



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SL BAWA DAV COLLEGE

OUTSIDE KHAJURI GATE, BATALA (DISTRICT-GURDASPUR)

143505

www.slbdavbatala.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The inception of S. L. Bawa DAV College, Batala, was initialised in 1971 under the aegis of DAV College Managing Committee, New Delhi, an educational society involved in disseminating quality education on the principles of Arya Samaj. Situated in the border district of the state, the college is affiliated with Guru Nanak Dev University, Amritsar.

The college was set up with large-hearted donations from the industrialists of Batala and named after Sh. Sohan Lal Bawa Ji, a local philanthropist, donated land measuring 4.93 acres for the campus and 2.9 acres for the sports ground. The blessings and efforts of Mahasha Gokal Chand Ji, a selfless social worker and founder of Dainik Prarthna Sabha, Batala, had been imperative for the establishment of this college, which by now has a firm footing of fifty years and celebrated its Golden Jubilee in the year 2021.

Keeping pace with current times, the college provides education in the faculty of computer science, commerce, humanities, and sciences. It has highly qualified and experienced faculty who attend the institution with a spirit of dedication and make it a hub of education, co-curricular, social & welfare activities; and a platform for value orientation.

Vision

To impart knowledge, skill, and need-based education to students and groom them to be conscientious, morally awakened, and sensitive towards social and national responsibilities.

Mission

- To muster strategies to become an epi-centre of knowledge, culture, skills, technology, and research.
- To provide a conducive environment for the educational development of students.
- To inculcate a concern for the environment and society by promoting extension outreach.
- -To propagate and promote Indian traditions, culture, and heritage through co-curricular/cultural activities and awareness-raising programmes.
- - To instil confidence among women and empower them for social standing and economic challenges.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Sprawling and widely open green campus.

- Well maintained infrastructure for academic and sports activities.
- Library with a good number of book collections and iLMS.
- INFLIBINET facility for staff and students.
- Well-equipped laboratories in all the departments.
- Availability of free broadband connectivity for staff and students.
- Easy approach with road and rail connectivity.
- Experienced, qualified, enthusiastic, and committed teaching faculty, most of whom are doctorates.
- Diverse background of students.
- Liberal fee concession policy.
- Excellent university results with merit positions.
- Conducive work culture with a proactive, participative, and decentralised administration.
- A streamlined internal and external auditing system for finance.
- Energy and green audit certification.
- MOUs with local NGOs for social welfare and outreach activities.

Institutional Weakness

- Irregular salary grants from the state government.
- Policy of the affiliating university to constrain teachers from being research guides.
- Being located in a remote area of a backward district of Punjab, access to laboratories of advanced learning institutes is difficult.

Institutional Opportunity

- Setting up of research incubation centre.
- Encouraging collaboration in the study and research area at the state and national levels.
- Research and consultancy initiatives.
- Inclusion of faculty members in the SWAYAM portal.
- To enhance IT-enabled infrastructure.

Institutional Challenge

- Negative mindset of students to pursue higher studies.
- A trend among youngsters for migration to a foreign land after schooling.
- Non-availability and irregularity of government scholarships.
- Extracurricular talents and ventures are not being nurtured satisfactorily due to financial constraints.
- A poor educational background of the parents is a significant hindrance, even for the achievers, to pursue further studies or employment.
- The students are primarily first-generation learners getting little motivation from their parents or society.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

An institute's effective teaching and learning process depends upon its well-planned and well-documented curricular planning and implementation. Our Institute develops and deploys an effective action plan for this purpose. At the commencement of every semester, the timetable is displayed on the notice board for students, and teachers get their respective workloads. The academic calendar is prepared and uploaded on the website showing the semester's schedule, tentative dates of house tests, university examinations, winter break, summer break, and other information. The students are offered choices for elective subjects and optional papers as per the university syllabi. Add-on or short-term courses help to provide additional knowledge and skill. For effective curriculum delivery, heads of departments arrange meetings with respective departmental staff and instruct them to prepare well for their classes and emphasise the use of ICT tools in routine. For experiential learning, the students are taken on field excursions. Extracurricular activities also affect curriculum enrichment by integrating ethics, gender equality, and human values. The procurement of feedback from students, teachers, and alumni is a regular practice, and it is processed for necessary improvement in academic planning.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation is the backbone of any Institute. For proper teaching and learning atmosphere, a student needs to fathom, assess and choose subjects of his/her interest. To make it effective, the "Admission Committee" of the college renders thorough advice and guidance to students who come to seek admission. The admittance of students is done following the regulations of the university/Punjab government. A wide spectrum of students from various socio-economic backgrounds ranging from rural to urban areas and from other states are being admitted.

At the initiation of the session, the "Induction Programme" is conducted to counsel the students and familiarise them with college faculty, existing facilities, and activities undertaken by the college during the session. While teaching, several strategies are being adopted by teachers to cater to the needs of learners. They are given a special boost and taken care of by their teachers who furnish them with study materials in the language of their understanding i.e. Punjabi, Hindi, or English. A vibrant interactive way of classroom teaching creates a conducive environment for learners. Information and Communication Technology (ICT) enabled rooms also provide a creative way for teachers and students to interact and discuss the subject with higher precision. The college imparts experiential learning to students through ICT tools. The college library is a resource for learning and houses several books. The availability of the INFLIBNET service is of great use to surf e-books and research journals for comprehensive details. To update their academic abilities, teachers are given opportunities to participate in seminars, faculty development programmes, and workshops. Sharing of this updated knowledge is of consequence to students as they could get to learn about emerging areas and associated employability. The changed arena due to COVID-19 gave a new direction to the teaching-learning experience as the online mode became predominant, and both teachers and students have adapted to it skillfully. While on campus, students are given every chance to participate in various activities. To bring forth the true image of students' academic growth, evaluation is made an integral part of the curriculum and is exercised by conducting class tests, assignments, and house tests. The house tests are conducted through a systematic and transparent mechanism, and student grievance, if any, is resolved immediately. The university to which the college is affiliated is the final authority for external evaluation and awards.

Research, Innovations and Extension

Research, Innovation, and extension are essential for any academic institution to achieve excellence in education. To conceptualize the importance of promoting creative learning and scientific temperament among

students, the college strives to arrange conferences, seminars, workshops, webinars, and discourses on various subjects by inviting experts from different fields. To develop research understanding in students, they are encouraged to explore multiple areas and deliver power-point presentations. This opens up a window for them as regards the recent research fields. Regular curriculum for students involves project work reports to enhance their skills.

The college has an ecosystem of innovation and research since many faculty members opted for higher education and pursued their doctorate. A research policy has been laid by the college to give direction to research-related activities. The grants had been sanctioned to the college to pursue minor and major research projects in previous years. The faculty members have research publications in prestigious national and international journals and authored and co-authored books. Teachers keep themselves apprised in their respective fields by attending conferences, seminars, and workshops.

Various departments, Red Ribbon Club, and Women Cell arrange seminars and lectures to sensitize students regarding the problems pervading society. NCC and NSS departments are involved in extension activities not only in the college itself but in neighbouring communities as well. The College has functional MOUs with local NGOs' (Vridh Ashram & Sahara Club) and volunteers for social services.

Infrastructure and Learning Resources

The college has a sprawling lush green campus with vast infrastructure, with several classrooms and different faculties lodged in separate blocks. The laboratories are well equipped to satisfy the practical quest of students. With the advent of technology, ICT-enabled rooms have become a basic necessity to enhance learning experience and are met efficaciously by developing smart classrooms and seminar hall. The library of college is well stocked and also has access to e-learning resources. Wi-Fi campus is an added provision for students, and it became pretty dexterous in COVID-period for online classes. No institute is considered complete unless it provides sports facilities. Indoor sports rooms and a sizeable playground are a part of the infrastructure. A seminar hall and an open-air stage provide ample space to hold academic and cultural activities. Separate chambers have been demarcated for the Internal Quality Assurance Cell, Women Cell, Counseling & Career Guidance Cell, NCC and NSS. Being a gender-sensitive institute, girls are facilitated with a common room having an approach passage accessible exclusively to them for the upkeep of their privacy. A parking lot is required to contain unnecessary cluttering of campus and maintenance of pollution-free environment; separate parking lots are laid out for girls, boys and college faculty. Overall maintenance and development of the campus is the handy work of office and college development committees.

Student Support and Progression

The college perennially strives to prepare its students not only for the examinations but also provides a robust support system for their physical, emotional, social and spiritual growth.

Since most students hail from strata where financial constraints are a big issue, a liberal concession policy of the college authorities proves to be of substantial support. A team of teaching and non-teaching staff guides the students to apply for a government scholarship for SC/ST/OBC and minority communities, as well as provides help to students of Jammu & Kashmir who join the institute under central government scholarship schemes.

Apart from formal education, students are exposed to capacity-building and life skill activities like yoga and

physical fitness. Rigorous training is given to polish their communication skills and development of computing skills. The teachers always motivate students to pursue their higher studies in reputable institutes. The career guidance cell of the college arranges for special lectures to acquaint students with various professions they can opt for. Many of our students have qualified for NET/TET and are rendering services in the educational sector. Many pass-out graduates have joined institutes of higher learning or got placements in teaching, banking, accounting and other private sectors.

In addition to academics, the college endows to bring to fore the artistic talent of students by organising cultural programs and training them to participate in competitions. A spirit of sportsmanship is being inculcated in students through participation in field and sports activities. The students of our institution have successfully won awards/medals for outstanding performance in sports/cultural activities at the university and state levels.

The institute has an Anti-Ragging cell, Anti-Sexual Harassment cell and Grievance-Redressal cell to address all emotional and safety issues of students, especially the girl students, with great sensitivity and complete confidentiality.

The member representatives of the council are part of various college administrative committees and are also engaged in organising co-curricular/extra-curricular activities.

A registered Alumni Association keeps the college connected to its old students and seeks their experience and support in favour of their alma mater.

Governance, Leadership and Management

With a focus on vision and mission, the management endeavours for a value-based and skill-oriented education with guidance from DAV College Managing Committee, New Delhi. For the smooth functioning of the system in college, an organisational hierarchy is maintained for decentralisation and participatory management. The principal of the college is a pivotal leader who, along with the Registrar, Bursar, various Deans, other sub-committees, and IQAC, prepares and implements the strategic plan of the institution.

The college complies with the guidelines and rules of statutory bodies like UGC, DPI (colleges) and Guru Nanak Dev University, Amritsar. Various sub-committees of teaching and non-teaching staff formulate policies about education and co-curricular activities. IQAC plays a crucial role in perspective planning and implementation through regular meetings and consultations with academic heads. It has envisaged a plan to hold academic audit also.

The college has a well-developed system for administration and exercises transparency in the process of admission, examination and financial accounting. The institution has effective welfare measures for teaching and non-teaching staff.

As per the regulations of UGC and state government, Performa Based Appraisal System is followed for teaching faculty, whereas the assessment of non-teaching staff is carried through the Annual Confidential Report.

The college follows procedural methodologies for mobilisation of funds from various government agencies,

non-government agencies and philanthropists. A well-organized system operates for external and internal financial audits.

Institutional Values and Best Practices

Being a co-educational institute, gender equity is given a unique reference. To promote it, various departments and Women cell actively organise programs on sensitive issues pertaining to women's social and legal standing. Both boys and girls participate in these events to generate awareness among men folk. The women cell considers the security and counselling of girl students as its prime responsibility and motivates them to contribute to all extra-curricular activities.

The college works continuously to create an eco-friendly environment, reduce carbon footprints, and adapt to alternative energy resources. Waste management is carried out following the recommended norms. Pits for biodegradable components and horticultural waste management units have been established on the campus. Water conservation is done through the bore well to replenish the groundwater table. The college has undertaken initiatives of green audit, environment audit and energy audit. NCC and NSS departments are involved in promoting a green environment beyond the campus. A lush green campus is an honour of our institute.

Special attention is given to 'Divyang' students, and ramps in the college premises provide a support mechanism.

An atmosphere of harmony and tolerance prevails on the campus, and various cultural and religious festivities are celebrated with great enthusiasm. Students and employees are sensitised about their constitutional obligations by organising awareness-raising programs and celebrations of national days.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SL BAWA DAV COLLEGE
Address	Outside Khajuri gate, Batala (District-Gurdaspur)
City	BATALA
State	Punjab
Pin	143505
Website	www.slbdavbatala.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Dinesh Kumar	01871-240800	9815747374	-	slbdavc@yahoo.com
IQAC / CIQA coordinator	Munish Yadav	01871-292174	9815248857	-	iqacslbdav@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes 5.Profile-Minority Certificate (Linguistic).pdf
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic
Any Other	

Establishment Details				
State	University name	Document		
Punjab	Guru Nanak Dev University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-07-1971	View Document		
12B of UGC	01-07-1971	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	DPI Colleges Punjab
Date of recognition	01-11-1971

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Outside Khajuri gate, Batala (District-Gurdaspur)	Urban	7.8379	3352.67

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	Senior Secondary Exam	English,Hindi,Punjabi	180	89
UG	BSc,Arts	36	Senior Secondary Exam	English,Hindi,Punjabi	30	6
UG	BBA,Commerce And Management	36	Senior Secondary Exam	English,Hindi,Punjabi	60	24
UG	BCom,Commerce And Management	36	Senior Secondary Exam	English,Hindi,Punjabi	225	71
UG	BSc,Sciences	36	Senior Secondary Exam	English	40	6
UG	BSc,Sciences	36	Senior Secondary Exam	English	40	10
UG	BCA,Computer Science And It	36	Senior Secondary Exam	English	180	32
UG	BSc,Computer Science And It	36	Senior Secondary Exam	English	60	15

UG	BSc,Computer Science And It	36	Senior Secondary Exam	English	60	7
PG	MCom,Commerce And Management	24	B.Com BBA	English	60	8
PG	MSc,Sciences	24	Graduation with Mathematics	English	60	0
PG	MSc,Computer Science And It	24	Graduation with Computer Science	English	30	0
PG	MSc,Computer Science And It	24	Graduation with Computer Science	English	30	9
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science And It	12	Graduation in any stream	English	80	8

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				6				25			
Recruited	0	0	0	0	4	2	0	6	8	3	0	11
Yet to Recruit	1				0				14			
Sanctioned by the Management/Society or Other Authorized Bodies	0				3				0			
Recruited	0	0	0	0	3	0	0	3	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	8	1	0	9
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	2	0	0	2
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	5	1	0	11
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	0	0	0	3	0	0	2	2	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	12	0	13
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	9	0	10
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	Male	Female	Others	Total	
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	278	12	0	0	290
	Female	254	4	0	0	258
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	24	0	0	0	24
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	5	0	0	0	5
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Diploma	Male	9	0	0	0	9
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	34	29	26	19
	Female	18	19	8	19
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	37	58	49	57
	Female	41	39	41	52
	Others	0	0	0	0
General	Male	73	71	72	86
	Female	51	59	58	79
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		254	275	254	312

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	New Education Policy-2020 emphasises on “Broad-based, Multi-disciplinary and Holistic” approach. Whereas in our institution, academic programmes are offered as per guidelines of the affiliating university, and there is no provision for interdisciplinary courses. However, the students of Humanities can choose to opt for elective courses of their interest. The students in their final year at the undergraduate level (B.Com, BBA, BCA, BSc-IT, BSc Medical) and post-graduate (PGDCA) have options for specialisation in one paper.
2. Academic bank of credits (ABC):	In the New Education Policy, the Academic Bank of Credits is a virtual storehouse to keep information on

	credits earned by the students and plays an important role. However, this system does not apply to affiliated colleges. Our college maintains a centralised database to keep information about each student throughout the programme for record purposes. The college would implement the Academic Bank of Credits (ABC) as and when directed by the affiliating university.
3. Skill development:	Since the education system in India is not skill-based, millions of educated youth are deprived of employment. To develop expertise in students, the institute runs certificate/add-on courses in Basic Computing & Internet skills, English Communication & presentation skills, Yogic Science & Meditation, and Aptitude & Basic Mathematics. These courses help the students with added skills and boost their careers.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As per the guidelines of affiliating university, students are given a choice to study in regional/national/English language. In undergraduate programmes (B.Com /BBA /B.A. /B.Sc.), regional language is a compulsory subject. The students remain connected to their culture and moral values through various extracurricular activities, webinars, etc. Add-on courses, webinars, camps on Yoga, and other activities are additional programmes to provide knowledge of Indian culture.
5. Focus on Outcome based education (OBE):	The policy (NEP-2020) aims to shift traditional education to skill-based learning. The academic programmes are run in the college as specified by the university and students get exposure to practical work, fieldwork and technology-based activities according to the prescribed syllabi. Students could develop a capacity for individual ventures and start-ups based on practical exposure.
6. Distance education/online education:	Internet and technology play a vital role in providing quality education. During pandemic times, the teaching-learning process was shaped using platforms like Google-meet, Zoom, Whatsapp, etc. However, the hybrid teaching mode has become a norm ever since.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
598	542	567	618	747

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

2 Teachers

2.1

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

Response: 33

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	36	37	37	36

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
34.59	32.58	30.23	30.27	36.93

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

For effective curricular planning, a layout of curricular activities and a tentative schedule is uploaded on the college website and published in the prospectus. The college adjusts its academic calendar according to the examination schedule of affiliating university i.e. GNDU, Amritsar.

The academic calendar is prepared well in advance for every academic session and is pinned up on the notice board for the reference of students and staff. It is also uploaded on the college website for the all-time information of students and other stakeholders. It flashes a schedule regarding the admission process, teaching-learning pursuits, curricular and co-curricular activities, extra-curricular ventures, major institutional events to be organized as well as the dates of winter and summer vacations. A schedule of curricular activities is communicated to students in the Induction program as well.

Academic Calendar is comprised of the following aspects:

- Commencement and Termination dates of Semester.
- Academic Schedule.
- Extra-curricular activities of N.S.S., N.C.C., and ECA departments.
- Sports activities.
- House Examination.
- Tentative schedule of University Examinations.
- Prize Distribution.
- University schedule of vacations.

For effective curricular delivery, a teaching plan is formulated in departmental meetings convened by respective heads. The teaching staff is allocated workload as per the university guidelines. A student-centric timetable is framed by the timetable committee. It is circulated and displayed on the notice board for the information of students and teachers, respectively. It is made sure by the college Principal and the administrative office, through a constant surveillance mechanism, that disciplined and effective teaching is practiced. To substantiate the curricula, various departmental activities, extension lectures, and field excursions are arranged.

A continuous internal evaluation of the students is perpetuated through home assignments, surprise tests, unit tests, and class tests. For conducting internal examinations and house tests, the Examination committee plans and displays date sheet well in advance.

Examination and Evaluation process:

Semester I/III/V

- A notice regarding the house test is issued to the students in the month of October. The question papers for examination are patterned as per university norms.
- After evaluation, marked answer sheets are discussed with students.
- As per the university rules, preparatory holidays are announced but students are facilitated to approach teachers for their queries.
- Towards the end of November, university examinations are scheduled according to the date sheet issued by the university.

Semester II/IV/VI

- Duration of the semester being short, no internal examination is held during even semesters. However, special class tests are conducted in the stipulated time slot.
- Class tests are evaluated and discussed with students.
- The University final exams for even semester are held towards the end of May / June as per the university schedule.
- Results of examinations are declared and uploaded by University on its website.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 6

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 4.52

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	125	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

The core values of the college speak a volume about these cross-cutting issues. In addition to the basic curriculum, students also learn about civic sense, civic responsibility, gender issues, environmental sustainability, and human values. Along with regular teaching work, the institute also arranges various activities and programmes to address these issues, which are of much importance.

Gender Issues: Sensitization regarding women's issues is a compulsory part of syllabi at various levels. Apart from this, special lectures are organized on women empowerment and hygiene & health issues of women. Also, International Women's Day is celebrated with fervor. Through declamations, poetical recitation programs, and enactment of plays & dramas these social inequalities are portrayed more vividly. An active women's cell in the college attends to the personal problems of girl students and provides possible guidance. Complying with the instructions issued by the Department of Social Security and Women & Child Development, the Punjab Government, women's hygiene is given special importance and a sanitary napkin dispensing machine is placed in the Girls' common room.

Both boys and girls students are given a sensitive ear by mentor teachers to solve any of their social or personal problems.

Environmental Issues: Following the orders of the Supreme Court, 'Environmental Studies' has been introduced as a compulsory subject at the undergraduate level by the university. A complete paper on environmental studies is a part of syllabi in all undergraduate programmes. Many extra-curricular activities revolving around this issue of utmost importance and survival are conducted viz. poster making, declamation, guest lectures, seminars, and plantation drives.

For sustenance of the environment, the college maintains a dry organic waste management unit, rainwater harvesting unit, vermi-compositing unit, and a small patch of natural wilderness.

Human Values: Human values include the quality of being good towards each other and humanity at large. The students are specially trained to practice these values. NCC and NSS departments organize camps in field areas to carry out cleaning drives and awareness programmes for the benefit of society. The college has a memorandum of understanding with local NGO Sahara Club and Old Age Home to work for the welfare of society especially the old and needy.

Professional Ethics: In any organization, professional ethics are of much importance for a congenial working atmosphere. Excellent service to stakeholders is a commitment of our institution at both teaching and non-teaching level. The same values are being inculcated in students since they follow the examples of

their teachers.

NCC and NSS students address these cross-cutting issues at the college and community levels.

File Description	Document
Upload Additional information	View Document

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

Response: 31.1

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

Response: 186

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 24.09

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
277	225	223	218	277

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1025	1025	1025	995	995

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 24.68

2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
171	130	145	124	147

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

2021-22	2020-21	2019-20	2018-19	2017-18
593	593	593	563	563

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

2.2 Student Teacher Ratio

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

Response: 18.12

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

Response:

An atmosphere of student-oriented learning process prevails in the college. Quality teaching is delivered to students through theoretical, practical, participative, and problem-solving methodologies. Integration of Information, communication and technology (ICT) with traditional classroom teaching is a great way to enhance learning experience. Although there is no replacement for chalk & talk teaching methodology, a consistent effort is made by the college staff to provide an e-learning environment to students. The college has ICT enabled seminar hall and three classrooms with supportive Audio-Visual teaching aids. Teachers encourage students to access online video lectures. The college library is partially automated, and INFLIBNET is an additional resource for acquiring knowledge. A multipurpose seminar hall is used to deliver curricular and extra-curricular pursuits. The college campus is Wi-Fi enabled, and students are free to access the internet in labs. All the laboratories of science, computer department, and administrative block are covered in its range. High-speed broadband internet connections are provided to teachers for conducting online classes.

To provide practical experience of ICT tools usage to students, special functions are arranged where they are required to prepare for PowerPoint presentations, online programming competitions, webinars, online/offline quiz competitions etc. The movies on science themes like marine life, diversity, and science techniques are often flashed to students. During the pandemic times, the college organised an online Inter college cultural festival “Golden Spirits-21”, as a participative learning experience for students in cultural activities. Experiential and practical learning forum is provided to the students on campus by encouraging their participation in the celebration of National/International days, various on-stage activities, and field trips.

Prevailing COVID-19 times made e-learning the only possibility for education. College teachers could acquire proficiency and efficiency in using Whatsapp groups, Google Meet, and Zoom meeting to connect with students. ICT does provide an excellent platform to put students across and face to face with subject experts and resource persons for knowledge augmentation through webinars. The computer department of the college organises Faculty development programs and invites experts to train teaching faculty by using available online education tools.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 77.16

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
44	47	48	45	48

File Description	Document
Upload supporting document	View Document

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

Response: 58.1

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	24	25	19	15

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

2.5 Evaluation Process and Reforms

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

Response:

To ensure that students are aware of the examination process laid by the affiliating university, the college communicates information through prospectus, induction programme, notice boards, and classroom announcements.

As per the affiliating university norms, there is no provision for any internal assessment in any course for an affiliated college, however, to assess and improve the performance of students, concerned teachers give regular class tests and assignments. Mid-Term house tests are held at least once in an academic session on the pattern reflected by the university for its final examination. The college has a well-organized and efficient internal examination system. The Controller of examination, a senior faculty member, assisted by two deputy controllers, frames the date sheet and gets it displayed on the notice board for the information of students well before the examination. If the students find any error or clash in the date sheet, they can bring it to the knowledge of the Examination Committee and office authorities.

The teaching staff members get a circular in this regard and are required to submit the question papers in a stipulated time period. All the teachers are assigned invigilation duties to conduct the examination in a smooth and systemic way. The students who appear in house test can approach the examination committee for any inconsistency.

The marked answer sheets are distributed by teachers in classes so that the students can scan and scrutinise them and approach the teacher to clarify their doubts in class and rectify the discrepancies.

To appear for university examinations, a student needs to score 20% marks in aggregate. For the pupils who cannot achieve this bar, a special eligibility test is held to enable them to surmount their weaknesses and improve their performance.

External assessment is under the domain of affiliating university and is done at the termination of every semester. However, external evaluation for seminars, projects, and practical examinations is done at the level of respective departments, and mark lists are uploaded on the university website. For conducting external examinations, centres are created as per the instructions provided by the university.

The students are issued university roll numbers from general branch of the administrative block. For any problem at the individual level, the students are guided to approach the concerned official in the university.

If the students come across any issue regarding the university question paper pattern, they can approach the

subject teacher after the exam to complain to the university through the Principal's office.

The university exhibits the final results of examinations on its website. Within fifteen days of declaration of final examination results, the students can get their subject papers re-evaluated if they wish by applying for re-evaluation. Information about this is projected on the college website. The college administration is always helpful and provides necessary guidance to students.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Being an affiliated college, only specified course programs in Humanities, Science, Commerce, and Computer Science are offered and taught. The affiliating university designs and frames respective syllabi of all the courses offered at the college level.

The Program Outcomes (PO) information is stated clearly in the prospectus and website. The students who approach the institute for admission are given an explicit narrative of available courses and their outcomes.

The knowledge and skill attained by learning a particular course i.e. Course Outcome (CO) are clearly stated to all the students. After finishing the course, special emphasis is given to the related job opportunities.

The induction program for new entrants further helps them to understand the Program Outcomes and Course Outcomes. In individual classes, the subject teachers brief students about the overall syllabi to be covered in the semester and what they would learn out of it. Teachers also explain to their students the specificity/utility of each course program.

The attainment of program outcomes and course outcomes is evaluated through enrollment of students in various institutions of higher learning and placement of students in different sectors. To track the pass-out graduates and post-graduates, the institute tries to contact them either at the office level or through personal efforts of teaching and non-teaching staff. Convocation and Prize Distribution functions are other ways to connect with pass-out students. Those who attend convocation are made to divulge information about their progress after graduating, whether they pursued higher education or started a job. Alumni meetings also help to study the progression data of students. Technology and digitisation are alternative and convenient ways to be in touch with old students. Facebook and Instagram pages of the college and Facebook pages of individual departments keep the old students connected. Whatsapp groups of pass-out students add their favorite teachers to the groups, which in disguise is an easy way to find out how they progress in life.

It could be deciphered from the general review of the data collected about progression to higher education and placements of students that computer science and commerce graduates are more into entrepreneurship, insurance, banking, marketing etc., whereas science graduates prefer to opt either for higher education or teaching.

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

2.6.2 Pass percentage of Students during last five years

Response: 84.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	142	159	176	179

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

2021-22	2020-21	2019-20	2018-19	2017-18
147	145	164	221	217

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.39

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.12	0.20	0.36	1.93	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The college is actively involved in creating an ecosystem of innovation and dissemination of knowledge. Research Development Committee follows a comprehensive research policy to promote research-oriented activities.

The committee directs heads of departments and faculty members to organize seminars, national/international conferences, and workshops for the academic growth of teachers and students. Under the directions of IQAC, various departments arrange for special webinars on Intellectual Property Rights, Research Techniques, Entrepreneurship, and other issues of importance.

To create a research atmosphere in the college, teachers are motivated to apply for minor or major research projects from various funding agencies. In previous years, staff members were granted a minor and a major UGC research project. Several faculty members have published research papers/articles / book chapters/books to their credit.

The college often receives grants from government agencies to organise Children Science Congress (District level), National Science Day, Environment Day, and other seminars. This promotes students' interest in science, technology, and other research areas.

The post-graduate students are inspired to attend conferences and present papers. The students regularly participate in quiz competitions, science festivals, declamations etc., in their institute and other host institutes.

To bring forth innovative curiosity, the students are given the opportunity and platform for online research on the given topics and to explain these using PowerPoint presentations. This helps develop their interests in the vistas of higher education.

Imparting knowledge is an ongoing process, as even in the COVID timings, the faculty and students were connected to resource persons through online mediums.

File Description	Document
Upload Additional information	View Document

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

Response: 4

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

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

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

3.3 Research Publications and Awards

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

Response: 0.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	4	5	9

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

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

Response: 0.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	7	1	2

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

3.4 Extension Activities

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

Response:

Education aims to carve individuals who are sensitive towards their fellow beings and other intriguing issues prevalent in the society so that they could be conscientious citizens of the country and global biome.

Gender disparity, domestic violence, drug abuse, corruption, ignorance towards civic rights & responsibilities, women's health issues and health in general etc., are certain prevailing issues from which society suffers. Special talks and functions are held in the college to sensitize the students regarding these issues. Declamations, discussions, and poetical recitations also prove to be an indirect way to evoke their sensitivity towards social concerns.

Degradation of the environment is another issue of importance, and students are given awareness about it through seminars, plantation drives and disaster management programs. This makes students accountable for their environment and surroundings.

NCC and NSS volunteers are trained to extend their physical and emotional support to serve the neighbourhood community. As a part of ‘Swatch Bharat Abhiyan’, the NCC department adopted Chuhewal village and created awareness among residents about the need and importance of cleanliness & hygiene, solid waste management and pollution. The college does have a memorandum of understanding with Sahara Club (a local NGO) and ‘Vridh Ashram’(Old age home), where NCC and NSS volunteers offer their services to the old and needy and get to understand their responsibility towards elders.

During COVID times, NCC cadets distributed sanitisers to local citizens and created awareness about protection from this fatal disease. NSS volunteers along with SAHARA Club (Regd.) NGO arranged the “Omicron Jagrukta Rally” in Batala to create awareness among the local community. To extend services to the local people, covid testing and vaccination camps were held in college.

File Description	Document
Upload Additional information	View Document

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

Response:

Realising its responsibility, the college conducts various extension activities for the welfare of society. NCC department of the college works with all alacrity to perform its duty towards the community and has been duly recognised by various bodies from time to time.

An appreciation letter was issued by the Sarpanch of Gram Panchayat, Chuhewal, for holding the “Swachh Summer Internship Camp” under the Swachh Bharat Abhiyan Mission.

Rotary Club, Batala, appreciated our NCC cadets for the maintenance and upkeep of the “Dera Baba Nanak Battle Honour” constructed by the club.

The Rotary Club issued another appreciation letter to the college in favour of NCC cadets trained through Integrated Government Online Training (IGOT, Diksha), Ministry of Health IGOT, for extending their services during pandemic conditions.

NCC department of the college was tasked with holding a National level webinar on Kargil Vijay Divas on 26th July 2021. The effort was hailed and recognised by the Commanding officer 22-Punjab Battalion NCC, Batala, by issuing a recognition letter.

Vridh Ashram (Regd.) NGO Batala appreciated the cadets of NCC for extending their services to senior citizens of the society.

Sahara Club (Regd.) NGO, Batala, decorated the college with the “Green Campus” award.

An appreciation letter was extended by Punjab Municipal Infrastructure Development Company (Department of Local Government, Punjab) for the onsite processing of horticulture waste on college premises.

District Language Office, District Gurdaspur, Punjab, offered appreciation letters to the college for collaboration extended to organise ‘International Women Day’, ‘Creative Literary & Poetic Activities’, and ‘Savan Kavi Darbar’.

File Description	Document
Upload Additional information	View Document

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

Response: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	2	2	4

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

3.5 Collaboration

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

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The college campus has a large, clean, green and eco-friendly spread supported by a sports ground. For the all-round development of students, the college creates facilities in terms of physical fitness, extra-curricular interests and mental well-being. An aesthetically landscaped campus with its extensive green cover provides a conducive environment for teaching and learning. Appropriately furnished classrooms are essential for teaching-learning, and the college infrastructure has several rooms in blocks marked for different faculties. Technology has overtaken and gripped education in a big way which helps to elevate the experience of learning multi-folds. The institute has created five ICT-enabled classrooms and a seminar hall to facilitate technology-based education.

The college has well-maintained laboratories in Computer Science, Chemistry, Physics, Botany, Zoology, Commerce and English with adequate equipment and instruments. The department of computer science is updated with the required establishments. A sizeable library is a part of the college campus.

Participation in games and cultural activities in studentship grooms the overall personality of an individual, which is well taken care of. An open space in the college and an adjoining playground provide infrastructure for outdoor game facilities. The college stadium supports a cricket ground with a centre pitch and two others for practice. A standard track of 400 meters with six lanes (extendable to eight) is also available. Athletic field events like discuss throw, javelin throw, shot putt, long jump and triple jump are also spaced in it. Volleyball and Badminton courts have been established for outdoor games.

Indoor game facilities include table tennis, chess and carom. An established gymnasium on the premises is open for both students and faculty. To inculcate the significance of yoga in students, the college campus maintains a well-ventilated and equipped yoga room. A multipurpose seminar hall is used to organize extended academic and cultural activities like debates, declamation, slogan writing, singing and dancing events, etc. An outdoor stage with a vast compound is used for hosting prize distribution function and other cultural programs with large gatherings.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 10.98

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
10.45	0.37	5.58	0.89	0.78

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

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library****Response:**

The library is well stocked with thirty-three thousand one hundred and twenty-six (33126) books and has e-learning resources like INFLIBNET N-LIST. Besides stockpiling books, it has a subscription to journals, magazines and newspapers. It is partially automated with Integrated Library Management System (ILMS) from RGS Info Tech.

The digital section of the library has an access to e-learning resources, e-journals, e-ShodhSindhu, e-books, Databases and remote access to e-resources under the INFLIBNET N-LIST program.

A sufficient amount of resources is spent to update library stock. However, purchasing of books and journals in the last couple of years could not be made because of pandemic conditions. As a result the average annual expenditure on books and periodicals was not enough.

The library can accommodate several students and is subdivided into a periodical, reference and post-graduate sections apart from a reading hall. The average footfall of students and teachers in the library is usually high in general, but COVID circumstances affected it greatly.

Book banks are available in the main library and departmental libraries to facilitate meritorious, needy and deserving students.

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

4.3 IT Infrastructure

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

Response:

The computer science subject was introduced as an elective course at the undergraduate level in 1993, and it resulted in the establishment of the first computer science department laboratory. Since then, the department has continuously improved its infrastructure and IT facility. There are four computer labs, the required number of computer systems, other related hardware, software, internet connections and Wi-Fi.

A sufficient amount is spent to upkeep infrastructure and upgrade IT facilities. Other updations to the IT facilities include:-

- MIS module has been installed.
- Tally accounting software has been installed.
- Partially automated e-LMS software was installed in the library.
- INFILIBNET (N-LIST) software has been subscribed to enhance teaching-learning skills.
- Website space upgraded from 2 GB to 4 GB.

High-Speeded Bharat Fiber Internet connections of BSNL with bandwidth up to 50 MBPS have been installed on the campus.

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

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

Response: 5.54

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

Response: 108

File Description	Document
Upload supporting document	View Document

Other Upload Files	
1	View Document
2	View Document
3	View Document
4	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 25.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
8.83	6.97	8.89	7.90	8.83

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 48.93

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
358	382	289	262	212

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: B. 3 of the above

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

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

Response: 11.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	158	0	85	0

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

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 22.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	28	33	68	61

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	158	181	221	236

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 69.23

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	2	3	2

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	4	3	2

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

5.3 Student Participation and Activities

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

Response: 5

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

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

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

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

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	6	7	12

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

5.4 Alumni Engagement

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

Response:

The college supports a registered alumni association, "SLB DAV ALUMNI ASSOCIATION" (Regd.), established on 19th April 2020, although the association had been working at an informal level for a long. The staff members maintain a good rapport and association with their pass-outs and remain connected to them at individual, social, and other online forums.

The college and faculty always cherish and feel proud of alumni since they are the brand ambassadors of

their organisation. A big pool of alumni serves society in the capacity of doctors, engineers, scientists, lawyers, government officials, bankers, chartered accountants, government teachers etc. We feel proud to mention; Dr Ekta Khosla (Principal, RR Bawa DAV College, Batala), Mr Rajesh Mahajan (DFO) Pathankot, Dr Monika Sodhi (Research Scientist, National Dairy Institute, Karnal), Ms Sumeda Dwivedi (IPS), Major Amit Sareen, PCS (ADC Jalandhar), Major (Dr.) Saurabh Verma and several others who are working at the International level. Most of the local entrepreneurs of the city are pass outs of our college. We take great pride in our graduates since they excel in their chosen fields and carry the institute's legacy forward.

To foster an ongoing relationship between the old students and their alma mater, the college organised "Golden Meet-2021" during the golden jubilee celebrations to honour its alumni. The college tries to establish mutually meaningful connectivity with its alumni to strengthen their bond with their alma mater. To widen the base of our alumni association, a registration form has been uploaded to the college website. In addition, an active college facebook page has more than 4.7 thousand followers.

Through participation in all important college events, providing suggestions/ feedback and attending reunions, old students help promote a feeling of fraternity amongst each other and project a positive image of their alma mater in the country and foreign lands.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

S. L. Bawa DAV College was established under the aegis of DAV college managing committee, New Delhi, which has its basis on the principles of Arya Samaj and always strives to improve the physical, spiritual and social well-being of all humanity. Being an Anglo-Vedic institute, besides modern education, the college is committed to exposing its students to Indian philosophy and traditional value system in concurrence with the New Educational Policy-2020, which aims to shift traditional education to skill-based learning and develop a vibrant, equitable and knowledge-based society.

The Vision

To impart knowledge, skill, and need-based education to students and groom them to be conscientious, morally awakened, and sensitive towards social and national responsibilities.

The Mission

- To muster strategies to become an epi-centre of knowledge, culture, skills, technology, and research.
- To provide a conducive environment for the educational development of students.
- To inculcate a concern for the environment and society by promoting extension outreach.
- To propagate and promote Indian traditions, culture, and heritage through co-curricular/cultural activities and awareness-raising programmes.
- To instil confidence among women and empower them for social standing and economic challenges.

Under the guidance of the DAV college managing committee, New Delhi, and the local managing committee, the college is headed by a principal and supported by a governing unit comprised of the vice principal, registrar, bursar and administrative staff. The administrative power has also been delegated to Dean Academic, Dean Student Welfare, Dean ECA, and Dean Sports for streamlining the functioning of the institution.

A decentralised approach in governance is exercised by establishing several committees like college advisory committee in the form of LMC, IQAC, admission & counselling committee, timetable committee, press and publication committee, scholarship committee, fee concession committee, prospectus/printing committee, computerisation/web committee, Arya samaj committee, discipline committee, grievance redressal cell etc. The teaching departments are under the direct guidance of respective heads, and every department has a departmental society/club. All academic, administrative, and co-curricular activities are planned and prosecuted in consultation with various committees and faculty heads.

IQAC strategies to create prototypes for improvement in the level of education and innovation.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The college is under the governance of DAV College Managing Committee, New Delhi and is monitored by the Local Managing Committee (LMC), comprised of local philanthropists, industrialists, entrepreneurs, political & social activists, and principals of other DAV colleges. Two members of the teaching faculty are also member representatives in LMC. The meetings of LMC are held periodically to discuss important issues related to prospective planning. The principal primarily designs all policies and plans of the college in consultation with faculty and LMC within the university by-laws, statutory bodies [UGC, MHRD, DPI (colleges)] and government regulations. The proposed plans can only be implemented after taking proper approval from the managing committee.

The principal, being the executive head and chief functionary, is the final decision-making authority within the college and plays a pivotal role in governance. Working of the principal is effectuated through the vice principal, IQAC, heads of departments and various committees. The Registrar and Bursar are vital administrative office organs and carefully scan the functioning of the general office and accounts office, respectively. The college superintendent is accountable for non-teaching staff and streamlines all administrative and allied support systems. Regular meetings of IQAC are held to outline the action plans and their implementation.

The academic and administrative functioning of the college is carried through Academic and Staff councils. The academic council includes the Principal, Dean of academics and all HODs and executes all academic matters. At the same time, the staff council is constituted of the Principal, teaching and non-teaching staff for a thorough running of the college.

As per the UGC guidelines, the college has a Grievance Redressal cell, Anti-sexual harassment cell and RTI committee for addressing the concerned issues.

The functioning of departments is under the control of respective HODs' who monitor the working of department members and arrange for various extra-curricular activities of departmental societies. Proper permission is sought from the office for holding any student-oriented activity.

DAV College managing committee is the appointing authority for permanent/contractual recruitments, in compliance with the established norms of UGC, Punjab Government/DPI (colleges) and GNDU, Amritsar. However, the temporary/guest faculty appointment is carried out at the local level by the LMC chairperson and principal following a proper procedure.

As per the requirement of UGC and state government, Performance Based Appraisal System (PBAS) and Annual Confidential Report (ACR) are quality assessment norms for teaching and non-teaching staff members, respectively.

The Institution follows service rules laid by UGC, Punjab Government/DPI (colleges) and GNDU, Amritsar.

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: D. Any 1 of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

All welfare measures fixed by UGC, Centre and state government are being given to employees of the college. Besides this, special schemes are adopted by college authorities for the benefit of staff.

Welfare measures for Teaching Faculty/Non-Teaching Staff:

- PF contribution by management as per Provident Fund Rules.
- Leave encashment.
- Gratuity.
- Leave as per rules (Casual/Medical/Earned/Maternity).
- Medical facility (In case some untoward incident happens while the employee is on the college campus)
- Financial assistance for participation in seminars/FDP.
- Loan against CPF.
- Facility of library books.
- Fee concession for wards of the staff (As per the rules of DAVCMC).

- ESI facility for ad-hoc/temporary staff.
- Duty-leave as applicable.
- Provision of advance (For class-IV employees)
- Staff quarter facility (For class-IV employees)
- Free parking facility.
- Facility for booking in 'GNDU Holiday Home' at Dalhousie(HP) on the recommendation of the principal.

Performance Based Appraisal System:

The growth of an institution can be given an impetus through regular review of employees' performance. Performance Based Appraisal System (PBAS) is a methodical way to document performance for evaluation and is held annually.

- ***For teaching faculty:***

At the end of every academic session, the teaching faculty members submit a UGC-specified performance appraisal form. The Performa highlights teacher's accomplishments in the following field:

- Teaching – learning and evaluation,
- Co-curricular & extension activities
- Research & academic contribution

Student's feedback is given a due weight-age to assess the performance of faculty (Regular/Adhoc). Adhoc teachers are reconsidered for recruitment only based on positive student feedback.

- ***For non-teaching staff:***

Annual Confidential Report (ACR) for non-teaching employees elucidates their level of sincerity, diligence, cooperation, swiftness to finish a task and general behaviour. Punctuality and knowledge about rules and regulations are appropriate benchmarks for their performance.

The performance is assessed by the head of the respective department, followed by the office superintendent and administrative head.

PBAS and ACR are kept as records in employees' personal files and sent to management for annual increment purposes, and forwarded to DPI (college) for career advancement.

File Description	Document
Upload Additional information	View Document

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

Response: 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years****Response:** 54.82**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	34	42	37	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	9	9	9

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**6.4 Financial Management and Resource Mobilization****6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from**

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The mobilisation of funds and their optimal utilisation is essential for the systematic running of any institution. The college arranges its funds from various government/non-government entities.

Major institutional strategies for mobilisation of funds:

- The college receives salary grants (deficit) against grant-in-aid posts from DPI (Colleges) Punjab.
- Fundraising from self-financing courses.
- Grants from funding agencies like UGC, ICSSR, ICHR, ICPR etc., for organising seminars/workshops.
- Fundraisingng from philanthropists, NGOs and other private organisations.
- Government grants for NSS/NCC.
- Outsourcing of college infrastructure.

Strategies for the utilisation of resources:

- Every academic year, a budgetary plan is prepared and presented to LMC.
- Funds are allocated to various departments as per their requirements.
- Purchase committee seeks quotations from at least three vendors for any kind of purchase.
- Funds received from government agencies are utilised under the allocated heads.

Financial Audit:

The regular audit is a standard measure to ascertain the accuracy of financial statements.

a. Internal Audit

- Every year, a proposed budgetary plan is presented to LMC for recommendation and is forwarded to DAVCMC, New Delhi, for approval.
- An annual reconciliation of accounts is carried out at DAVCMC, New Delhi.
- The college bursar, a senior faculty member, checks the bills and related documents.

A chartered accountant appointed by DAVCMC, New Delhi inspects and annually checks inventory in the documentation.

The internal audit unit verifies supporting documents, including vouchers, bill payments, quotations and approvals. The audited report is directed to DAVCMC, New Delhi and queries raised by management are replied to and settled accordingly. At times DAVCMC, New Delhi sends a special auditing team to the college.

b. External Audit

Auditing agencies:

- Comptroller & Auditor General, Govt. of Punjab.
- DPI (Colleges), Govt. of Punjab.
- Finance department, Govt. of Punjab.

The office of Accountant General, Chandigarh, Government of Punjab, deputed a team of one audit officer and one/two section officers for external audit. The issues raised and amendments suggested are imperative and implemented in accordance.

DPI (Colleges) conducts compliance audit w.r.t. rules related to administrative issues, leave, recruitments and payments to retired faculty/staff.

The funds received for SC/ST/OBC students are audited by the finance department of Punjab.

Approved CA audits the funds received from various funding agencies to produce utilisation certificates for submission to the funding agency.

If there are any queries/objections in the audit report, the matter is communicated to the legal cell of DAVCMC.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) was established in the year 2019. Since its inception, it has been prosecuting its plans to institutionalise quality assurance.

1. Academic and co-scholastic activities:

In COVID times, IQAC assured an online teaching platform on the college campus. A requisite number of broadband connections were installed with a coverage range to almost all the departments for the pursuance of regular teaching work.

This IT infrastructure became handy for organising various activities during pandemic times.

a. Induction Program: Induction program for the freshers is one of the practices which was earlier held informally but was given a thorough shape and stage by IQAC. During the pandemic times, an online 'Induction Program' was conducted with a motive to familiarize the newcomers with college staff, departmental infrastructure and facilities available through the Google platform and live streaming on the college's Facebook page. An explicit detail was given regarding student support bodies. Since then, the Induction program has become a regular feature of the college's functioning.

b. Faculty Development Programs: FDPs were conducted on various issues relating to teaching-learning, viz. Entrepreneurship, Research Methodology and Intellectual property rights in online mode.

c. Webinars: IQAC, in collaboration with other departments, arranged for a series of webinars.

d. Golden Spirits-21: An online inter-college cultural meet was organised by IQAC in collaboration with the ECA department. A live presentation was run on the college's Facebook page. The results were declared, and the Champions Trophy, First & Second Runner-up trophies and individual winners' medals were dispatched.

e. Golden meet: IQAC got the alumni association registered and organised an alumni meet to commemorate "Golden Jubilee Year-2021".

2. Augmentation of IT tools:

On the recommendation of IQAC, IT infrastructure was augmented to improve e-governance and the academic atmosphere.

- MIS module has been installed for sharing data and information between the college and management.
- Tally accounting software has been installed in the accounts office for record keeping.
- Partially automated e-LMS software was installed in the library.
- INFILIBNET (N-LIST) software has been subscribed to enhance teaching-learning skills.
- Website space upgraded from 2 GB to 4 GB.
- Mechanism for online examination was developed.
- The circulars are communicated to teaching/non-teaching faculty through whatsapp/e-notices/e-mails.
- Facebook and Instagram pages have been created for the college.

3. Academic assessment:

IQAC proposes to hold an academic audit from the succeeding academic year to review the teaching-learning process.

- On the Performa designed by IQAC, the head of the department would be required to submit a report to all the concerned faculty members of their department.
- The audit would be conducted based on faculty profile, student profile, teaching-learning & evaluation and learning outcomes.
- The audit committee would be comprised of three senior faculty members of the college and two from neighbouring colleges, and auditing would be done based on the specified checklist.
- SWOT analysis would be made based on audited reports.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Inculcating gender equity is a social liability of educational institutes. Being a co-educational institution, our college has always been responsive towards girl students. For the same purpose, men too have to be sensitized, and this is being done by having involved male students in programs organized on issues concerning women like foeticide leading to declining female ratio, women literacy, legal rights of women, social issues including dowry and domestic violence etc.

To ensure a safe and secure environment for girls, CCTV cameras have been installed at strategic positions, a common room has been allocated and basic amenities have been provided separately.

Anti-Sexual harassment cell has also been established in the college to prevent any kind of harassment. The college administration has appointed a team of caring and compassionate teachers for providing needful consultation and counseling. The cell also motivates girl students to participate in various college activities specifically sports, NSS and NCC. Health issues of women are dealt with by inviting field experts.

National events and festivals are the occasions to celebrate our glorious culture and traditions. These festivities play an important role to add structure to our social lives and connect us with our heritage. The festivals and commemorative days are a way to pass the legends, knowledge and traditions onto the next generation. Organizing festivals develop a strong sense of kinship and the college often celebrates Teej, Diwali, Lohri, Basant Panchmi etc. including other regional events.

Observing commemorative days inculcate an inspiration to follow the teachings of great personalities. Various commemorative days like Martyrdoms' day, Ambedkar Jayanti, Gandhi Jayanti, Birth anniversary of Neta Ji Subhash Chander Bose etc. are celebrated by arranging seminars, quiz or other recital activities and a floral tribute is offered. Such initiatives are a way to impart value based education to students and develop their overall personality.

The Institution observes National Days like Constitution Day, National Voters' Day, Independence Day, Republic Day and Teacher's Day etc. with great zeal and zest. International days like International Women's Day, International Yoga Day, International Mother Language Day, International Earth Day, International Thalassemia Day are celebrated with all eagerness. Through the glorification of these events, students, teaching and non-teaching staff of the college get to know the importance of national integrity and develop a sense of global citizenship.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

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

Response:

India is a multi-ethnic and multi-lingual country where people belonging to different religious, racial and cultural backgrounds live together harmoniously. The administration also tries to maintain the same harmony among its students. Being a Vedic institute, it believes in the principle of oneness and universalism. The college caters to the educational needs of every socio-economic stratum of local town, peri-urban as well as rural areas. Under “Prime Minister Special Scholarship Scheme”, a batch of students from Jammu & Kashmir also joins the college every year. The admission process is followed as per government regulations and enough care is taken to earmark seats for each category.

The participation of faculty members and students in national development activities, national festivals, awareness programmes and government campaigns is commendable. The college regularly organizes various activities to inculcate values of tolerance and harmony among students towards cultural, regional, linguistic, communal, socio-economic and other diversities. Extra-curricular activities are an effective tool

for teaching students and make them understand the importance of society's cultural values and communal ethos. Independence Day, Republic Day, Gandhi Jayanti, Rashtriya Ekta Divas and Bhasha Divas are celebrated with great honour and respect. The Placards encouraging awareness about social harmony, unity and moral values are displayed all over the college campus. Activities connected to Arya Samaj and other local festivities are solemnized to convey a message of religious harmony. These programs organized by the college to ingrain greater values of life, love, integrity, fraternity and patriotism in students; thereby play an effective and catalytic role in maintenance of peace and national integrity.

A country is home to diverse communities of people who share common geographical area and have certain common beliefs and are under one constitutional system. The teaching of constitution does not mean to provide information and knowledge in the classroom only but also to sensitize a person, awaken his/her conscience and develop a sense of social obligation as well a dutiful attitude towards nation. The Indian constitution has certain core values that add fragrance to its spirit. It advocates a universal, humane and democratic approach. The college visualizes its role and is committed to create awareness amongst its students and employees about the constitutional values and objectives. Considering its constitutional obligations, the college is constantly engaged in organizing co-curricular/cultural activities, theatrical presentations, learned discourses and awareness-raising programs with a goal to produce citizens of sterling character who serve their country and countrymen.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice: Liberal Financial Support Policy

Objective of the practice:

Batala had been an industrial town of national fame but it lost its sheen and steam during fateful years of terrorism in Punjab since it was the most effected town. Even till date, it has not been able to regain its past glory. As a result, residents of Batala and surrounding areas undergo economic hardships. Taking note of this state, the college administration came out with a policy of liberal financial assistance in the form of concession to needy for getting their children educated and pursue their dreams.

Context:

The college constantly initiates various outreach efforts to help students continue their studies. In every academic session, with the guidance of experienced committee members, a consistently planned strategy is

chalked out. The administration redefines the policy every year according to the circumstantial conditions. All the deserving students get a fair chance to avail benefit from this policy.

Practice:

In last thirty years higher education in India has witnessed a rapid and impressive growth but many problems ranging from low income, gender disparity in enrollment, general lack of motivation and interest amongst students elude the scene of higher education. Mushrooming of private institutions and inability of state government to fund expanding base of higher education has resulted in torpedoing of fee structure which in turn limits general accessibility to higher education and caters to the needs of elite few. Keeping the socioeconomic and meritocracy facts in mind, the college administration has adopted a policy which is revised every year. The broad categorization of the policy covers university position holders, university merit, siblings, divyangs, children of martyrs or the ones who have lost their father. Outstanding sports persons and the ones who have participated in National/State/District level competitions are given sports concession. In addition to this, special concession exists for economically weak segment. However, the principal of college has special powers vested in her/him to sanction special concession.

Evidence of Success:

In the last five years, on an average approximately fifty percentage of students have availed the benefits and approximately three to four percent of the income was utilized to suffice this purpose as shown in attached file.

Problems Encountered and Resources Required:

The college is truly committed to serve the community, however many problems are encountered in the course of action. A major issue faced by the authorities is a growing number of students seeking financial help. The institute can extend assistance to limited number of students otherwise this policy could turn out to be a financial burden. A financial crunch in the COVID times has proved to be a major deterrent. There is a need to connect better with local industrialists, philanthropists and NGOs for a stronger social support network to generate donations in order to sponsor students.

Best Practice 2

Title of the Practice: Community Service

Objective of the Practice:

- The principal objective of this practice is to prepare students for promoting social equality and societal welfare.
- To provide an environment where students can learn real purpose of education i.e. selfless service to the society.
- To make students aware of the social problems and to develop an understanding and acumen to eradicate these problems.
- To create harmonious linkage between the institution and community.

Context

Social empathy is the ability to understand people at deeper level by perceiving or experiencing their life situations and gain insight into the structural inequalities and disparities. To serve the community one needs to have a sympathetic attitude which helps us to realize how others feel and to be compassionate in our response. A kindhearted approach stimulates emotional and cognitive centers of the brain and brings positive changes in ones persona. It inculcates a sense of social responsibility, tolerance, cooperation and engages the mind in critical thinking, problem-solving and decision making.

Practice

The college pays a good amount of attention to involve its students in activities which indoctrinate a sense of empathy in them. They are given opportunities to interact with local communities around the area. NCC and NSS students understand their responsibility towards the society and serve it with all eagerness. It is a common practice with cadets and volunteers to adopt a native village to render their services and make them aware about the importance of cleanliness, waste collection, hygienic environment and various health issues. A local old age home 'Vridh Ashram' is visited by the volunteers very often and old people are attended at personal and individual level. The visits of students to old age home are instrumental to teach them the importance of elders in our lives and their duty towards them. Learning to carry out selfless service and being sensitive towards old and helpless people is the outcome of these visits.

In pandemic times, NCC cadets distributed sanitizers and masks to local citizens and made them aware **about this** disease. NSS volunteers in collaboration with SAHARA Club arranged for "**Omicron Jagrukta Rally**" in local town to create awareness and serve the community.

NCC cadets / 'S. L. Bawa Social Welfare Society' organized blood donation camps and NSS volunteers are enrolled as prospective blood donors with SAHARA club. The college organized a medical camp to assess BMI (Body Mass Index) and BMD (Bone Mineral Density) of students and staff.

Evidence of Success:

Following outreach activities have been organizing in last five years:

- Omicron rally **on 31/12/2021.**
- Medical camp in college **on 16/04/2022.**
- 'Swachhta Summer Internship' by NCC students **at village, Chuhewal - 01/07/2018.**
- Celebration of Raksha Bandhan at old age home, **Batala – 06/08/2017.**

Problems Encountered and Resources Required:

The college puts its sincere efforts to organize social outreach activities but certain barriers and minor problems do crop up. While visiting old age home the students feel they are deficient of funds to meet the requirements of old and needy. However, they try to do the maximum by contributing from their personal resources as the college can afford to spare only a nominal amount for these activities.

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

7.3 Institutional Distinctiveness

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

Response:

Distinctive area: Maintenance of Bio-diverse Zone

With deteriorating environmental conditions and climatic changes it becomes imperative on the part of educational institutions to help the society in mitigating this effect, even if to a miniscule level, by advocating and practicing green drives.

Our college is situated in the urban area of Batala which is famous for its industrial units. This industry is involved in manufacturing of caste iron as the soil of this area is considered to be apt for it. Since the town is surrounded by such units it could be quoted as a “Chimney of green house gases”. This along with rapid urbanization has made it an “Urban Heat Island”. Yet the old city has narrow lanes with no space for green cover. To overcome the impact of carbon dioxide and other green house gases there is a need to create carbon sinks in the form of green areas.

Our college has been maintaining a green zone since a very long time; the latter serves as a potential carbon sink and helps neutralize green house impact. The college campus is spread across 4.32 acres of land area with about one third under green cover. There are approximately hundred full grown indigenous fruit yielding varieties viz. Mango (*Mangifera indica*), Jammun (*Syzygium cermini*), Guava (*Psidium guajava*), Amla (*Phyllanthus emblica*), Shatoot (*Morus nigra*); medicinal plants Neem (*Azadirachta indica*) Amla (*Phyllanthus emblica*), Bahera (*Terminalia bellirica*) Kaddi Patta (*Murraya koenigii*), Sukhchain (*Pongamia pinnata*) and ornamental trees Royal Palm (*Roystonea regia*), Chukrasia (*Churasia tabularis*), Bottle brush (*Melaleuca viminalis*), Amaltass (*Cassia fistula*).

Recently the college in association with Forest Department, Government of Punjab had signed an agreement to create an oxy-park “Nanak Bagichi”, where five hundred and fifty indigenous and medicinal plant varieties have been planted on the lines of “Miyawaki” concept, which advocates the development of urban jungles to absorb green house gases. This method involves planting at least two to four trees per square meter and within two to three years a self sustaining full grown forest would grow. These areas help to lower temperature in concrete heat islands, reduce air pollution, store earth warming carbon dioxide, sustain wildlife, improve health of ecosystem and attract local birds and insects. A land area of about 1000 sq. ft. in the campus had been planted on the basis of this concept.

Such a flourishing green campus requires maintenance of horticulture waste produced due to falling leaves, flowers, fruits and other debris. To avoid the burning of horticulture waste, our college in association with Municipal Corporation, Batala has set up four horticulture waste management units under ‘Swachh Bharat Mission’, where biodegradable waste is being decomposed and the manure so produced is used to maintain

healthy flora.

There are scientific evidences to prove that greenery has a positive impact on the psychology of a person and it helps to elevate various aspects of thinking including attention span, memory, creativity, and lowers stress. The natural green areas in the campus have an optimistic influence on students as well as staff.

In days to come this one small step of maintaining bio-diverse zone would prove to be a leap towards sustainable environment concept. A data base of biodiversity would be generated through e-cataloguing.

To sensitize the students regarding intriguing issues of environment, a number of programmes on green sustainability are held. NSS & NCC cadets are involved in practical exercise of plantation in the campus and other neighbouring areas.

The college has adapted a practice to offer fresh bouquets to visiting dignitaries, which are hand made by girl students from the flowers grown in the college campus.

The college was issued an appreciation letter by Punjab Municipal Infra-structure development company, Dept. of local government, Punjab for on-site management of horticulture waste.

“Green Campus” award was extended in favour of college by Sahara Club (Regd.) NGO, Batala.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Excellence in Academia:

The institution strives to explore the potential of students from every aspect and polishes it in a way to produce competent, independent and responsible individuals. Even though the college is localized in backward area of the state and does not stand a chance of high student strength, but it can still boast of its sheer determination to get excellent results every year. This is well reflected in the records of academic results. The students of computer science and commerce bag university positions and also get placed in university merit list every year. This becomes possible because of the vision and sincere efforts of faculty members. With brilliant performance of students, the great legacy of DAV is multiplying every year.

Communal harmony:

To promote social equality, harmony and brotherhood among students, the college organizes community langars on religious festivities much popular at local level. This brings the students on one forum and indoctrinates a sense of respect to honour all and every religion.

Sustainability:

The strategic north and east facing positioning of college buildings with open, spacious and sprawling green campus is a great way to reduce electricity consumption which indirectly helps to promote sustainability. This was well pointed out by the auditors of energy and green campus report.

Concluding Remarks :

Although the college was started as an exclusive institute for boys but it developed into a co-educational institution to provide opportunity to female gender for exploring their interest in the fields of academics and co-scholastic activities. The girls have equal participation in NCC and are motivated to join forces to be at equal footing with their male counterparts.

With its roots deeply embedded in ancient Indian Vedic culture, the institution tries to inculcate the same principles in its students. The college believes in the teachings of Swami Dayanand Saraswati, and has a rationalistic approach towards regional, national and global aspirations.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>297</td> <td>254</td> <td>275</td> <td>254</td> <td>312</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>277</td> <td>225</td> <td>223</td> <td>218</td> <td>277</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1185</td> <td>1185</td> <td>1185</td> <td>1125</td> <td>1125</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1025</td> <td>1025</td> <td>1025</td> <td>995</td> <td>995</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents given by HEI, the Number of students admitted excluding's of computer diploma.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	297	254	275	254	312	2021-22	2020-21	2019-20	2018-19	2017-18	277	225	223	218	277	2021-22	2020-21	2019-20	2018-19	2017-18	1185	1185	1185	1125	1125	2021-22	2020-21	2019-20	2018-19	2017-18	1025	1025	1025	995	995
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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1025	1025	1025	995	995																																					
2.6.2	<p>Pass percentage of Students during last five years</p> <p>2.6.2.1. Number of final year students who passed the university examination year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>159</td> <td>191</td> <td>191</td> <td>197</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>142</td> <td>159</td> <td>176</td> <td>179</td> </tr> </tbody> </table> <p>2.6.2.2. Number of final year students who appeared for the university examination year-wise during the last five years Answer before DVV Verification:</p>	2021-22	2020-21	2019-20	2018-19	2017-18	109	159	191	191	197	2021-22	2020-21	2019-20	2018-19	2017-18	96	142	159	176	179																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
96	142	159	176	179																																					

2021-22	2020-21	2019-20	2018-19	2017-18
160	165	201	247	241

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
147	145	164	221	217

Remark : Input edited as per the supporting documents given by HEI, Excluding students of diploma computers

- 3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**
- 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years**
- Answer before DVV Verification:
- | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 6 | 4 | 2 | 4 |
- Answer After DVV Verification :
- | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 2 | 2 | 4 |
- Remark : Input edited as per the supporting documents given by HEI.

- 4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**
- 4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**
- Answer before DVV Verification:
- | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10.4594 | 0.3746 | 5.5817 | 0.8969 | 0.7887 |
- Answer After DVV Verification :
- | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10.45 | 0.37 | 5.58 | 0.89 | 0.78 |

4.4.1	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 604"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>8.83344</td> <td>6.9709</td> <td>8.89431</td> <td>7.90819</td> <td>8.83348</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 815"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>8.83</td> <td>6.97</td> <td>8.89</td> <td>7.90</td> <td>8.83</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	8.83344	6.9709	8.89431	7.90819	8.83348	2021-22	2020-21	2019-20	2018-19	2017-18	8.83	6.97	8.89	7.90	8.83
2021-22	2020-21	2019-20	2018-19	2017-18																	
8.83344	6.9709	8.89431	7.90819	8.83348																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
8.83	6.97	8.89	7.90	8.83																	
5.1.2	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited as per the supporting documents given by HEI.</p>																				
5.1.4	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents given by HEI.</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. <i>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</i></p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	1	1	3

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents given by HEI

6.2.2

Implementation of e-governance in areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the supporting documents given by HEI

7.1.3

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the supporting documents given by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 68 Answer after DVV Verification : 33</p>