions received by faculty and students** – NIL

**24. List of eminent academicians and scientists/ visitors to the department**

- C.P Kamboj (Programmer in Punjabi University, Patiala in September, 2014)
- Dr.Rajwinder Singh Virk (Academician in Punjabi University, Patiala, in August 2015)
- Raghbir Singh Bains (Eminent Scholar and Director of Multimedia Museum at Khadur Sahib, in Feb 2013 )
- Rashpal Singh (Reader in GNDU, Amritsar, in April 2016)
- Dr.Gurwinder Singh(Reader in GNDU, Amritsar, in March 2012)

**25. Seminars/ Conferences/Workshops organized & the source of funding** –None

**26. Student profile program/course wise**:
**Year (2012-13**)

| Name of the Course/program | Applications received | Applications Selected | Enrolled | | Pass Percentage |
|---|---|---|---|---|---|
| | | | M | F | |
| B.C.A | 57 | 57 | 28 | 27 | 40% |
| PGDCA | 14 | 14 | 07 | 03 | 80% |
| M.Sc(C.S) | 05 | 05 | 00 | 02 | 50% |
| B.A-Computer Applications) | 47 | 47 | 24 | 23 | 90% |
| B.Com-Sem-I | 33 | 33 | 25 | 08 | 100% |

**Year (2013-14)**

| Name of the Course/program | Applications received | Applications Selected | Enrolled | | Pass Percentage |
|---|---|---|---|---|---|
| | | | M | F | |
| B.C.A | 44 | 44 | 24 | 16 | 58% |
| PGDCA | 13 | 13 | 07 | 06 | 70% |
| M.Sc(C.S) | 04 | 04 | 02 | 02 | 67% |
| B.A-Computer Applications) | 38 | 38 | 15 | 23 | 67% |
| B.Com-Sem-I | 17 | 17 | 12 | 04 | 100% |

**Year (2014-15)**

| Name of the Course/program | Applications received | Applications Selected | Enrolled | | Pass Percentage |
|---|---|---|---|---|---|
| | | | M | F | |
| B.C.A | 40 | 40 | 21 | 18 | 40% |
| PGDCA | 19 | 19 | 05 | 09 | 79% |
| M.Sc(C.S) | 02 | 02 | 02 | 00 | 100% |
| B.A-Computer Applications) | 33 | 33 | 08 | 25 | 73% |
| B.Com-Sem-I | 16 | 16 | 05 | 11 | 100% |

**Year (2015-16**)

| Name of the Course/program | Applications received | Applications Selected | Enrolled | | Pass Percentage |
|---|---|---|---|---|---|
| | | | M | F | |
| B.C.A | 43 | 43 | 19 | 22 | 65% |
| PGDCA | 12 | 12 | 05 | 06 | 95% |
| M.Sc(C.S) | 08 | 08 | 01 | 03 | 100% |
| B.A-Computer Applications) | 30 | 30 | 14 | 16 | 65% |
| B.Com-Sem-I | 12 | 12 | 11 | 01 | 100% |

## 27. Diversity of Students
### Year (2012-13)

| Name of the Course | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|
| B.C.A(I,II,III) | **100%** | **NIL** | **NIL** |
| PGDCA | **100%** | **NIL** | **NIL** |
| B.A(I,II,III) (Computer Applications) | **100%** | **NIL** | **NIL** |
| B.Com-(Ist Year) | **100%** | **NIL** | **NIL** |

### Year(2013-14)

| Name of the Course | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|
| B.C.A(I,II,III) | **100%** | **NIL** | **NIL** |
| PGDCA | **100%** | **NIL** | **NIL** |
| B.A(I,II,III) (Computer Applications) | **100%** | **NIL** | **NIL** |
| M.Sc (C.S) | **100%** | **NIL** | **NIL** |
| B.Com-Sem-I | **100%** | **NIL** | **NIL** |

**Year(2014-15)**

| Name of the Course | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|
| B.C.A(I,II,III) | **100%** | **NIL** | **NIL** |
| PGDCA | **100%** | **NIL** | **NIL** |
| B.A(I,II,III) (Computer Applications) | **100%** | **NIL** | **NIL** |
| M.Sc (C.S) | **100%** | **NIL** | **NIL** |
| B.Com-Sem-I | **100%** | **NIL** | **NIL** |

**Year(2015-16)**

| Name of the Course | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|
| B.C.A(I,II,III) | **100%** | **NIL** | **NIL** |
| PGDCA | **100%** | **NIL** | **NIL** |
| B.A(I,II,III) (Computer Applications) | **100%** | **NIL** | **NIL** |
| M.Sc (C.S) | **100%** | **NIL** | **NIL** |
| B.Com-Sem-I | **100%** | **NIL** | **NIL** |

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc**. ?

| S.No | Name of Competitive Examination | No. of students cleared |
|---|---|---|
| 1. | Civil Services | -- |
| 2. | Defence Services | |
| 3. | GATE | -- |
| 4. | Any other competitive examination(CAT/MAT/GRE) | -- |
| 5. | Others | 02.Navjot Singh and Gurpreet Singh Students of PGDCA class were selected in Punjab Police in 2013. Comprehensive data is not available |

**29. Student progression**

| Student progression | Against % enrolled |
|---|---|
| UG to PG | 40% Approx |
| PG to M.Phil. | NA |
| PG to Ph.D. | NA |
| Ph.D. to Post-Doctoral | NA |
| Employed Campus selection Other than campus recruitment | 40% |

**30. Details of Infrastructural facilities :**
    **a) Library**
    **b) Internet facilities for Staff & Students**
    **c) Class rooms with ICT facility**
    **d) Laboratories**

    **a) Library:**

| Books | Magazines |
|---|---|
| 700 | 01: PC QUEST 02: DIGIT |

    **b) Internet facilities for Staff & Students**:
      **The Internet Facility:** Name of the Internet Provider :BSNL VPN Connection, Available Bandwidth :20 Kbps Broadband.
    **c) Class rooms with ICT facility**: 4 labs cum classrooms
    **d) Laboratories**:

| Description | Usage | Capacity | Labs Equipped with…. |
|---|---|---|---|
| LAB-I | Used by UG classes practicals | 400 Sq.ft | White Board, Multimedia Keyboard and Mouse, Wireless Keyboard and Mouse, Audio system, 14 PCs with Internet connection |
| LAB-II | Used by Diploma classes | 400 Sq.ft | Smart Boards, Projector, White Board, Multimedia Keyboard and Mouse, Wireless Keyboard |

| | | | and Mouse, Audio system, 12 PCs with Internet connection |
|---|---|---|---|
| LAB-III | Used by PG classes for practicals | 600 Sq.ft | Smart Boards, Projector, White Board, Multimedia Keyboard and Mouse, Wireless Keyboard and Mouse, Audio system, 16 PCs |
| LAB-IV | Used by PG Diploma classes for practicals | 400 Sq.ft | Smart Boards, Projector, White Board, Multimedia Keyboard and Mouse, Wireless Keyboard and Mouse, Audio system, 15 PC's |

**31. Number of students receiving financial assistance from college,university, government or other agencies**:

**SC-BC  Scholarship by Pb.Govt**

| Year: | Class | No.of students | Financial Assistance: |
|---|---|---|---|
| Year(2012-13) | B.C.A (I,II,III) | 10 | SC-BC Scholarship by Pb.Govt |
| | M.Sc(C.S)(I,II) | 03 | |
| | PGDCA | 01 | |
| Year(2013-14) | B.C.A (I,II,III) | 01 | -do- |
| | M.Sc(C.S)(I,II) | 00 | |
| | PGDCA | 03 | |
| Year(2014-15) | B.C.A (I,II,III) | 02 | -do- |
| | M.Sc(C.S)(I,II) | 00 | |
| | PGDCA | 07 | |
| Year(2015-16) | B.C.A (I,II,III) | 14 | -do- |
| | M.Sc(C.S)(I,II) | 00 | |
| | PGDCA | 03 | |

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts**

| Sl No. | Title of the special lecture/workshop / seminar organized | Names of Resource Person |
|---|---|---|
| 1. | One Week Workshop on "Digital India" (2015-16) | Dr. Rajwinder Singh Virk (Academician in Punjabi University, Patiala.) |
| 2. | One week "IT FEST" (2014-15) | C.P Kamboj(Programmer in Punjabi University, Patiala) |
| 3. | Invited Talk on " Green Computing" | Prof. Ritu Rai (Asst.Prof in Computer Science & Applicatios, LKC, Jal) |
| 4. | Seminar on "Internet Security" | Dr. Raghbir Singh Bains Eminent scholar and director of Multimedia Musuem at Khadur Sahib) |
| 5. | Two Week Faculty Development Programme(2015-16) | Deptt. Faculty |

**33. Teaching methods adopted to improve student learning**

- White board based teaching
- Presentations and hands-on sessions in smart class rooms
- Mini projects of syllabus (Individual and group based projects) in individual subjects
- Full projects in final year/semester
- Guest lectures
- Industrial visits

**34 Participation in Institutional Social Responsibility (ISR) and Extension activities**

The faculty and students regularly participate in following ISR and extension activities.

- The department faculty plays a pivotal role in organizing various functions in the college, and earnestly fulfills the responsibilities which are given to them.
- The department also helps the students to fill on-line applications of various scholarships.
- The department also motivates students to participate in various social welfare activities: like Blood Donation Camp, Donating Food to poor people organized by Institute, Rally against Drug Abuse).
- Participation by students in inter and intra-college symposiums – Programming contest, paper presentations, project presentations etc.
- The department provides free training of audio-visual aids to the staff members.
- The department faculty makes their contribution in Women Welfare Programs of the college.
- Organized and participated in food distribution activity for Slum dwellers of Adampur area on 11th November, 2016.

## 35. SWOC analysis of the department and Future plans

**Strengths:**

- Organizing Seminars, Workshops, and Conferences.
- Good results.
- Distinction holders.
- Wi-fi Enabled Infrastructure.
- Well stocked library with titles and previous student's projects.
- Qualified and dedicated faculty.
- Collaborative effort of faculty members and technical staff members.
- Faculty members constantly provide help to students by arranging seminars on current technology development.

**Weakness:**
- Lack of adequate industry-institute interaction
- Lack of Inter-disciplinary projects
- No scope of updating of syllabus at college level

**Opportunities:**
- Student participation in inter college competitions,.
- Placement of students in reputed Private or Govt. companies/ organizations
- Continuous up gradation of knowledge
- New Innovations in teaching learning process

**Challenges:**

- Constant changes in technology needs continuous up gradation of hardware & software.
- Dealing with rural, disinterested students
- meeting students' expectations

**Future plans of the Department:**

The Department has great potential for expansion in the upcoming years. Future plans include:

- To start Part-Time Crash Courses and new Faculty Development Programs.
- Consolidate infrastructure and facilities.
- Strengthening Institute-Industry Interaction.
- Imparting training programs related to new developments in the field of Computer Science and Information Technology.

# DEPARTMENT OF ENGLISH

1. **Name of the Department** **:** Department of English
2. **Year of Establishment** **:** 1971
3. **Names of Programmes/ Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
   Under Graduate: English is studied as a core subject in B.A., B.Com. and in the first two semesters of BCA (as Communications Skills). It is also offered as an optional/ elective subject at U.G. level.
4. **Name of Interdisciplinary courses and the departments/units involved:**
   The paper of Communication Skills with department of computer science.
5. **Examination System: Annual/Semester/Trimester/Choice Based Credit System:** Semester system in all programs.
6. **Participation of the department in the courses offered by other departments:**
   a) General English to students from Commerce stream.
   b) Communication Skills to students of BCA I and II semester from the department of Computer Science.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc**.: NA
8. **Details of courses/programmes discontinued (if any) with reasons:**
   None
9. **Number of teaching posts**

|  | Sanctioned | Filled |
|---|---|---|
| Professors | - | - |
| Associate Professors | 2 | 2 |
| Asst. Professors | - | - |

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.,)**

| Name | Qualification | Designation | Specialization | No. of Years of Experience | No. of ph.D Students Guided for the last 4 years |
|---|---|---|---|---|---|
| Devinder Singh | MA, M.Phil, PGDJMC | Associate Professor | Drama | 33 | Nil |
| Rachna Tuli | MA, M.Phil. | Associate Professor | Fiction | 29 | Nil |

11. **List of senior Visiting faculty -- NIL**
12. **Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty :** Nil

13.    **Student-Teacher Ratio (programme-wise)**

| Name of the Course | Student Teacher Ratio |
| --- | --- |
| U.G. (Humanities) | 149:1(approx) |
| U.G. (Commerce) | 13:1 |
| BCA | 11:1 |

14. **Number of academic support staff (technical) and administrative staff: sanctioned and filled:** Not Required
15. **Qualifications of teaching faculty with DSc/D.Litt./Ph.D./MPhil/PG:** Kindly see point 09 above.
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** Nil
17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:** Nil
18. **Research Centre/facility recognized by the University:-** Nil
19. **Published work:**

   **(a) Prof. Devinder Singh:-**
   Chief Editor**: Punjabi Dian Upp Bhashavan Di Vartmaan Sthiti, 2016, ISBN: 978-93- 84306-80-9**
   **(b) Prof. Rachna Tuli:-**
   Published a paper entitled "Role of Teacher in Higher Education: A Modern    Perspective" in **Perspectives on Teaching, Learning & Evaluation**, ISBN 978-93-85531-68-2, pp .42-44
   Reviewed Two Text Books:-
   - **Business Communication Skills-2** published by IKG University
   - 3 Chapters from a book on **Enviornment Studies**, Published by IKG University

20. **Areas of consultancy and income generated: -** NIL
   **Faculty as members in**
   (i)    **National committees**
   (ii)   **International committees**
   (iii)  **Editorial Boards**

   **Devinder Singh:-**
    Chief Editor, College Magazine, "Nirmal Dhara", since 1998.

   **Rachna Tuli:-**
   (a) Editor, English section of College Magazine "Nirmal Dhara".

**21. Student projects**

- **Percentage of students who have done in-house projects including inter departmental/ programme:-** All students of BCA 2<sup>nd</sup> semester prepare project files for submission in accordance with the university syllabus.
- **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies:-** Nil

**22. Awards /recognitions received by Faculty and Students**
**Members of Different Bodies of University**
**Faculty:**
 **Devinder Singh:-**
Member, Faculty of Languages, GNDU –   1.7.1990 to 30.6.1992
                                        1.7.2014 to 30.6.2016
                                        1.7.2010 to 30.6.2012
Paper-setter for GND University for 2011, 2012, 2013 annual examinations.

**Rachna Tuli:-**
1.  Member, Faculty of Languages, GNDU: 1-07-2012 to 30-6-2014
        1-07-2016 to 30-06-2018
        1-07-2004 to 30-06-2006
2.  Member College Development Council, GNDU from (1-07-1998 to 30-06-2000).
3.  Member Senate, GNDU from (1-07-1998 to 30-06-2000)
4.  Trainer of Trainers for Capacity Building of Women Managers in High Education in April 2013.
5.   Best Prof.-Incharge of Rotaract Club honored by Rotary Club, Adampur, Distt. Jalandhar.

**21. List of eminent academicians and scientists/ visitors to the department**
**List:**
1.  Prof. Sandeep Chahal
2.  Prof. Sonika Parmar
3.  Dr. Lalit Goyal

**22. Seminars/Conferences/Workshops organized and the source of funding**
a)   One day National Seminar on '*Punjabi Dian Upbhashavan di Vartmaan Sthiti*' (Present Status of Punjabi Dialects), sponsored by UGC.
b)  One day National Seminar on 'Sikhism and Concept of Humanity'(Interdisciplinary) sponsored by UGC.
c)   International – Nil

**23.     Student profile programme-wise (2015-2016):**

| Name of the Programme (refer to question no. 4) | Applications received | Selected | Enrolled | | Pass percentage |
|---|---|---|---|---|---|
| | | | **Male** | **Female** | |
| U.G.(Humanities) | 198 | 198 | 132 | 56 | 85% |
| U.G.(Commerce) | 27 | 25 | 19 | 06 | 100% |
| BCA- Semester I | 23 | 23 | 10 | 13 | 100% |
| U.G. Elective | 6 | 6 | 5 | 01 | 83.33% |

**24.  Diversity of students**

| Name of the Course | % of students from the same university | % of students from other States | % of students from abroad |
|---|---|---|---|
| U.G.(Humanities) | 100% | Nil | Nil |
| U.G.(Commerce) | 100% | Nil | Nil |
| BCA- 1st and 2nd Semester | 100% | Nil | Nil |

**25. How many students have cleared National and state competitive examinations such as Civil Services, Defense Services, NET, SLET, GATE and other competitive examinations?**
Many pass-outs have joined state police service, defence, and state education department as Lecturers or teachers.
Some are working in private companies.

**26. Student progression**

| Student progression | Percentage against enrolled |
|---|---|
| UG to PG | Data not available |
| PG to M.Phil. | -do- |
| PG to Ph.D. | -do- |
| Ph.D. to Post-Doctoral | Nil |
| Employed | 25% |
| • Campus selection | - |
| • Other than campus recruitment | - |

**27. Details of Infrastructural facilities**
   **(i)**     **Library** – Central library, Number Of Books: 1467
   **(ii)**    **Internet facilities for staff and students-** The department has been provided a computer and internet facility.
   **(iii)**   **Class rooms with ICT facility-** Two classrooms with ICT facility.

**(iv)    Laboratories-** None

## 28. Number of students receiving financial assistance from college, university, government or other agencies

| S.No. | Nature Of Financial Assistance | College/University /Government | Total No. of Students Last Four Years |
|---|---|---|---|
| 1 | Post-Matric Scholarship Scheme for SC-BC students | Govt. | 184 |
| 2 | Minority Scholarship | Govt. | Nil |
| 3 | Fee Concession | College | 225 |

## 29. Details on student enrichment programmes (special lectures / workshops / seminar) involving external experts.

To provide different perspectives to students, special lectures by external experts are organised. The detail is given below:-

    1. **Sonika Parmar** -- Communication Skills.
    2. **Lalit Goyal** – Use of Symbols of English Language in Computer**.**
    3. Dr. **Sandeep Chahal** -- Pleasures Of Reading English Literature**.**

## 30. Teaching methods adopted to improve student learning

The teachers of English have the formidable task of teaching students from rural areas belonging to the weaker section of society. Despite the fact that English is being taught to them right from the primary level in government schools, they have a very low grasp of the language. Hence, the teachers have to begin from the basics of grammar and have to use mother tongue extensively. The slow learners are identified and given extra coaching. The English Literary Club provides a platform to students having a better grasp on the language to improve their fluency in spoken English. Competitions are held in essay writing and cursive writing.

ICT has been incorporated in the form of PPTs, and showing of course related films and documentaries. Though the department does not have language lab, still attempt is made to improve the listening skills of the students while making use of OHPs and smart boards. Lessons on grammar are also delivered with the help of PPTs.

Coy and introvert students are urged to come out of their cocoons and communicate in English. They are prompted to read their texts loudly in the class, read English newspapers, watch English TV channels and thus enhance their soft skills. Through declamation contests, group discussion and interactive sessions, students are motivated to bring spontaneity in their communication skills.

## 31. Participation in Institutional Social Responsibility (ISR) and Extension activities

The department is committed to the goals and mission set by the institute and conscientiously strives to achieve them. Apart from the class room teaching both faculty and students take pains to pay their humble contribution in imparting service to humanity.

On academic front the faculty regularly remains engaged in scholarly pursuits to update their knowledge and enhance critical abilities. They have attended various conferences and seminars.

**Prof Devinder Singh: -**

- Attended UGC sponsored National Seminar on "Postmodern World Fiction", organised by the Post-Graduate Department of English, Lyallpur Khalsa College for Women , Jalandhar on 28-29 Feb,2012.
- Attended Three Day National Seminar sponsored by National Mission For Manuscripts, organised by Department of English, DAV College, Jalandhar on 27,28,29 March, 2014.
- Attended National Seminar on Teaching, Learning& Evaluation sponsored by NAAC, Bengaluru, at D.A.V College , Jalandhar on March18-19,2016.
- International Seminar in 'Contemporary Trends in Language, Discourse and Culutral Studies & Workshop in Systemic Functional Linguistics' from 15 to 21 Jan, 2007 at Deptt. of English, GNDU, Amritsar.
- Subject Oriented Refresher Course in English at GNDU Amritsar, 9/3/1994 to 29/3/1994
- Subject Oriented Refresher Course in English HPU, Shimla, 3/10/1992 to 23/10/1992.
- Took a group of students to listen to a motivational lecture 'Ignited Minds Conclave' on 08-4-2016, organized by Deptt. Of Employment Generation.

**Prof Rachna Tuli: -**

- Attended National Integration Camp sponsored by Ministry of HRD, Department of Youth Affairs and Sports, Government of India, organised by St. Theresa's Autonomous College for Women, Eluru (AP) from 03-01-92 to 12-01-92.
- Attended International conference on Mathematical Computing and Management(ICMAM-2010) organised by Department of Computer Applications and Department of Management Science, Victoria University, Australia at Mar Athanasios College for Advanced Studies, Tiruvilla, from 17th to 19th, June 2010

- Attended Sensitivity /Awareness/ Motivation Workshop on Capacity Building of Women Managers in Higher Education sponsored by UGC, organised by Department cum Centre for Women's Studies and Development, Punjab University, Chandigarh from 15 to 19 March 2011.
- Attended International Conference on Empowering Women through Higher Education (ICEW-2011) at Kanya Maha Vidhayalya, Jalandhar on Oct 20-21, 2011.
- Attended UGC sponsored National Seminar on "Postmodern World Fiction" organised by the Post Graduate Department of English, Lyallpur Khalsa College for Women, Jalandhar on 28-29 Feb 2012.
- Attended UGC sponsored Training of Trainers Workshop on "Capacity Building of Women Managers in Higher Eduation", organised by Centre for Women's Studies & Department of Lifelong Learning, University of Jammu, Jammu from 25th to30th April,2013.
- Attended 3-Day National Seminar sponsored by National Mission For Manuscripts organised by Department of English, DAV College, Jalandhar on 27,28,29 March, 2014.
- Attended Inter-Disciplinary One Day National Seminar on "Contemporary Scenario in Translation" organised by Department of English, D.A.V College, Jalandhar on 28th April, 2014.
- Subject Oriented Refresher Course in English GNDU ASR.

The faculty actively performs various administrative duties assigned to them, some of which are as follows:

**Sh. Devinder Singh:-**
Vice Principal
Registrar
Coordinator, Career Guidance Cell
Convener, Old Students' Association
Coordinator, IQAC
Coordinator, Steering Committee for NAAC-SSR
Former N.C.C Care-taker, 2011 March to 2013 March
Former trained N.S.S Program Officer, 1990-91 to 1991-92
Coordinator of One day National Seminar organized by the college.
Test Observer, K.V .Sangathan Recruitment Test, 11/10/2015 at K.VAdampur(AFS).

**Ms. Rachna Tuli: -**
Dean, Extra Curricular activities.
Staff Secretary
Prof. Incharge of Rotaract Club
Coordinator, Women Welfare Cell.

Member- IQAC
Deputy Coordinator- Steering committee NAAC
Deputy Coordinator Old Students' Association.
Former trained NSS program officer.
Test Observer, K.V Sanghathan Recruitment Test, 11/10/2015 at D.A.V College Jalandhar.

**Extension Services:-** The Department does not lag behind in providing service to the community. Keeping the spiritual teachings of Sikhism alive, both the faculty and students participate in activities which are beneficial to society.

a) Visit the Orphanage/old-age home, distribute clothes and food grains and spend quality time with the inmates.
b) Participate in anti-drugs and voter awareness rallies.
c) Organize blood donation camps.
d) Participate in the activities of Rotary Club, Adampur, and assisting them in organizing various medical camps.
e) Participate in tree plantation drives
f) Organize and participate in various competitions like essay writing, poster making, poetical symposium and calligraphy
g) Distribute cursive writing notebooks to primary school students so as to improve their handwriting.

## 32. SWOC Analysis

**Strength:**
- Qualified, experienced and competent staff endowed with the zeal of imparting knowledge in the best possible way.
- Calm, serene and eco-friendly environment.
- Small-sized classes lead to development of personal rapport between teacher and students.
- Availability of English language teaching material on internet.

**Weakness:**

- Rural feeding area hampers the spirit of the department as students are unable to comprehend English language because of the educationally deficient community they live in. They compromise with the quality of the language. The emergence of vocational courses and alternative career options have made students choose other subjects as optional.
- Absence of language lab.
- Persistence of a syllabus that precludes Indian settings and Indian writing, one with which Indian students could relate.

**Challenge:**
A formidable challenge before the department is to make the subject comprehensible to students. It also needs to prompt the university authorities prescribe those text books which do not just reflect English life and culture but can be easily understood and appreciated by students. There is a need for transformation from teacher-centered to learner-centered curriculum and learning.

**Opportunity:**
- The challenges and weaknesses are blessings in disguise as they provide the department an opportunity to use their capabilities to the fullest, make students grasp the language easily thus enabling them to move into the society confidently as they aspire to settle on foreign shores.
- Starting new add-on courses like Communication Skills.
- Linkage between college and industry needed to provide additional learning opportunities to students.

## DEPARTMENT OF HISTORY

**1. Name of the department**- History

**2**. **Year of Establishment**- 1971

**3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.)-** UG

**4**. **Names of Interdisciplinary courses and the departments/units involved-** NIL

**5. Annual/ semester/choice based credit system (programme wise)-** Semester System

**6. Participation of the department in the courses offered by other departments-** None

**7. Courses in collaboration with other universities, industries, foreign institutions, etc –** None

**8. Details of courses/programme discontinued (if any) with reasons –** None

**9. Number of Teaching posts**

|  | Sanctioned | Filled |
|---|---|---|
| **Professors** | Nil | Nil |
| **Associate Professors** | 1 | 1 |
| **Asstt. Professor** | 1 | 1 |

**10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)**

| S. No. | Name | Qualification | Designation | Specialization | No. of Years of Experience | No.of Ph.D. students Guided for Last Four Years |
|---|---|---|---|---|---|---|
| 1. | Sharanbir Kaur | M.A. M.Phil | Associate Professor | Modern India | 27 Years | None |
| 2. | Rakesh Bawa | M.A. M.Phil | Assistant Professer | Modern India | 23 Years | None |

**11. List of senior visiting faculty –** NIL

**12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty-** None

**13**. **Student -Teacher Ratio (programme wise)**

| Years: | Ratio |
|--------|-------|
| Year(2012-13) | 122.5 |
| Year(2013-14) | 93.5 |
| Year(2014-15) | 77.5 |
| Year(2015-16) | 73.5 |

**14**. **Number of academic support staff (technical) and administrative staff sanctioned and filled – None**
**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. --- PG**
**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received – None**
**17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received– None**
**18. Research Centre /facility recognized by the University: – None**

**19. Publications:**

**a)** **Publication per faculty**

**Prof. Rakesh Bawa**

1. B.D.Arya College, Jalandhar Cantt : National Seminar, October 30 ,2010 as a Delegate
2. S.L.Bawa D.A.V College Batala: National Seminar Oct.13, 2010: Paper Presented on "Environmental Education".
3. Hindu Kanya College, Kapurthala: National Seminar: 3-4 Feb. 2011: Paper Presenter "Communalism in the Light of Muslim Consciousness".
4. R.K Arya College, Nawanshahar: National Seminar, 22 Jan. 2011: Paper Presenter
5. S.D College for Women Jalandhar City: National Seminar 21 Feb. 2011: Paper Presenter.
6. S.D College for Women Jalandhar City: National Seminar on 10 march 2012: Paper Presenter "Women of Punjab in Freedom Struggle of India": Published in Journal "FIEFDOM-2012".
7. B.B.K.D.A.V College, Amritsar: National Seminar 14-15 March 2012: Paper Presenter.
8. S.G.G.S Khalsa College, Mahilpur: National Seminar: 17 March 2012 Paper Presenter "J.L.Nehru's Discovery of India transformed into BHARAT EK KHOJ".

9. Kanya Maha Vidyalya, Jalandhar: National Seminar: 20 March 2012 Paper Presenter "Depiction of Gandhi in Hindi Cinema-Persona and values".
10. S.G.G.S Khalsa College, Mahilpur, National Seminar, March 25, 2013: Paper Presenter: "Human Rights Implementation: Violence in Case of Minorities in India with specific reference to the case of Muslim Community".
11. S.G.G.S Khalsa College, Mahilpur: National Seminar 11 Feb,2013: Paper Presenter " Honor Killing as Presented in Hindi Cinema and Media".

12. Kanya Mahavidyalaya, Jalandhar, International Conference on October 30-31 2014: Paper Presenter "Partition of India as Depicted in Cinema of Sub Continent".
13. Lyallpur Khalsa College, Jalandhar : National Seminar, Nov.7-8, 2014: Paper Presenter "Partition of India"
14. B.A.M Khalsa College , Garhshankar, National Seminar : Jan. 18, 2015:Paper Presenter "Communalism in the light of Muslim Consciousness".
15. Hans Raj Mahila Vidyalya, Jalandhar: National Seminar: Nov. 5, 2015: as a Delegate
16. Punjabi University, Patiala: Punjab History Conference 5-6, 2016 as a Delegate.
17. D.A.V College Jalandhar, National Seminar organized by Deptt. of Political Science as a Delegate.
18. D.A.V College Jalandhar: Paper Presenter: "Depiction of Violent and Inner Conflict in Hindi Cinema".
19. Kamla Nehru College for women, National Seminar: March 2016 : "Depiction of Revolutionaries in Cinema".
20. Guru Granth Sahib University, Shri Fatehgarh Sahib, National Conference: Paper Presenter "Religion- Harbinger of Peace or Conflict" 19-20 April, 2016.

## Publications:

1. Chapter published Titled " Jawaharlal Nehru's Discovery of India" as conceptualized by Shyam Benegal in the book titled "Jawaharlal Nehru's Philosophy  Policies, Performance" ISBN no. 978-81-923561-4-3.
2. Chapter titled "Depiction of Gandhi Persona and Life in Hindi Cinema" Published in Book ISBN no. 978-81-8484-317.
3. Article published in international journal "Panorama" titled "Gandhian attributes in Munshi Premchand's works', ISBN No. -2348-5000.
**e) Chapter Attached in books-2** Sikhism and Concept of Humanity
**f) Books edited-** Sikhism and Concept of Humanity
**20. Areas of consultancy and income generated –** None
**21. Faculty as members in**

a) **National committees b) International Committees c) Editorial Boards**….None

22. **Student projects:**
a) **Percentage of students who have done in-house projects including inter departmental/programme-** None

23. **Awards/ Recognitions received by faculty and students –** None
24. **List of eminent academicians and scientists/ visitors to the department - None**
25. **Seminars/ Conferences/ Workshops organized & the source of funding**

a) **National –** Inter Disciplinary (Concept of Humanism in Sikh Religion), UGC funded.
b) **International** - None

26. **Student profile program/course wise:**

| Sr.No. | | Application Received | Slected | Enrolled | | Total Enrolled | Total Pass | Pass %age |
|---|---|---|---|---|---|---|---|---|
| | Subject:-History | | | Male | Female | | | |
| | Session 2012-13 | | | | | | | |
| 1 | BA Sem-I | 118 | 118 | 89 | 29 | 88 | 30 | 34.091 |
| 2 | BA Sem-II | | | | | 64 | 25 | 39.063 |
| 3 | BA Part-II | 76 | 76 | 45 | 31 | 67 | 47 | 70.149 |
| 4 | BA Part-III | 51 | 51 | 21 | 30 | 47 | 36 | 76.596 |
| | Session 2013-14 | | | | | | | |
| 1 | BA Sem-I | 80 | 80 | 66 | 14 | 58 | 26 | 44.828 |
| 2 | BA Sem-II | | | | | 45 | 11 | 24.444 |
| 3 | BA Sem-III | 58 | 58 | 32 | 26 | 55 | 54 | 98.182 |
| 4 | BA Sem-IV | | | | | 55 | 50 | 90.909 |
| 5 | BA Part-III | 49 | 49 | 24 | 25 | 42 | 39 | 92.857 |
| | Session 2014-15 | | | | | | | |
| 1 | BA Sem-I | 54 | 54 | 43 | 11 | 40 | 18 | 45 |
| 2 | BA Sem-II | | | | | 38 | 25 | 65.789 |
| 3 | BA Sem-III | 38 | 38 | 26 | 12 | 35 | 17 | 48.571 |
| 4 | BA Sem-IV | | | | | 31 | 30 | 96.774 |
| 5 | BA Sem-V | 63 | 63 | 30 | 33 | 60 | 57 | 95 |
| 6 | BA Sem-VI | | | | | 58 | 54 | 93.103 |
| | Session 2015-16 | | | | | | | |
| 1 | BA Sem-I | 77 | 77 | 60 | 17 | 60 | 56 | 93.333 |
| 2 | BA Sem-II | | | | | 40 | 11 | 27.5 |
| 3 | BA Sem-III | 35 | 35 | 27 | 8 | 30 | 29 | 96.667 |
| 4 | BA Sem-IV | | | | | 26 | 26 | 100 |
| 5 | BA Sem-V | 35 | 35 | 22 | 13 | 34 | 27 | 79.412 |
| 6 | BA Sem-VI | | | | | 33 | 33 | 100 |

27. **Diversity of Students:**

| Name of the Course/program | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|
| B.A. | **100%** | None | None |

**28. How many students have cleared national and state competitive examinations such as NET, SLET,GATE, Civil services, Defense services, etc.-** None

**29. Student progression**

| Student progression | Against % enrolled |
|---|---|
| UG to PG | None |
| PG to M.Phil. | None |
| PG to Ph.D. | None |
| Ph.D. to Post-Doctoral | None |
| Employed Campus selection Other than campus recruitment | Record Not Maintained |

**30. Details of Infrastructural facilities**
a)   **Library**
b)  **Internet facilities for Staff & Students**
c)  **Class rooms with ICT facility**
d)  **Laboratories**

a)   **Library:** There is central library; books are lent out to students from the needy family and slow learners, on requisition basis. Central Library, a well-equipped and very robust library that caters both to teachers and students at large.
b)  **Internet facilities for Staff & Students**: Such facilities are provided in library, Computer Labs
c)  **Class rooms with ICT facility:**  Not available
d)  **Laboratories:** N.A.

**31. Number of students receiving financial assistance from college, university, government or other agencies**:- Data is maintained centrally

**32**. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts-** None

**33. Teaching methods adopted to improve student learning**:

The department of history uses traditional method of black board with chalk duster and group discussion along with an audio visual method and departmental seminar.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

History students are encouraged to take part in various NSS activities, like plantation of trees, cleanliness drives and awareness campaigns like vote awareness, help to poor in the society.

 **35. SWOC analysis of the department and Future plans**

**Strengths:**

"My hope of the future lies in the youths of character, intelligent, renouncing all for the service of   others, and obedient-good to themselves and the country at large".**Vivekananda.**

Youth is strength of this great country. History department is the premier and one of the oldest departments of Guru Nanak Khalsa College, Daroli Kalan. The faculty comprises of, the Head, Associate Prof. Sharanbir Kaur and Asst. Prof. Rakesh Bawa.

They take class test to improve the overall performance of the students and hold extensive interactions with the students through guardians-Teachers Meetings, Educational tours and so on. Moreover, there exists homely atmosphere and wonderful relationship between teachers and students. The history faculty enjoys a commendable bonhomie with the faculty of other departments and enters into on-campus inter-departmental partnership. For example, the head of the history department with faculty had entered into on campus inter departmental partnership with head political science department to jointly convene a UGC Sponsored National Seminar on 19march 2016.

**Weakness:**

The department has two permanent teachers. Most of the students come from poor and backward family and thereby cannot attend classes regularly as they provide economic support to their family.  Also the number of students in the under-graduate courses of history are gradually decreasing during the last few years. This is perhaps due to lack of knowledge as well as due to lack of employment opportunities in government and private sector.

**Opportunities**:

However, the learners can always be made aware of the wide scope of the subject. Efforts are on to enhance the quality of the students by giving them opportunities of interacting with the senior faculty members or seminars and by means of special classes.

**Challenges**:

The main challenge is to enhance the skill potential of the students in the classes as well as to create awareness about the employment opportunities.

# DEPARTMENT OF PHYSICAL EDUCATION

1. **Name of the Department --** PHYSICAL EDUCATION
2. **Year of Establishment --** 1972
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)** – Elective Subject in UG classes.
4. **Names of Interdisciplinary courses and the departments/units involved…** NIL
5. **Annual/ semester/choice based credit system (programme wise)** Semester System
6. **Participation of the department in the courses offered by other departments --** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc** – NIL
8. **Details of courses/programmes discontinued (if any) with reasons** – NIL
9. **Number of Teaching posts**

|  | Sanctioned | Filled |
|---|---|---|
| **Professors** | ------------- | ----- |
| **Associate Professors** | --------------- | --------- |
| **Asst.Professors** | 1 | 1 |
| **Coaches** | 1 | 1 |
|  |  |  |

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)**

| S. No. | Name | Qualification | Designation | Specialization | No. of Years of Experience |
|---|---|---|---|---|---|
| 1. | Paramjit Kaur | D.P.ED,M.P.ED,M.Phil | Asst. professor | ---- | 08Years |
| 2. | Bhagwant Singh | M.A,.N.I.S. Athletics | Coach | Athletics | 27 Years |

**11. List of senior visiting faculty** – NIL

**12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty**
--NIL

**13. Student -Teacher Ratio (programme wise)**

| Years: | No.of Students | No. of Teachers | Ratio |
|--------|----------------|-----------------|-------|
| Year(2012-13) | 132 | 1 | 132:1 |
| Year(2013-14) | 111 | 1 | 111:1 |
| Year(2014-15) | 112 | 1 | 112:1 |
| Year(2015-16) | 110 | 1 | 110:1 |

**14. Number of academic support staff (technical) and administrative staff sanctioned and filled** – NIL
**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.** – -PG
**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received** – NIL
**17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received** – NIL
**18. Research Centre /facility recognized by the University:** – NIL

**19. Publications**:

| S. No | Name of the faculty | IJ | NJ | IC | NS | Book /monograph/chapter |
|-------|---------------------|----|----|----|----|-----|
| 1. | Paramjit Kaur | | | | 1 | |

**20. Areas of consultancy and income generated** –  NIL
**21. Faculty as members in**
   **a) National committees b) International Committees c) Editorial Boards**….

| S.No | Name | Designation | Member of: | From: |
|------|------|-------------|------------|-------|
| **1.** | NIL | NIL | NIL | NIL |

**22. Student Projects:**
   **a) Percentage of students who have done in-house projects including inter departmental/programme** – NIL

   **b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies --** NIL

**23. Awards/ Recognitions received by faculty and students** –
Bhagwant Singh        Honored for outstanding achievements in athletics by the president of Lyallpur Khalsa College for Women, Jalandhar 1993-94.

Felicitated by the president of SGPC, S. Kirpal Singh Badungar at first Khalsai Games, Fatehgarh Sahib 2002-03.

**24. List of eminent academicians and scientists/ visitors to the department -- NIL**

**25. Seminars/ Conferences/ Workshops organized & the source of funding**

| Type | No of Seminar. | No Conference | No of Works hop | Source of Funding |
|---|---|---|---|---|
| **National** | ----- | ----- | ----- | --- |
| **International** | ----- | ------- | ---- | ---- |
| **Institutional** | ------ | ------- | ---- -- | ----- |

**26. Student profile program/course wise:**

| Sr.No. | Name of the program | Application Received | Selected | Enrolled Male | Female | Total Enrolled | Total Pass | Pass %age |
|---|---|---|---|---|---|---|---|---|
| Session 2012-2013 | | | | | | | | |
| 1 | BA Sem-I | 77 | 77 | 52 | 15 | 56 | 13 | 23.21 |
| 2 | BA Sem-II | | | | | 36 | 34 | 94.44 |
| 3 | BA Part-II | 34 | 34 | 25 | 05 | 28 | 26 | 92.85 |
| 4 | BA Part-III | 21 | 21 | 11 | 10 | 21 | 20 | 95.23 |
| Session2013-2014 | | | | | | | | |
| 1 | BASem-I | 57 | 57 | 54 | 03 | 45 | 32 | 71.11 |
| 2 | BASem-II | | | | | 36 | 35 | 97.22 |
| 3 | BASem-III | 34 | 34 | 23 | 11 | 33 | 32 | 96.96 |
| 4 | BASem-IV | | | | | 33 | 27 | 81.81 |
| 5 | BAIII | 20 | 20 | 15 | 05 | 16 | 16 | 100% |
| Session 2014-2015 | | | | | | | | |
| 1 | BASem-I | 50 | 50 | 46 | 04 | 26 | 23 | 88.46 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | BASem-II | | | | | 24 | 24 | 100% |
| 3 | BASem-III | 30 | 30 | 28 | 02 | 26 | 25 | 96.15 |
| 4 | BASem-IV | | | | | 25 | 25 | 100% |
| 5 | BASem-V | 32 | 32 | 19 | 13 | 30 | 28 | 93.33 |
| 6 | BASem-VI | | | | | 27 | 27 | 100% |
| Session2015-2016 | | | | | | | | |
| 1 | BASem-I | 61 | 61 | 49 | 12 | 48 | 19 | 39.58 |
| 2 | BASem-II | | | | | 44 | 40 | 90.90 |
| 3 | BASem-III | 23 | 23 | 21 | 02 | 18 | 16 | 88.88 |
| 4 | BASem-IV | | | | | 16 | 13 | 81.25 |
| 5 | BASem-V | 26 | 26 | 23 | 03 | 24 | 23 | 95.83 |
| 6 | BASem-VI | | | | | 25 | 22 | 88 |

## 27. Diversity of Students:

| Year: | Name of the Course/program | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|---|
| (2012-13) | B.A-I<br>B.A-II<br>B.A- III | **100%** | NIL | NIL |
| (2013-14) | B.A-I<br>B.A-II<br>B.A- III | **100%** | NIL | NIL |
| (2014-15) | B.A-I<br>B.A-II<br>B.A- III | **100%** | NIL | NIL |
| (2015-16) | B.A-I<br>B.A-II<br>B.A- III | **100%** | NIL | NIL |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services,Defense services, etc.** ?

| S.No | Name of Competitive Examination | No. of students cleared |
|------|----------------------------------|-------------------------|
| 1. | Civil Services | ----- |
| 2. | Defence services | 3 |
| 3. | GATE | ----- |
| 4. | Any other competitive examination(CAT/MAT/GRE) | ----- |

**29. Student progression**

| Student progression | Against % enrolled |
|---------------------|--------------------|
| UG to PG | NIL |
| PG to M.Phil. | NIL |
| PG to Ph.D. | NIL |
| Ph.D. to Post-Doctoral | NIL |
| Employed Campus selection Other than campus recruitment | 20% |

30**. Details of Infrastructural facilities**
   **a) Library**
   **b) Internet facilities for Staff & Students**
   **c) Class rooms with ICT facility**
   **d) Laboratories**

   a) **Library:** 81 books
   b) **Internet facilities for Staff & Students:**
      **The Internet Facility: Name of the Internet Provider**: BSNL VPN Connection,  Available Bandwidth :20 Kbps Broadband
   c) **Class rooms with ICT facility**:  Computer labs are used when needed .
   d) **Play Ground**:
                    (a) 400 mt standard track and outdoor stadium
                    (b) Volleyball ground
                    (c) Football ground
                    (d) Out door badminton Court
                    (e) Kho-kho ground

(f) Indoor Table tennis Court
(g) Gym with 10 Stations

**31. Number of students receiving financial assistance from college, university, government or other agencies**:

**SC-BC  Scholarship by Pb.Govt**

| Year(2012-13) | 22 |
|---|---|
| Year(2013-14) | 12 |
| Year(2014-15) | 12 |
| Year(2015-16) | 11 |

**32.Details on student enrichment programmes(special lectures/ workshops / seminar) with   external experts**

| Sl No. | Title of the special lecture/workshop / seminar organized |
|---|---|
| 1 | NIL |
| 2 | NIL |
| 3 | NIL |

**33. Teaching methods adopted to improve student learning**

Black board based teaching
Short Films and Videos related to Sports
Practice Sessions

**34.Participation in Institutional Social Responsibility (ISR) and Extension activities:**

The department has actively participated in Open Punjab State Cross Country.

**35. SWOC analysis of the department Physical Education**

**Strengths:**

- Physical education grooms students' personality
- The subject helps students score good marks in examination.
- Inculcates team spirit among students.
- Homely atmosphere in the department and fruitful interaction with students create conducive learning-teaching environment**.**

**Weakness:**

Prevalent poverty in the rural area makes students' attendance thin in college. This affects their practice sessions.

**Opportunity:**

Despite the fact that new vocational subjects are emerging, one can make a career by opting physical education as an elective subject especially in defense and police

**Challenges**:

- The main challenge is to enhance the skill potential of students in the classes.
- Create awareness about the scope of physical education in getting jobs.

## DEPARTMENT OF POLITICAL SCIENCE

1. **Name of the Department-** Political Science
2. **Year of Establishment-** 1971
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.) -** UG
4. **Names of Interdisciplinary courses and the departments/units involved-** NIL
5. **Annual/ semester/choice based credit system (programme wise) -** Semester System
6. **Participation of the department in the courses offered by other departments -** None
7. **Courses in collaboration with other universities, industries, foreign institutions, etc –** None
8. **Details of courses/programme discontinued (if any) with reasons –** None
9. **Number of Teaching posts**

|  | Sanctioned | Filled |
|---|---|---|
| **Professors** |  |  |
| **Associate Professors** | 1 | 1 |
| **Asst.Professors** |  |  |

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)**

| S. No. | Name | Qualification | Designation | Specialization | No. of Years of Experience | No.of Ph.D. students Guided for Last Four Years |
|---|---|---|---|---|---|---|
| 1. | Sukhdev Singh | M.A, M.Phil | Associate Professor | International Politics | 30 Years | -- |

11. **List of senior visiting faculty –** NIL

12.**Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty-**None

13. **Student -Teacher Ratio (programme wise)**

| Years | Ratio |
|---|---|
| Year(2012-13) | 94:1 |
| Year(2013-14) | 74:1 |
| Year(2014-15) | 70:1 |
| Year(2015-16) | 71:1 |

14. **Number of Academic Support Staff (technical) and Administrative Staff Sanctioned and fille** – Not Needed.
15. **Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. --- -** M.Phil
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received** – None
17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received--** None
18. **Research Centre /facility recognized by the University: –** None
19. **Publications:**

a) **Publication per faculty- (Attached)**
b) **Number of papers published in peer reviewed journals (national/international) by faculty students-** None
c) **Number of publication listed in international database(for e.g. Web of science, Scopus, Humanities international complete , Dare Database-international social science directory,EBSCO host etc.)-** None
d) **Monographs-** None
e) **Chapters-** `None`
f) **Books edited- 1 . Chief-Editor--**Sikhism and Concept of Humanity**.**
g) **Books with ISBN/ISSNnumbers with detailes of publishers-** None
h) **Citation index-** None
i) **SNIP-** None
J) **SJR-** None
k) **Impact factor-** None
l) **H-index-** None
20. **Areas of consultancy and income generated –** NIL
21. **Faculty as members in**
     **a) National committees b) International Committees c) Editorial Boards…**

22. **Student projects:**
   a) **Percentage of students who have done in-house projects including inter departmental/programme-** NIL
   b) **Percentage of students placed for projects in organizations outside the institution i.e in Research laboratories outside the institution ,Industry/ Other agencies. --** NIL
23. **Awards/ Recognitions received by faculty and students –** None
24. **List of eminent academicians and scientists/ visitors to the department : None**
25. **Seminars/ Conferences/ Workshops organized & the source of funding**
   a) **National – 1** (In collaboration with Dept. of History On 19th March 2016(Concept of Humanism in Sikh Religion)**,** sponsored by U.G.C**.**
   b) **International-** None

**26. Student profile program/course wise:**

| Sr.No. | Subject:-Pol Science | Application Received | Slected | Enrolled Male | Enrolled Female | Total Enrolled | Total Pass | Pass %age |
|---|---|---|---|---|---|---|---|---|
| | Session 2012-13 | | | | | | | |
| 1 | BA Sem-I | 32 | 32 | 20 | 12 | 29 | 11 | 37.931 |
| 2 | BA Sem-II | | | | | 24 | 13 | 54.167 |
| 3 | BA Part-II | 38 | 38 | 19 | 19 | 28 | 20 | 71.429 |
| 4 | BA Part-III | 24 | 24 | 8 | 16 | 22 | 17 | 77.273 |
| | Session 2013-14 | | | | | | | |
| 1 | BA Sem-I | 34 | 34 | 17 | 17 | 32 | 26 | 81.25 |
| 2 | BA Sem-II | | | | | 25 | 10 | 40 |
| 3 | BA Sem-III | 20 | 20 | 8 | 12 | 18 | 10 | 55.556 |
| 4 | BA Sem-IV | | | | | 19 | 13 | 68.421 |
| 5 | BA Part-III | 20 | 20 | 5 | 15 | 18 | 12 | 66.667 |
| | Session 2014-15 | | | | | | | |
| 1 | BA Sem-I | 22 | 22 | 12 | 10 | 12 | 6 | 50 |
| 2 | BA Sem-II | | | | | 12 | 6 | 50 |
| 3 | BA Sem-III | 23 | 23 | 10 | 13 | 21 | 14 | 66.667 |
| 4 | BA Sem-IV | | | | | 21 | 20 | 95.238 |
| 5 | BA Sem-V | 25 | 25 | 9 | 16 | 23 | 23 | 100 |
| 6 | BA Sem-VI | | | | | 24 | 14 | 58.333 |
| | Session 2015-16 | | | | | | | |
| 1 | BA Sem-I | 37 | 37 | 19 | 18 | 40 | 1 | 2.5 |
| 2 | BA Sem-II | | | | | 23 | 4 | 17.391 |
| 3 | BA Sem-III | 12 | 12 | 8 | 4 | 10 | 7 | 70 |
| 4 | BA Sem-IV | | | | | 11 | 9 | 81.818 |
| 5 | BA Sem-V | 22 | 22 | 9 | 13 | 21 | 17 | 80.952 |
| 6 | BA Sem-VI | | | | | 17 | 12 | 70.588 |

**27. Diversity of Students:**

| Name of the Course/program | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|
| B.A(U.G) | **100%** | None | None |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.-** None

**29. Student progression**

| Student progression | Against % enrolled |
|---|---|
| UG to PG | data not available |
| PG to M.Phil. | NIL |
| PG to Ph.D. | - |
| Ph.D. to Post-Doctoral | - |
| Employed Campus selection Other than campus recruitment | Nil |

**30. Details of Infrastructural facilities**
  **a) Library**
  **b) Internet facilities for Staff & Students**
  **c) Class rooms with ICT facility**
  **d) Laboratories**

  a) **Library:** There is central library and students can access the same.

  b) **Internet facilities for Staff & Students**:  Yes, in the library and Computer Labs

  c) **Class rooms with ICT facility:**  NIL
  d) **Laboratories:** NIL

**31. Number of students receiving financial assistance from college, university, government or other agencies:-**  data has been provided in criterion 5

**32**. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts-** None

**33. Teaching methods adopted to improve student learning:**

Use of  Audio-Visual Aids (Computer Smart Board), Group Seminars etc.

**34.  Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Nominated as Dean Academic Affairs, G.N Khalsa College, Daroli Kalan.
- Nominated as Incharge, Water Supply and Electricity affairs, G.N Khalsa College, Daroli Kalan.
- Co-ordinator, UGC affairs, G.N Khalsa College, Daroli Kalan (2015-16).
- Member, (Admission Committee, Discipline Committee, Sports Committee, Time-Table Committee,   Grievance Redressal Cell, Prize Distribution Committee, Fee Concession Committee, Campus Maintenece Committee) for Session 2015-16.
- Member, (Advisory Committee, Library Committee, Religious affairs Committee.) 2015-16.
- Incharge, N.S.S Unit, Guru Nanak Khalsa College, Daroli Kalan w.e.f 1-4-2000 to 01-10-2007 and 01-10-2009 to 31-03-2012.

**Extension (Social Activities)**

- Co-organizer and  donor, Blood Donation Camp at N.B.G Govt. College, Pojewal (Distt. D.B.S. Nagar)-11th Feb.2011.
- Co-organizer and  donor, Blood Donation Camp organized by Jeewan Jagriti Manch (Regd.) Garshankar.- 25th Oct.2015.

- Organized  food distribution activity for Slum dwellers of Adampur area on 11th November, 2016.

## 35. SWOC analysis of the department and Future plans

### Strengths:

Political science is a subject which forms the crux of every competitive exam, be it Civil Services or any Banking Exams. A majority of questions in these exams come from Political Science . Hence, this subject can boost the career of many students if studied in right earnest. One can become aware about current affairs and International Scenario by studying the subject.

### Weakness:

As most of the students come from poor and backward families, they are obliged to provide economic support to their families. Consequently the number of students is gradually declining at the graduate level during the last few years. This is perhaps due to the lack of awareness  and due to lack of employment opportunities in government and private sectors.

### Opportunities:

However, the learners can always be made aware of the wide scope of the subject. Efforts are on to enhance the quality and number of students by giving them opportunity of interaction with the wide spectra of society.

### Challenges:

The main challenge is to enhance the skill potential of the students in the classes as well as to create awareness about the huge job opportunities.

# DEPARTMENT OF PUNJABI

1. **Name of the department --** PUNJABI
2. **Year of Establishment --** 1971
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)** – UG: BA, B.Com and BCA (1st year). PG: MA
4. **Names of Interdisciplinary courses and the departments/units involved:**
   General Punjabi as compulsory subject in department of Commerce and Department of Computer Science.
5. **Annual/ semester/choice based credit system (programme wise) --**
   Semester System
6. **Participation of the department in the courses offered by other departments**
   - Department of Commerce
   - Department of Computer Science

7. **Courses in collaboration with other universities, industries, foreign institutions, etc** – NIL
8. **Details of courses/programmes discontinued (if any) with reasons** – NIL
9. **Number of teaching posts**

|  | Sanctioned | Filled |
|---|---|---|
| **Professors** | ------------- | ----- |
| **Associate Professors** | --------------- | --------- |
| **Asst. Professors** | 3 | Nil |
| **Contract** | 1(management) | 1 |
| **Ad hoc** | 2 | 2 |

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)**

| S. No. | Name | Qualification | Designation | Specialization | No. of Years of Experience |
|---|---|---|---|---|---|
| 1. | Gulbahar Singh | M.A(Pbi) B.Ed , M.Phil (Pbi) , UGC-NET. | Asst. Professor | Fiction | 06 Years |
| 2. | Amanpreet Kaur | M.A,(Pbi) , UGC-NET | Asst. Professor | Fiction | 04 Years |
| 3. | Amandeep Kaur Kang | M.A. (Pbi) B.Ed | Asst. Professor |  | Fresher |

**11. List of senior visiting faculty** – NIL

**12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty – 66%**

**13. Student -Teacher Ratio (programme wise)**

| Year | No. of Students | No. of Teachers | Ratio |
|------|-----------------|-----------------|-------|
| Year(2012-13) | 389 | 4 | 97:1 |
| Year(2013-14) | 312 | 4 | 78:1 |
| Year(2014-15) | 263 | 3 | 87:1 |
| Year(2015-16) | 243 | 3 | 81:1 |

**14. Number of academic support staff (technical) and administrative staff sanctioned and filled** – NIL

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. ---** M.Phil/PG

**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received** – NIL

**17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received** – NIL

**18. Research Centre /facility recognized by the University:** – NIL

**19. Publications**:

| S. No | Name of the faculty | BOOKS | Books Edited | NS | Book /monograph/chapter |
|-------|---------------------|-------|--------------|----|-------------------------|
| 1. | Gulbahar Singh | 1 | 2 | | |

**20. Areas of consultancy and income generated** – NIL

**21. Faculty as members in**
   **a) National Committees b) International Committees c) Editorial Boards**….

| S.No | Name | Designation | Member of: | From: |
|------|------|-------------|------------|-------|
| 1. | Gulbahar Singh | Asst. Professor | Member ,Editorial Board of College Magazine "Nirmal Dhara" | From July 2010 Onwards |

**22. Student projects:**

   **a) Percentage of students who have done in-house projects including inter departmental/programme**- NIL

**b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies -** NIL

## 23. Awards/ Recognitions received by faculty and students – NIL

## 24. List of eminent academicians and scientists/ visitors to the department
- Dr. Buta Singh Brar
- Dr. Rajinder Singh Bhatti
- Dr. Manjinder Singh
- Dr. Swinder Singh Chhina
- Dr. Saroj Bala .

## 25. Seminars/ Conferences/ Workshops organized & the source of funding

| Type | No of Seminars. | No Conferences | No of Workshops | Source of Funding |
|---|---|---|---|---|
| **National** | 01 | ----- -- | ----- -- | UGC |
| **International** | ----- | ------- ---- | ---- | ---- |
| **Institutional** | ------ | ------- | ------ | ----- |

## 26. Student profile program/course wise:

Dept. Punjabi — % age Result

| Sr.No. | | Application Received | Slected | Enrolled Male | Enrolled Female | Total Enrolled | Total Pass | Pass % age |
|---|---|---|---|---|---|---|---|---|
| | Session 2012-13 | | | | | | | |
| 1 | MA Sem-I | 25 | 25 | 11 | 14 | 22 | 11 | 50 |
| 2 | MA Sem-II | | | | | 20 | 12 | 60 |
| 3 | MA Sem-III | 14 | 14 | 5 | 9 | 9 | 4 | 44.4444 |
| 4 | MA sem-IV | | | | | 8 | 5 | 62.5 |
| 5 | MA Part II | | | | | 4 | 4 | 100 |
| | Session 2013-14 | | | | | | | |
| 1 | MA Sem-I | 18 | 18 | 6 | 12 | 16 | 15 | 93.75 |
| 2 | MA Sem-II | | | | | 15 | 7 | 46.6667 |
| 3 | MA Sem-III | 18 | 17 | 5 | 12 | 17 | 12 | 70.5882 |
| 4 | MA sem-IV | | | | | 17 | 9 | 52.9412 |
| | Session 2014-15 | | | | | | | |
| 1 | MA Sem-I | 8 | 8 | 1 | 7 | 6 | 6 | 100 |
| 2 | MA Sem-II | | | | | 6 | 3 | 50 |
| 3 | MA Sem-III | 15 | 15 | 3 | 12 | 15 | 8 | 53.3333 |
| 4 | MA sem-IV | | | | | 12 | 7 | 58.3333 |
| | Session 2015-16 | | | | | | | |
| 1 | MA Sem-I | 7 | 7 | 2 | 5 | 4 | 3 | 75 |
| 2 | MA Sem-II | | | | | 4 | 3 | 75 |
| 3 | MA Sem-III | 6 | 6 | 0 | 6 | 6 | 4 | 66.6667 |
| 4 | MA sem-IV | | | | | 5 | 4 | 80 |

Dept. Punjabi — % age Result

| Sr.No. | | Application Received | Slected | Enrolled Male | Enrolled Female | Total Enrolled | Total Pass | Pass % age |
|---|---|---|---|---|---|---|---|---|
| | Session 2012-13 | | | | | | | |
| 1 | BCom Sem-I | 33 | 33 | 26 | 7 | 22 | 21 | 95.4545 |
| 2 | BCom Sem-II | | | | | 19 | 15 | 78.9474 |
| 3 | BCom Part-II | 26 | 26 | 12 | 14 | 26 | 26 | 100 |
| 4 | BCom Part-III | 21 | 21 | 14 | 7 | 20 | 20 | 100 |
| | Session 2013-14 | | | | | | | |
| 1 | BCom Sem-I | 17 | 17 | 13 | 4 | 13 | 12 | 92.3077 |
| 2 | BCom Sem-II | | | | | 10 | 10 | 100 |
| 3 | BCom Sem-III | 14 | 14 | 8 | 6 | 14 | 14 | 100 |
| 4 | BCom Sem-IV | | | | | 14 | 14 | 100 |
| 5 | BCom Part-III | 25 | 25 | 14 | 11 | 25 | 25 | 100 |
| | Session 2014-15 | | | | | | | |
| 1 | BCom Sem-I | 16 | 16 | 11 | 5 | 13 | 12 | 92.3077 |
| 2 | BCom Sem-II | | | | | 12 | 12 | 100 |
| 3 | BCom Sem-III | 7 | 7 | 3 | 4 | 4 | 4 | 100 |
| 4 | BCom Sem-IV | | | | | 4 | 4 | 100 |
| 5 | BCom Sem-V | 15 | 15 | 8 | 7 | 13 | 13 | 100 |
| 6 | BCom Sem-VI | | | | | 13 | 13 | 100 |
| | Session 2015-16 | | | | | | | |
| 1 | BCom Sem-I | 12 | 12 | 11 | 1 | 10 | 10 | 100 |
| 2 | BCom Sem-II | | | | | 5 | 5 | 100 |
| 3 | BCom Sem-III | 11 | 11 | 7 | 4 | 10 | 10 | 100 |
| 4 | BCom Sem-IV | | | | | 10 | 10 | 100 |
| 5 | BCom Sem-V | 4 | 4 | 2 | 2 | 4 | 4 | 100 |
| 6 | BCom Sem-VI | | | | | 4 | 4 | 100 |

**Subject:-Punjabi**

| Sr.No | | Application Received | Slected | Enrolled | | Total Enrolled | Total Pass | Pass %age |
|---|---|---|---|---|---|---|---|---|
| | | | | Male | Female | | | |
| | Session 2012-13 | | | | | | | |
| 1 | BA Sem-I | 131 | 131 | 98 | 33 | 103 | 96 | 93.2 |
| 2 | BA Sem-II | | | | | 72 | 69 | 95.83 |
| 3 | BA Part-II | 83 | 83 | 50 | 33 | 71 | 60 | 84.51 |
| 4 | BA Part-III | 56 | 56 | 22 | 34 | 53 | 51 | 96.23 |
| | Session 2013-14 | | | | | | | |
| 1 | BA Sem-I | 105 | 105 | 79 | 26 | 53 | 79 | 149.1 |
| 2 | BA Sem-II | | | | | 66 | 63 | 95.45 |
| 3 | BA Sem-III | 64 | 64 | 36 | 28 | 60 | 59 | 98.33 |
| 4 | BA Sem-IV | | | | | 59 | 54 | 91.53 |
| 5 | BA Part-III | 52 | 52 | 24 | 28 | 45 | 45 | 100 |
| | Session 2014-15 | | | | | | | |
| 1 | BA Sem-I | 76 | 76 | 59 | 17 | 45 | 24 | 53.33 |
| 2 | BA Sem-II | | | | | 43 | 43 | 100 |
| 3 | BA Sem-III | 57 | 57 | 35 | 22 | 49 | 48 | 97.96 |
| 4 | BA Sem-IV | | | | | 46 | 46 | 100 |
| 5 | BA Sem-V | 69 | 69 | 33 | 36 | 66 | 65 | 98.48 |
| 6 | BA Sem-VI | | | | | 64 | 64 | 100 |
| | Session 2015-16 | | | | | | | |
| 1 | BA Sem-I | 103 | 103 | 71 | 32 | 79 | 77 | 97.47 |
| 2 | BA Sem-II | | | | | 70 | 70 | 100 |
| 3 | BA Sem-III | 40 | 40 | 29 | 11 | 35 | 35 | 100 |
| 4 | BA Sem-IV | | | | | 31 | 31 | 100 |
| 5 | BA Sem-V | 50 | 50 | 29 | 20 | 48 | 48 | 100 |
| 6 | BA Sem-VI | | | | | 44 | 44 | 100 |

**Subject:-Elective Punjabi**

| Sr.No | | Application Received | Slected | Enrolled | | Total Enrolled | Total Pass | Pass %age |
|---|---|---|---|---|---|---|---|---|
| | | | | Male | Female | | | |
| | Session 2012-13 | | | | | | | |
| 1 | BA Sem-I | 96 | 96 | 70 | 26 | 75 | 67 | 89.33 |
| 2 | BA Sem-II | | | | | 46 | 42 | 91.3 |
| 3 | BA Part-II | 58 | 58 | 33 | 25 | 51 | 45 | 88.24 |
| 4 | BA Part-III | 32 | 32 | 13 | 19 | 29 | 27 | 93.1 |
| | Session 2013-14 | | | | | | | |
| 1 | BA Sem-I | 91 | 91 | 71 | 20 | 73 | 61 | 83.56 |
| 2 | BA Sem-II | | | | | 51 | 27 | 52.94 |
| 3 | BA Sem-III | 43 | 43 | 22 | 22 | 42 | 38 | 90.48 |
| 4 | BA Sem-IV | | | | | 42 | 38 | 90.48 |
| 5 | BA Part-III | 38 | 38 | 19 | 19 | 35 | 35 | 100 |
| | Session 2014-15 | | | | | | | |
| 1 | BA Sem-I | 54 | 54 | 43 | 11 | 41 | 37 | 90.24 |
| 2 | BA Sem-II | | | | | 37 | 34 | 91.89 |
| 3 | BA Sem-III | 42 | 42 | 27 | 15 | 36 | 34 | 94.44 |
| 4 | BA Sem-IV | | | | | 34 | 19 | 55.88 |
| 5 | BA Sem-V | 47 | 47 | 22 | 25 | 45 | 44 | 97.78 |
| 6 | BA Sem-VI | | | | | 44 | 44 | 100 |
| | Session 2015-16 | | | | | | | |
| 1 | BA Sem-I | 81 | 81 | 53 | 28 | 61 | 59 | 96.72 |
| 2 | BA Sem-II | | | | | 57 | 21 | 36.84 |
| 3 | BA Sem-III | 34 | 34 | 26 | 8 | 30 | 30 | 100 |
| 4 | BA Sem-IV | | | | | 27 | 26 | 96.3 |
| 5 | BA Sem-V | 36 | 36 | 22 | 14 | 34 | 34 | 100 |
| 6 | BA Sem-VI | | | | | 33 | 32 | 96.97 |

**27. Diversity of Students**:

| Year: | Name of the Course/program | % of students from the same state | % of students from other state | % of students from abroad |
|---|---|---|---|---|
| (2012-13) | B.A-(Annual andAll Semesters) B.Com-(Annual and All Semesters) B.C.A(Ist and IInd Semester) M.A-(All Semesters) | **100%** | NIL | NIL |
| (2013-14) | B.A-(All Semesters) B.Com-(All Semesters) B.C.A(Ist and IInd Semesters) M.A-(All Semester) | **100%** | NIL | NIL |
| (2014-15) | B.A-(All Semester) B.Com-(All Semester) B.C.A(Ist and IInd Semester) M.A-(All Semester) | **100%** | NIL | NIL |
| (2015-16) | B.A-(All Semesters) B.Com-(All Semesters) B.C.A(Ist and IInd Semester) M.A-(All Semesters) | **100%** | NIL | NIL |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.**

| S.No | Name of Competitive Examination | No. of students cleared |
|------|--------------------------------|-------------------------|
| 1. | Civil Services | ----- |
| 2. | Defence services | ----- |
| 3. | GATE | ----- |
| 4. | Any other competitive examination(CAT/MAT/GRE) | ----- |

**29. Student progression**

| Student progression | Against % enrolled |
|---------------------|--------------------|
| UG to PG | 07 |
| PG to M.Phil. | NA |
| PG to Ph.D. | NA |
| Ph.D. to Post-Doctoral | NA |
| Employed Campus selection Other than campus recruitment | Data not available |

**30. Details of Infrastructural facilities**
**a) Library**
**b) Internet facilities for Staff & Students**
**c) Class rooms with ICT facility**
**d) Laboratories**

   **a) Library:**
        **No. of Books :** 2943
        **No. of Magazines :** 07

   **b) Internet facilities for Staff & Students:**
   **The Internet Facility:** Name of the Internet Provider :BSNL VPN Connection, Available Bandwidth :20 Kbps Broadband

**31. Number of students receiving financial assistance from college, university, government or other agencies:**

| Year(2012-13) | BA, I,II,III - 49<br>B.COM, I,II,III – 12<br>B.C.A. I-07<br>M.A.I,II -06 |
|---|---|
| Year(2013-14) | BA, I,II,III - 18<br>B.COM, I,II,III – 07<br>B.C.A.I-NIL<br>M.A.I,II- 07 |
| Year(2014-15) | BA, I,II,III - 35<br>B.COM, I,II,III –05<br>B.C.A.I -02<br>M.A. I,II- 07 |
| Year(2015-16) | BA, I,II,III - 35<br>B.COM, I,II,III – 02<br>B.C.A.I-14<br>M.A. I,II- NIL |

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts**

| Sl No. | Title of the special lecture/workshop / seminar organized |
|---|---|
| 1 | UGC sponsored one day national seminar held by the department in collaboration with Department of English on 28 -8-2015 |

**33. Teaching methods adopted to improve student learning**

Black board based teaching / Lecture method /Discussion / Seminars

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department motivates students to participate in various social welfare activities like Blood Donation , Community Service organized by the institution.

**Faculty:**

**Gulbahar Singh**

- Participates in student welfare activities
- Help needy students.
- Former NCC care taker(March 2013-15)
- Member of Religious affairs Committee

- Organising Secretary of National Seminar held on August 30, 2016.

**Conferences/Seminars/Workshops Attended**

1. Paper presented and published on topic " Bhasha Te Upbhasha Antar Sambandh" in UGC Sponsored National Seminar on " Punjabi Dian Upbhashawan Di Vartmaan Sthiti" Held on 28-08-2015 at Guru Nanak Khalsa College Daroli Kalan.

2. A Paper presented on topic " Bhai Veer Singh: Jivan Te Rachna" in national seminar on "Bhai Veer Singh Sahit: Vartmaan Paripekh" held on 11/12/-02-2016 at Bhai Veer Singh Khoj Kender, Ckd Amritsar.

3. A paper presented on topic " Manukhi Natikta Te Mul" in international seminar on "Human Values" held on 26/02/2016 to 27/02/2016 at G.T.B Khalsa College of Education, Dasuya.

4. A paper presented and published on topic " Bhagat Bani Vich Naitikta Da Sankalp" in UGC sponsored National Seminar on "Sikhism and the Concept of Humanity" held on 19-03-2016 at Guru Nanak Khalsa College Daroli Kalan.

5. A paper presented on topic " Similarities in the teachings of Arya Samaj and Sikhism: A Comparative Study" in National Conference on "Inter faith Dialogue for Global Peace and Harmony" held from 19/04/2016 to 20/04/2016 at SGGSW University Fatehgarh Sahib.

**35. SWOC Analysis**

**Strengths:**

- Punjabi being mother tongue should be the most preferred subject for P.G studies.
- It is also a compulsory subject at under-graduate classes.

**Weaknesses**:

- Non-availability of permanent faculty.
- Fewer job opportunities
- Students' craze for immigrating abroad makes Punjabi language an unattractive subject to opt for at P.G level.

**Opportunities**:

- Students can go for B.Ed and get jobs in schools.

**Challenges:**

- To motivate students to do P.G course in Punjabi.
- Use of innovative methods to bring students to their classes.

## EVALUATIVE REPORT OF ECONOMICS, MATHEMATICS AND OFFICE MANAGEMENT AND SECRETARIAL PRACTICE

**ECONOMICS:-**The subject of economics is offered as an elective subject in arts stream at UG level. Earlier there was a regular teacher, having PhD degree in the subject. After his untimely death, ad hoc appointment is made every year by the management. At present there is an ad hoc teacher with PG qualification. She teaches both arts and commerce streams. There is very less number of students who opt for Economics as an elective subject in arts stream.

| Sr.No. | Subject:-Eco | Application Received | Slected | Enrolled Male | Enrolled Female | Total Enrolled | Total Pass | Pass %age |
|---|---|---|---|---|---|---|---|---|
| | Session 2012-13 | | | | | | | |
| 1 | BA Sem-I | 4 | 4 | 4 | 0 | 3 | 0 | 0 |
| 2 | BA Sem-II | | | | | 2 | 2 | 100 |
| 3 | BA Part-II | 2 | 2 | 0 | 2 | 2 | 2 | 100 |
| 4 | BA Part-III | 4 | 4 | 1 | 3 | 4 | 4 | 100 |
| | Session 2013-14 | | | | | | | |
| 1 | BA Sem-I | 6 | 6 | 4 | 2 | 6 | 4 | 66.667 |
| 2 | BA Sem-II | | | | | 6 | 6 | 100 |
| 3 | BA Sem-III | 2 | 2 | 2 | 0 | 2 | 0 | 0 |
| 4 | BA Sem-IV | | | | | 2 | 0 | 0 |
| 5 | BA Part-III | 3 | 3 | 0 | 3 | 3 | 3 | 100 |
| | Session 2014-15 | | | | | | | |
| 1 | BA Sem-I | 1 | 1 | 0 | 1 | 1 | 1 | 100 |
| 2 | BA Sem-II | | | | | 1 | 1 | 100 |
| 3 | BA Sem-III | 7 | 7 | 4 | 3 | 6 | 4 | 66.667 |
| 4 | BA Sem-IV | | | | | 6 | 5 | 83.333 |
| 5 | BA Sem-V | 2 | 2 | 2 | 0 | 2 | 2 | 100 |
| 6 | BA Sem-VI | | | | | 2 | 1 | 50 |
| | Session 2015-16 | | | | | | | |
| 1 | BA Sem-I | 7 | 7 | 5 | 2 | 6 | 2 | 33.333 |
| 2 | BA Sem-II | | | | | 5 | 2 | 40 |
| 3 | BA Sem-III | 1 | 1 | 0 | 1 | 1 | 1 | 100 |
| 4 | BA Sem-IV | | | | | 1 | 1 | 100 |
| 5 | BA Sem-V | 5 | 5 | 3 | 2 | 5 | 4 | 80 |
| 6 | BA Sem-VI | | | | | 4 | 4 | 100 |
| | | | | | | | | |

**MATHEMATICS**

The subject of Mathematics was introduced in the college in 1971. There were two regular teachers of mathematics for many years. The students were offered mathematics subject as an elective subject. One teacher retired in April, 2005 and another teacher retired in April, 2007. No permanent faculty was appointed due to ban on the recruitment by DPI, Colleges (Punjab). Thereafter ad hoc faculty caters to the needs of the students of commerce and computer science departments. Now there is a full time lecturer on ad hoc basis and a part time lecturer.

## OFFICE MANAGEMENT AND SECRETARIAL PRACTICE

Office Management and Secretarial Practice is offered as an optional elective subject to under graduate students. It was introduced in 1998, after the appointment of Ms. Kulwant Kaur as instructor. This paper has 60% marks allocated to theory and 40% marks for practical. The practical is conducted by an external examiner.

Separate type-writing laboratory has been set up where teaching of theory and practical take place. It has ten type-writers (manual), one electronic and one electric type-writer. There are 245 books relating to the subject in library**.**

| Sr.No. | Name of the program | Application Received | Selected | Enrolled Male Female | | Total Enrolled | Total Pass | Pass %age |
|---|---|---|---|---|---|---|---|---|
| Session 2012-2013 | | | | | | | | |
| 1 | BA Sem-I | 35 | 35 | 27 | 8 | 26 | 18 | 69.23077 |
| 2 | BA Sem-II | | | | | 23 | 8 | 34.78261 |
| 3 | BA Part-II | 22 | 22 | 13 | 9 | 17 | 6 | 35.29412 |
| 4 | BA Part-III | 11 | 11 | 6 | 5 | 10 | 9 | 90% |
| Session2013-2014 | | | | | | | | |
| 1 | BASem-I | 22 | 22 | 13 | 9 | 16 | 15 | 93.75 |
| 2 | BASem-II | | | | | 14 | 6 | 42.85714 |
| 3 | BASem-III | 15 | 15 | 8 | 7 | 15 | 15 | 100% |
| 4 | BASem-IV | | | | | 14 | 12 | 85.71429 |
| 5 | BASem-III | 12 | 12 | 6 | 6 | 10 | 9 | 90% |
| Session 2014-2015 | | | | | | | | |
| 1 | BASem-I | 15 | 15 | 10 | 5 | 12 | 10 | 83.33333 |
| 2 | BASem-II | | | | | 12 | 10 | 83.33333 |
| 3 | BASem-III | 15 | 15 | 7 | 8 | 14 | 14 | 100% |
| 4 | BASem-IV | | | | | 12 | 12 | 100% |
| 5 | BASem- V | 17 | 17 | 8 | 9 | 16 | 15 | 93.75 |
| 6 | BASem-VI | | | | | 16 | 13 | 81.25 |
| Session2015-2016 | | | | | | | | |
| 1 | BASem-I | 17 | 17 | 5 | 12 | 15 | 13 | 86.66667 |
| 2 | BASem-II | | | | | 13 | 9 | 69.23077 |
| 3 | BASem-III | 11 | 11 | 6 | 5 | 10 | 10 | 100% |
| 4 | BASem-IV | | | | | 8 | 8 | 100% |
| 5 | BASem-V | 14 | 14 | 6 | 8 | 13 | 13 | 100% |
| 6 | BASem-VI | | | | | 12 | 12 | 100% |

# UGC RECOGNITION CERTIFICATE

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in
F. No. 8-320/2014 (CPP-I/C)

बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

October, 2014

3 0 OCT 2014

Speed post

The Principal,
Guru Nanak Khalsa College,
Daroli Kalan, Dist. Jalandhar
Punjab

**Sub:** - Recognition of **Guru Nanak Khalsa College, Daroli Kalan, District Jalandhar, Punjab** under Section 2 (f) &12 (B) of the UGC Act, 1956.
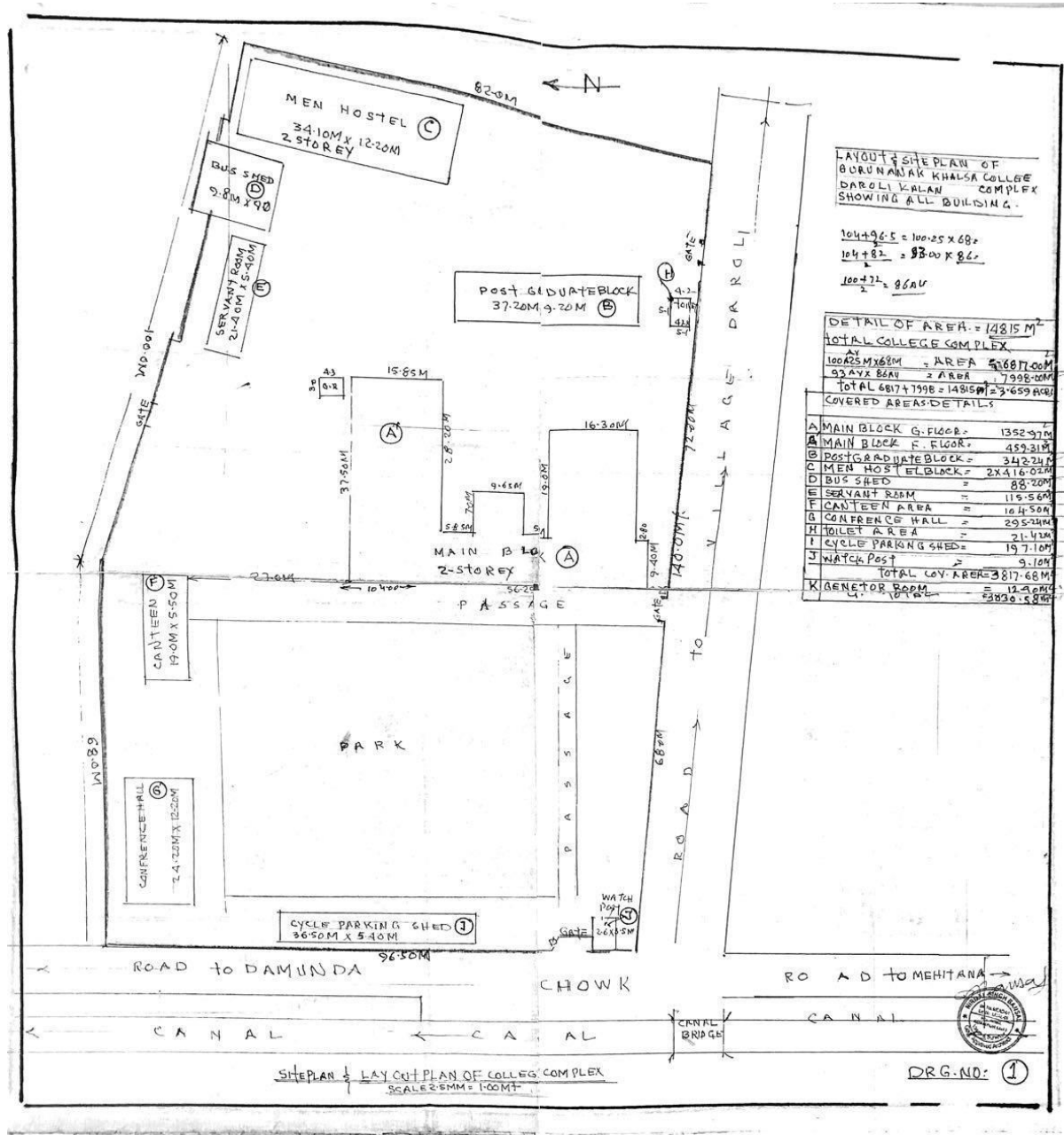
Sir,

With reference to the letter no.173 dated 10.09.2014 on the above subject, I am directed to say that the name of **Guru Nanak Khalsa College, Daroli Kalan, District Jalandhar, Punjab** established in the year of **1971**, affiliated to **Guru Nanak Dev University, Amritsar** is included in the list of Colleges maintained under Section **2(f) & 12(B)** of the UGC Act, 1956 under the head **Non-Government** College teaching upto **Bachelor's** Degree.

Yours faithfully,

**(Charan Dass)**
Under Secretary

**MASTER PLAN OF THE COLLEGE**

**ANNEXURE**

e-mail : gnkcdarolikalan@gmail.com
Website : www.gnkcdk.org

Phone : 0181-2718865
0181-2718840

# GURU NANAK KHALSA COLLEGE

**DAROLI KALAN DISTT. JALANDHAR**

Affiliated to Guru Nanak Dev University, Amritsar
UNDER THE MANAGEMENT OF S.G.P.C. SRI AMRITSAR

Daroli Kalan (Jalandhar)

REF. No. ...1425..

DATED...... 02|02|2017

## Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is certify that **Guru Nanak Khalsa College, Daroli Kalan (Jalandhar)** fulfils All norms

1. Stipulated by the affiliating.
2. Regulatory Council/ Body [such as NCTE, AICTE, MCI, DCI, BCI, ETC].
3. The affiliation and recognition [if applicable] is valid on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its university affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 03-02-2017

Place: Daroli Kalan

Principal /Head of Institution
(Name and Signature with office seal)

Principal
Guru Nanak Khalsa College
Daroli Kalan (Jal.)

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ
**GURU NANAK DEV UNIVERSITY, AMRITSAR**
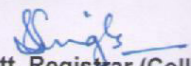(Established by the State Legislature Act No. 21 of 1969)

No: 5537 /Colleges

Date: 6-8-2014

## To Whom It May Concern

It is certified that Guru Nanak Khalsa College, Daroli Kalan (Jalandhar) is affiliated to the privileges of Guru Nanak Dev University, Amritsar and affiliation of the following courses has been granted by this University:-

B.A., B.Com., B.C.A., M.A. (Punjabi), M.Sc. (Computer Science)

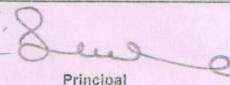**Asstt. Registrar (Colleges)**
**Guru Nanak Dev University,**
**Amritsar**

Phone : Off. EPABX 2258802-09, Extn.  3031 & 3032; Tele/Fax: 0183 – 2257675;Email: dcdc_gndu@yahoo.co.in

## GURU NANAK KHALSA COLLEGE
## DAROLI KALAN, DISTT. JALANDHAR

### INCOME AND EXPENDITURE ACCOUNT OF "PRINCIPAL ACCOUNT" FOR THE YEAR ENDING 31.03.2012

| EXPENDITURE | AMOUNT | INCOME | AMOUNT |
|---|---|---|---|
| To Advertisement | 4,200.00 | By Annual Function Fund | 83,200.00 |
| To Audit Fee | 21,250.00 | By Attestation Fee | 400.00 |
| To Bank Charges | 5,761.00 | By Building Fund | 3,12,500.00 |
| To Bus Insurance | 23,668.00 | By Character Certificate Fee | 4,800.00 |
| To Bus Repair | 7,780.00 | By Campus Maintenance Fund | 26,950.00 |
| To Campus Maintenance | 77,228.00 | By College Development Fund | 1,22,600.00 |
| To Computer Repair | 38,125.00 | By College Magazine Fund | 63,900.00 |
| To Conference Entry Fee | 4,500.00 | By Comm. Tutorial Fund | 64,300.00 |
| To Consultation Charges | 5,900.00 | By Continuation Fee | 28,200.00 |
| To Development Fund (Directorate, Chd) | 73,200.00 | By Dilapidation Fund | 92,500.00 |
| To Electric Repair | 32,314.00 | By Educational Tour | 95,070.00 |
| To Electricity Bill | 90,300.00 | By Electricity & Water Fund | 33,800.00 |
| To Entry Fee | 850.00 | By Enrollment Fee | 42,750.00 |
| To Function Expenses | 32,730.00 | By Establishment Fee | 1,79,900.00 |
| To GNDU Fee | 13,30,705.00 | By Examination Fee | 8,09,200.00 |
| To Generator Diesel | 41,200.00 | By Fine | 59,500.00 |
| To Generator Repair | 19,540.00 | By Furniture Upkeep Fund | 1,55,750.00 |
| To Honourarium | 3,000.00 | By Holiday Home Fee | 15,420.00 |
| To Khalsai Sports Entry Fee | 5,000.00 | By House Exam Fund | 1,56,500.00 |
| To Legal Charges | 700.00 | By Library Card Fee | 31,800.00 |
| To Misc. Expenses | 15,660.00 | By Library Development Fund | 64,100.00 |
| To Motor Electricity Bill | 1,120.00 | By Miscellaneous Fund | 12,58,660.00 |
| To Nursery Expenses | 900.00 | By PTA Fund | 1,25,600.00 |
| To Photograph Expenses | 3,510.00 | By Project Fund | 32,650.00 |
| To Photostat Machine Repair | 9,836.00 | By Profit on Sale of Prospectus | 10,000.00 |
| To Postage | 3,642.00 | By Pb. State Sports Parishad Fund | 7,710.00 |
| To Printing & Stationery | 26,317.00 | By Red Cross Fund | 5,360.00 |
| To R.O. Repair | 10,750.00 | By Registration Fee | 79,550.00 |
| To Refreshment Expenses | 14,984.00 | By Religious Day Fund | 61,900.00 |
| To Road Tax | 45,000.00 | By Society Fund | 62,600.00 |
| To Sanitary Expenses | 8,605.00 | By Student Sports Fee | 69,150.00 |
| To TA/DA | 1,06,860.00 | By Stationery Fund | 1,56,000.00 |
| To Telephone Allowance (Principal) | 9,200.00 | By Student Stipend Fund | 64,100.00 |
| To Telephone Bill | 18,098.00 | By Superannuation Fund | 1,29,800.00 |
| To Website Expenses | 15,650.00 | By Univ. College Dev. Council Fee | 18,160.00 |
| To Surplus | 27,65,763.00 | By University Fund | 5,000.00 |
| (Excess of Income over Expenditure) | | By World University Fee | 5,760.00 |
| | | By Youth Festival Fund | 71,800.00 |
| | | By Youth Welfare Fund | 54,200.00 |
| | | By FDR Interest | 2,12,706.00 |
| | 48,73,846.00 | | 48,73,846.00 |

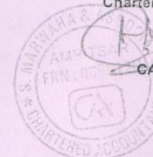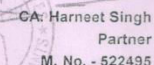Accountant          Superintendent          Principal

AUDITORS' REPORT

"As per our separate report of even date"

Place : Amritsar

Dated: 21.05.2015

For S. Marwaha & Associates
Chartered Accountants

CA Harneet Singh
Partner
M. No. - 522495

## GURU NANAK KHALSA COLLEGE
## DAROLI KALAN, DISTT. JALANDHAR

### INCOME AND EXPENDITURE ACCOUNT OF "PRINCIPAL ACCOUNT" FOR THE YEAR ENDING 31.03.2013

| EXPENDITURE | AMOUNT | INCOME | AMOUNT |
|---|---|---|---|
| To Advertisement | 20,040.00 | By Annual Function Fund | 1,49,975.00 |
| To Audit Fee | 5,000.00 | By Sale of Admission Forms | 175.00 |
| To Bank Charges | 8,800.00 | By Building Fund | 3,65,500.00 |
| To AC Repair | 1,450.00 | By College Development Fund | 1,46,200.00 |
| To Advocate Fee | 22,000.00 | By College Magazine Fund | 66,000.00 |
| To Campus Maintenance | 1,83,900.00 | By Comm. Tutorial Fund | 68,000.00 |
| To Computer Repair | 5,300.00 | By Continuation Fee | 38,200.00 |
| To AMC Charges | 24,795.00 | By Dilapidation Fund | 1,00,590.00 |
| To Consultation Charges | 7,050.00 | By Educational Tour Fee | 1,98,180.00 |
| To Architect Fee | 5,000.00 | By Electricity & Water Fund | 85,400.00 |
| To Electric Repair | 27,155.00 | By Enrollment Fee | 65,980.00 |
| To Electricity Bill | 1,03,900.00 | By Establishment Fee | 2,17,800.00 |
| To Sports Entry Fee | 5,000.00 | By Examination Fee | 10,46,645.00 |
| To Function Expenses | 54,789.00 | By Fine | 86,500.00 |
| To GNDU Fee | 19,46,595.00 | By Furniture Upkeep Fund | 1,71,500.00 |
| To Generator Diesel | 47,367.00 | By Holiday Home Fee | 30,555.00 |
| To Gratuity Fund (S.G.P.C.) | 1,62,700.00 | By House Exam Fund | 2,39,550.00 |
| To Bus Diesel | 2,000.00 | By Library Card Fee | 33,410.00 |
| To Generator Repair | 5,763.00 | By Library Development Fund | 66,500.00 |
| To Honourarium | 7,200.00 | By Misc. Fee | 15,11,180.00 |
| To Bus Repair | 19,429.00 | By Miscellaneous Fund | 2,63,050.00 |
| To Legal Charges | 2,500.00 | By PTA Fund | 2,01,680.00 |
| To Misc. Expenses | 24,333.00 | By Project Fund | 35,700.00 |
| To Misc. Repair | 10,905.00 | By Sale of Prospectus | 52,500.00 |
| To Misc. Wages | 5,000.00 | By Pb. State Sports Parishad Fund | 22,775.00 |
| To Photograph Expenses | 1,564.00 | By Registration Fee | 43,500.00 |
| To Momentos Purchased | 3,429.00 | By Religious Day Fund | 1,00,400.00 |
| To Photostat Machine Repair | 750.00 | By Society Fund | 68,500.00 |
| To Postage | 2,675.00 | By Sports Fund | 35,590.00 |
| To Printing & Stationery | 29,644.00 | By Stationery Fund | 1,72,880.00 |
| To Pb. College Phy. Edu. Dev Fund (DPI) | 6,900.00 | By Student Stipend Fund | 66,900.00 |
| To R.O. Repair | 4,000.00 | By Superannuation Fund | 1,44,200.00 |
| To Refreshment Expenses | 21,135.00 | By Univ. College Dev. Council Fee | 41,665.00 |
| To TA/DA | 1,51,407.00 | By World University Fee | 21,615.00 |
| To Telephone Allowance (Principal) | 10,000.00 | By Youth Festival Fund | 1,00,535.00 |
| To Telephone Bill | 12,909.00 | By Youth Welfare Fund | 1,62,700.00 |
| To NCC Expenses | 640.00 | By FDR Interest | 2,33,076.00 |
| To Tour Expenses | 13,490.00 | By Unspent Whitewash Grant | 1,000.00 |
| To Red Cross Fund | 2,700.00 | | |
| To Sanitary Expenses | 1,560.00 | | |
| To Prospectus Purchased | 26,000.00 | | |
| To Whitewash Expenses | 9,000.00 | | |
| To Surplus | 34,50,332.00 | | |
| (Excess of Income over Expenditure) | | | |
| | 64,56,106.00 | | 64,56,106.00 |

Accountant                Superintendent                Principal

AUDITORS' REPORT

"As per our separate report of even date"

Place : Amritsar

Dated: 13.06.2015

For S. Marwaha & Associates
Chartered Accountants

CA. Harneet Singh
Partner
M. No. - 522495

## GURU NANAK KHALSA COLLEGE
### DAROLI KALAN,.DISTT. JALANDHAR

INCOME AND EXPENDITURE ACCOUNT OF "PRINCIPAL ACCOUNT" FOR THE YEAR ENDING 31.03.2014

| EXPENDITURE | AMOUNT | INCOME | AMOUNT |
|---|---|---|---|
| To Advertisement | 61,432.00 | By Annual Function Fund | 1,24,750.00 |
| To Audit Fee | 36,272.00 | By Campus Maintenance Fund | 1,11,750.00 |
| To Bank Charges | 9,434.90 | By Building Fund | 4,35,000.00 |
| To AC Repair | 6,700.00 | By College Development Fund | 1,73,800.00 |
| To Campus Maintenance | 1,200.00 | By College Magazine Fund | 1,37,400.00 |
| To Computer Repair | 5,530.00 | By Comm. Tutorial Fund | 1,51,200.00 |
| To AMC Charges | 31,466.00 | By Dilapidation Fund | 1,94,000.00 |
| To Consultation Charges | 4,950.00 | By Educational Tour Fund | 2,44,400.00 |
| To Electric Repair | 32,439.00 | By Electricity & Water Fund | 1,43,350.00 |
| To Electricity Bill | 1,40,470.00 | By Establishment Fee | 2,60,700.00 |
| To Sports Entry Fee | 5,600.00 | By Examination Fee | 13,84,680.00 |
| To Function Expenses | 1,60,184.00 | By Fine | 80,000.00 |
| To GNDU Fee | 17,02,905.00 | By Furniture Upkeep Fund | 2,01,750.00 |
| To Generator Diesel | 64,000.00 | By House Exam Fund | 2,81,500.00 |
| To Bus Diesel | 2,220.00 | By Library Card Fee | 1,37,000.00 |
| To Generator Repair | 10,000.00 | By Library Development Fund | 1,40,900.00 |
| To Honourarium | 4,500.00 | By Miscellaneous Fee | 3,45,020.00 |
| To Bus Repair | 300.00 | By PTA Fund | 2,30,200.00 |
| To Legal Charges | 38,000.00 | By Project Fund | 42,250.00 |
| To Misc. Expenses | 20,489.00 | By Pb. State Sports Parishad Fund | 21,255.00 |
| To Misc. Repair | 7,325.00 | By Religious Day Fund | 83,350.00 |
| To Misc. Wages | 500.00 | By Society Fund | 1,61,000.00 |
| To Pb. Physical Edu Dev Fund | 5,580.00 | By Sports Fund | 42,200.00 |
| To Photograph Expenses | 3,140.00 | By Stationery Fund | 2,05,000.00 |
| To Gardening Expenses | 500.00 | By Student Stipend Fund | 1,50,900.00 |
| To Whitewash Expenses | 37,218.00 | By Superannuation Fund | 1,70,200.00 |
| To Photostat Machine Repair | 6,147.00 | By Sale of Prospectus | 76,000.00 |
| To Postage | 2,568.00 | By Uncovered Fund | 65,000.00 |
| To Printing & Stationery | 52,827.00 | By World University Fee | 21,275.00 |
| To Interest on Bank Loan | 36,129.00 | By Youth Festival Fund | 85,750.00 |
| To R.O. Repair | 28,240.00 | By Youth Welfare Fund | 30,600.00 |
| To Refreshment Expenses | 25,837.00 | By Migration Fee | 2,000.00 |
| To Educational Tour Expenses | 10,400.00 | By Registration Fee | 750.00 |
| To NCC Expenses | 422.00 | By Grant from S.G.P.C. | 5,00,000.00 |
| To Website Expenses | 14,000.00 | By FDR Interest | 90,848.00 |
| To Sanitary Expenses | 76,504.00 | | |
| To Prospectus Purchased | 36,500.00 | | |
| To TA/DA | 1,11,390.00 | | |
| To Telephone Allowance (Principal) | 12,000.00 | | |
| To Telephone Bill | 11,227.00 | | |
| To Gratuity Fund (S.G.P.C.) | 90,000.00 | | |
| To Building Repair | 7,021.00 | | |
| To Loss on FDR breakup | 17,736.00 | | |
| To Surplus | 35,94,475.10 | | |
| (Excess of Income over Expenditure) | | | |
| | 65,25,778.00 | | 65,25,778.00 |

Accountant      Superintendent      Principal

AUDITORS' REPORT

"As per our separate report of even date"

Place : Amritsar

Dated: 13.06.2015

For S. Marwaha & Associates
Chartered Accountants

CA. Harneet Singh
Partner
M. No. - 522495

...hli & Associates
Chartered Accountants

# 48, Sector 11A
Chandigarh

## GURU NANAK KHALSA COLLEGE , DAROLI KALAN
### BALANCE SHEET OF 95% DEFICIT SCHEME AS ON 31.03.2015

| Liabilities | | Amount | Assets | | Amount |
|---|---|---|---|---|---|
| College Management Account | | 180,62,810.06 | Receivable from State Goverment | | |
| As per Annexure 'A' | | | As on 01.04.2014 | 115,36,411.00 | |
| | | | Share of Government 2014-2015 (admitted Salary claim) | 126,93,145.00 | |
| | | | Share of Government 2014-2015 (admitted other than Salary claim) | 31,15,023.00 | |
| Payable to Staff | | | | 273,44,579.00 | |
| Arrear of Non-Teaching Staff (01/01/2006 to 30/07/2009) Received from State Government | 5,89,741.00 | | | | |
| Admitted Claim in 2014-2015 other than salaries | 31,15,023.00 | 37,04,764.00 | Less :Received Grant during the year | | |
| | | | Less : 2nd Quarter Grant for 2013-2014 | 26,90,496.00 | |
| | | | Less : 3rd Quarter Grant for 2013-2014 | 35,56,727.00 | |
| | | | | 62,47,223.00 | 210,97,356.00 |
| Current Payables | | | | | |
| Central Cooperative Bank (Provident Fund) | 1,25,596.00 | | Cash & Bank Balances | | |
| Provident Fund | 76,830.00 | 2,02,426.00 | Punjab & Sindh Bank A/c No. 12 | 1,581.05 | |
| | | | State Bank of India A/c No. 5276 | 5,96,516.01 | 5,98,097.06 |
| | | | Current Assets | | |
| | | | Excess Payment to Dr. Sahjib Singh Principal | 60.00 | |
| | | | Bhagwant Singh | 1,897.00 | |
| | | | Income Tax Recoverable | 2,72,590.00 | 2,74,547.00 |
| | | | | | 219,70,000.06 |
| Total | | 219,70,000.06 | Total | | |

For Guru Nanak Khalsa College, Daroli Kalan

As per Our Audit of the even date Annexed

For S.S. Kohli & Associates
Chartered Accountants

(Satinder Singh Kohli)
Prop.

Account Officer

Principal