



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOBINDGARH PUBLIC COLLEGE

**GOBINDGARH PUBLIC COLLEGE ALOUR, POST BOX NO. 31, KHANNA
DISTRICT LUDHIANA**

141401

www.gpcalour.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gobindgarh Public College, Alour, Khanna, Ludhiana was established in 2003, recognized under Sections 2(f) and 12(B) of the UGC, an affiliated rural co-education college of Panjab University, Chandigarh. College is self-financed and is managed by Gobindgarh Education and Social Welfare Trust (regd). It is spread in 7.756 acre with total built up area of 4313.84 square metre. It is conveniently connected to G T Road

GPC is innovative, creative and entrepreneurial in its approach. As it has established 14 MOUs collaborations/networks with industries/media houses etc to bridge the employment gap.

The college has state-of-the-art educational technologies with optimum utilization of ICT. housing three-storeyed buildings with 42 rooms including 25 well-furnished classrooms, 7 laboratories, 1 conference room, 2 seminar rooms, 3 computer laboratories, 1 library, reading room, ATM, canteen, administrative offices, staff room, department rooms, NSS, NCC rooms, Medical Room, vocational guidance and placement cell, heritage room, Indian Knowledge cell, recording studio, excellent indoor and outdoor facility.

The lush green landscaped lawns with green cover not only contributed to the college's ambience as an educational paradise, but also has earned District green champion award by Ministry of Education, GOI. Socially responsive education lead to the best NSS Unit award, student-centric, value education and NCC Unit has contributed towards patriotic feeling and national development.

Trilingual(Punjabi, English & Hindi) as a medium of instruction justified mother tongue language promotion following NEP spirit.

College is running B.A. BCom, BCom Hons, BBA, BCA, MA and PDGCA. Choice and elective subjects are there in BA, BBA, and M.A. We offer unrestricted access to information through a fully wifi campus and e-resource center. More than 85 percent average pass percent of students for the last five years along with National (khelo India) and international awards of students in sports, and youth activities justifies teacher quality.

College won the overall 'B Division' Men Runner-up sports trophy consecutively for three years, and the Champion trophy of Panjab University.

The outcome of outreach activities is the Best NSS Unit award among all Colleges of Panjab University. Celebrities like Jassi Gill and several other participants of National TV shows are our alumni.

Vision

Vision of the college is **'TO BE A CENTRE OF EXCELLENCE WITH VALUE BASED EDUCATION**

FOR THE UPLIFTMENT OF RURAL & URBAN YOUTH THROUGH SOCIETAL RESPONSIVENESS AND BY FOSTERING GLOBAL COMPETENCIES.'

Mission

At Gobindgarh Public College Alour Khanna, we are dedicated to fostering excellence in the provision of value-based education across nearby surroundings. This steadfast commitment resonates through our comprehensive programs, tailored educational services for students, unwavering professionalism of our esteemed faculty and staff, and a culture of regimented campus discipline. We aim to cultivate excellence in value-based education, nurturing both intellect and character, while fostering a culture of inclusivity, accountability, sustainability and gender sensitization. Guided by the ethos of 'Tamsa Maa Jyotirgamaya,' we endeavor to produce noble and knowledgeable citizens with a strong national character, universal outlook, and a fervent dedication to serving humanity. Our commitment to excellence extends to fostering a rigorous academic environment, instilling integrity, compassion, courage, discipline, persistence, and responsibility in our students. Through continuous self-renewal and self-appraisal, we strive to be innovative, efficient, and effective leaders in our region's educational landscape.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **College campus is eco-friendly, green, clean fully Wi-Fi campus with state-of-the-art well-equipped infrastructure.**
- **The college promotes inclusivity and provides scholarships for deserving, needy, meritorious students, sports achievers and specially-abled students.**
- **The college embodies a holistic approach, focusing on sports, high academic standards and a transparent admission policy.**
- **The college is well known for its ethical and moral value system as seen in its vision statement. Campus is plastic-free, ragging-free, tobacco and drug-free. Students are engaged in a variety of socially responsive activities throughout the year by proactive committees of student and teachers.**
- **Expert and dedicated faculty and staff ensure a flexible, supportive and student-centric learning mentorship.**
- **Good governance is reflected in the form of congenial, democratic working atmosphere, a well-planned calendar, stakeholder-friendly policies, transparent student and Staff welfare schemes, participative management and timely redressal.**
- **The IQAC has a robust feedback system and plays a pivotal role in monitoring and enhancing overall institutional quality.**
- **'Vocational Guidance and Placement Cell' provides a platform for employability needs and internships by conducting job fairs, and career counseling for further study progression.**
- **Well stocked and computerized library is fully AC with e-resources. Shodhganga and Inflight**

subscriptions, newspapers in three languages, magazines, print journals, book bank, reprographic services, reference section, and digital rare books are available and well utilized by the staff and students.

- Amenities like separate hygienic washrooms for students and staff, water purifiers, solar powered campus, rainwater harvesting, canteen and waste disposal units on campus add to environmental consciousness and enhance the overall experience.
- The college has effective NSS & NCC wings, well-trained NSS Program Officers, and ANO NCC students won many accolades. NSS Unit has been declared best by Panjab University due to maximum socially responsive initiatives of community engagement.
- Meticulous and innovative pedagogy is implemented by highly competitive faculty. GPC has its unique attendance, activity, and pedagogy planning register.
- Regular FDPs, Workshops and conferences are conducted for capacity building of faculty.
- 14 functional MOUs and 47 skill and value based certificate courses offered during last five years.
- Alumni Association is registered as 'GPC Alumni and Social Welfare Society' is fully functional.

Institutional Weakness

- College is unaided, fees is the only source of income, therefore limited budget for augmentation.
- Majority of courses are Undergraduate, so no research Centre and less internship/placement opportunities available for traditional degree Program
- Less vocational and skill-based programs/courses
- College is unaided, has to strictly follow Panjab University's fee structure. This fee structure of ours cannot withstand the weight and pressure of present salary and scholarship needs.
- Students are more attracted to fancy and innovative courses offered by private universities leading to a decline in traditional programs offered by colleges.
- The alumni association of the college is functional but somehow, we only have a very limited monetary contribution in the form of membership fees.
- Most of the students are generally below the global standards in academic background and thus it becomes a challenge to apply innovative teaching methodologies to prepare them for survival in the competitive world.
- Furthermore, for the students belonging to a lower income group, it is challenging to uplift them by taking care of their all-round development and creating a corpus fund to provide them scholarships in the form of fee concessions.
- Although research culture and research publications has been increased in comparison to previous cycle of accreditation, but it needs to be strengthened further.

Institutional Opportunity

- Opportunity to get autonomous status after earning good NAAC grade that will further open opportunities to develop more industry-friendly short-term courses.
- Recognition of credit earned through Swayam/MOOC by affiliating University will open opportunity for students
- From session 2024-25, four year degree program is introduced with an honors/research option in the fourth year, this will give exposure to teachers to guide students and also give an opportunity to college to open research Centre. Which will support teachers to carry out research projects involving students.

- **There is tremendous opportunity for research collaboration and student-teacher exchange programs with eminent institutions**
- **To encourage the teachers to write more and more research projects and to publish as many research articles as possible.**
- **Further pursue for attaining financial support for major/minor research projects from agencies like UGC/DST/RUSA/SERB/ICHR etc.**
- **Organize more programs to reinforce the required office automation skills for non-academic staff.**

Institutional Challenge

- **College is enlisted under 2f and 12 B of UGC Act, but it is a big challenge to get development grant from Government/UGC or any other state government scheme.**
- **Decreasing enrollment in Undergraduate courses is the biggest challenge, due to the migration of a huge number of Punjab students after completing senior secondary and matriculation exam.**
- **The release of Government scholarships is not on time, resulting in increase in the dropout ratio.**
- **It is a big challenge to compete with the aggressive marketing strategies of nearby private Universities to attract students. Huge scholarship offered by them can draw academically gifted students away.**
- **Deal with changed mindset of students and their parents to get a degree without attending college is the biggest challenge.**
- **Less demand of PG courses.**
- **There is a challenge to accommodate more students of unreserved marginalized communities due to their financially weak background, due to paucity of government schemes.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- **College adheres to the prescribed curricular framework established by the university. The institution looks for ways to reinvent pedagogy to provide its students with participatory, intradisciplinary, and multidisciplinary learning experiences leading to a holistic development approach.**
- **Academic procedures are well-organized, with timetables, workloads, faculty orientation programs, induction programs, academic and activity calendars to ensure strict adherence and effective communication.**
- **Learning is made more user-friendly by use of ICT resources. The institution has ultra-modern infrastructure with well-maintained laboratories (Computer Labs, Music Lab, Functional Lab, Psychology Lab, Journalism and Mass Communication Lab, smart classrooms, and a comprehensive library that promotes a contemporary teaching-learning environment. The college places a strong emphasis on experiential learning, facilitating internships, projects, field trips education trips, industrial**

visits, press visits etc.

- At the beginning, to bridge the gap, students are engaged in various certificate courses like office automation, personality development, grammar, spoken english, creative writing, communication skills, music vocal and photography, and moral education.
- The institution provides a strong mentorship and tutorial program to assist students in their academic pursuits. Four houses are maintained i.e. Mother Teresa, Shri Guru Gobindgarh House, Shaheed Bhagat Singh, Swami Viveka Nanda House with House captain along with team of students. Entrepreneurial cell was established to involve student with various competitions for startup to prove their entrepreneurship talent. Inter disciplinary and social responsiveness are integral to the institution's vision of providing transformative education.
- Gender parity and equity in framing of annual committee, student council, IQAC composition, admission committee, Gender Champion and College Color is strictly followed.
- The faculty members continually update their disciplinary knowledge through participation in faculty development programs and BOS. College regularly organizes conferences, seminars, debates on contemporary issues as well as on cross-cutting issues like gender, climate change, environmental sustainability, human rights, and ethics.
- Academic, administrative and Gender Audit are conducted internally and externally by professional experts
- There is clear and transparent system of internal assessment. Progress of students is evaluated by formative and summative assessment.
- A transparent feedback system and stakeholder meetings are organized regularly. Feedback is compiled, analyzed, and action taken before sharing it with stakeholders.

Teaching-learning and Evaluation

- Our institution assesses student learning levels and tailors programs to cater to both advanced and slow learners. We utilize diverse assessment methods such as exams, projects, and practical demonstrations to gauge student progress. Special programs are offered to advanced learners, including research projects and seminars, while personalized support is provided to slow learners through remedial classes and counseling. We emphasize collaboration with students, parents, and educators to develop individualized learning plans and continuously monitor progress through data-driven decision-making.
- Our institution employs student-centric methods to enrich learning experiences. Experiential learning opportunities such as internships and simulations allow students to apply theoretical knowledge in real-world contexts. Participative learning strategies such as group discussions and peer teaching foster collaboration and engagement. Problem-solving methodologies are integrated into the curriculum through case studies and research projects. Interdisciplinary collaboration and continuous improvement through feedback and professional development are emphasized.
- Our institution's use of ICT-enabled tools to enhance the teaching-learning process. Multimedia presentations, online resources, are employed to create engaging and interactive learning experiences. Collaborative tools and platforms facilitate communication and teamwork among students and teachers. Online assessment and feedback tools enable personalized learning experiences and continuous evaluation. Professional development opportunities are provided to support teachers in integrating technology effectively, aligning with accreditation standards, and fostering innovation in educational technology.
- Our institution defines and communicates program and course outcomes. Clear and measurable outcomes aligned with educational objectives are stated and prominently displayed on the institution's website. Detailed descriptions and examples of assessment methods are provided to ensure

understanding and alignment with students. Teachers are empowered to integrate outcomes into their learning and teaching practices through orientation sessions and course materials. Alignment with accreditation standards and responsiveness to stakeholder feedback are prioritized.

- Our institution takes comprehensive approach to evaluating the attainment of program and course outcomes. Diverse assessment methods aligned with rubrics and criteria are employed to measure student progress. Continuous monitoring and review of assessment data promote continuous improvement. Student engagement and transparency in reporting assessment results ensure accountability and relevance. Feedback from stakeholders is used to refine strategies and align outcomes.

Research, Innovations and Extension

The Research and Development Cell of Gobindgarh Public College, Alour, Khanna is reconstituted as per UGC guidelines vide letter no. F. No.1 -5/2021 (NEP/DESK-PARL). The research culture of the college is notable and places a strong emphasis on encouraging interdisciplinary and collaborative research. The faculty members are motivated to publish their research works in national and international journals and books of repute resulting into 176 publications as compared to a very less number in the previous cycle of accreditation. This number includes the research papers listed in SCOPUS, UGC approved journals, books, book chapters and conference proceedings. The faculty of our institute has filed 3 patents.

- The faculty is also invited by various universities and colleges to deliver expert talks in the field of research. The institute has signed numerous MoU's with national and international bodies of academic recognition. Every year, the students undergo internships at Intershala.
- The institute is promising to sensitize the students for their surroundings. The students are involved in community-based activities such as Tree Plantation, Blood Donation Camp, visit to old age home, Kushat Ashram, cleanliness drive in our adopted village every year under NSS. Our NCC cadets participate in the Parade on Independence Day and Republic day at the district and national level under Associate NCC Officer of Lieutenant Rank. The institute has always participated and received accolades in extension activities organized by the government and government-recognized bodies. To name a few awards, college received District Green Champion Award, A+ Ranking in Phase I of NRISG, Certificate of Appreciation for Video on "Karigari & Karobari Entrepreneurship from MGNCRE, Ministry of Education, India. The institute was awarded Best NSS Unit Award from Panjab University Chandigarh out of 140 colleges of Punjab State in April 2019. Our faculty members are awarded with research grant for undertaking minor research projects by government recognized bodies. Every year, the college organizes seminars and workshops sponsored by ICSSR, College Development Council of Panjab University and Bhartiya Bhasha Samiti. During last five years, the college organized 31 seminars, workshops, extension lectures or webinars on Research Methodology, IPR or entrepreneurship themes.

Infrastructure and Learning Resources

- Any educational institution's learning outcomes are greatly influenced by its infrastructure and learning materials. The way that educational infrastructure is designed affects learners' mental, physical health and holistic development directly by impacting accessibility and effectiveness of instruction.
- Gobindgarh Public College Alour, Khanna has always given priority to and dealt with issues pertaining to improving the facilities, infrastructure and learning resources within the institution. The college has

an extensive array of facilities that support extracurricular, co-curricular, and academic programs. These include 7.756 acre of campus area with 4313.84 square meter of built up area, comprises 25 well-furnished and airy classrooms, seven latest laboratories, including ICT three computer labs with latest software and computers, one music lab, one functional lab, one Journalism and mass communication lab, one recording lab, one psychology lab, 500-seat auditorium, one 100-seats seminar hall, one 40-seats seminar room, one 25 seats meeting room, washrooms, cafeteria, medical room, smart classrooms, open stage, Indoor Multi-Purpose Gymnasium Hall, Badminton courts, Table tennis tables, Chess, Multi-station Gymnasium, Outdoor Facilities, 400-meter Standard Track, Long jump Pit, Throwing Circle for Shot Put, Throwing Circle for Discus throw and Hammer Throw, Volleyball Court, Cricket Pitch, Cricket Pitch, net practice, Basketball Ground, centrally installed RO facilities, centrally installed RO facilities, Yoga center, plastic bottle shredder machine, vending machines, ramp, wheelchairs, washrooms for differently-abled students, roof top waster harvesting facility, Vermicomposting unit and an herbal Garden, solar power plant, silent generator, fully WIFI campus, CCTV cameras and psychology counsellor. The institution also houses vibrant NCC and NSS units.

- The library, a cornerstone of the learning environment, holds an impressive collection of over 13768 books, along with magazines, newspapers, journals, computers, and reprographic units, library management system (Bibliosoft), bar coding and reading area. The library is well-equipped with ICT infrastructure WIFI internet facility. Subscriptions to N-List and Inflibnet further enhance the wealth of E-Resources available to students and faculty. Gobindgarh Public College has thus successfully created a favorable environment for holistic learning through its effective infrastructure and wide range of learning resources.

Student Support and Progression

- Known for its unique student-centric approach, the college provides excellent mentoring at different stages of their education, from entrance to course completion.
- to bridge the financial gap the college is proud to offer scholarships specifically designed for brilliant and economically weaker backgrounds and has created a corpus fund for sports achievers. Students are provided hand-holding assistance for various Governmental and Non- Governmental scholarships.
- Institution is dedicated to comprehensive capacity building and skills enhancement initiatives, ensuring holistic personality development with a focus on soft skills and imparting training on teamwork. Communication skills are also prioritized by organizing current event debates/extempore/short speeches/PPT presentations, additionally, life skills are emphasized through yoga, physical fitness, health, hygiene education. All International Yoga Days with a week or 20-day-long yoga camp have been celebrated at mass level, every year without failure. Student council is given free hand to exercise their leadership skills by organizing different events.
- Lastly, the institution offers extensive training in ICT and computing skills (office automation Course, Typing and skills) ensuring technological demands of the modern workforce.
- College takes immense pride in the successful placement of its outgoing students and their progression to higher education. Through comprehensive training programs, workshops, and internships, students are well-prepared to meet the demands of the professional world.
- Over past five years, students have significantly benefitted from the institution's guidance for competitive examinations/career counseling services in various areas viz UGC-NET Exam English, IELTS etc.. The tailored support provided by experienced mentor have been instrumental in navigating the complexities of career planning/ exam preparation and further study progression.
- The college has achieved remarkable success in sports and cultural activities, garnering numerous awards and medals at university, state, national, and international levels, particularly excelling in

weightlifting, shot put, athletics, cycling, and volleyball. Some alumni are working as National/state coach and in prestigious NIS institutes.

- College has achieved significant recognition for outstanding performance in cultural activities, earning numerous awards/ medals at university/ state levels in group songs, ghazal, mehndi, heritage festivals, and bhajan singing. Celebrity Jassi Gill and some other SaReGaMa participants are our alumni.

Governance, Leadership and Management

- College has decentralized governance and participative management. Transparency, inclusivity and accountability are the key features of the college's leadership.
- Participative governance is seen in various committees like IQAC, Academic Council, student council, Examination Committee, Vocational Guidance and Placement Cell, Library Committee, Sports Committee, Student Welfare Committee, Divyang Committee etc. Academic, administrative, green, energy audits are done regularly by both internal and external committee.
- Under Staff welfare scheme, each regular faculty and all non-teaching and office staff has contributory provident fund (CPF) facility/ EPF/ESI facility as per eligibility as per Panjab Govt rules. Gratuity is paid to every member who completes 5 years of service. Maternity leave is given as per rules. Salary is paid before 10th day of every month. Increment and next-grade pay is given as per rules. Tuition fee concession is given to staff members whose wards are studying at trust Schools. Advance from CPF is given to faculty in case of emergent situations. Free uniforms for summer and winter for Class IV employees is given. Non teaching staff are given advance from salary and also helped by teachers for medical, house construction or marriage in family as per need.
- Life insurance protect policy (for accidental death/permanent total disability/partial disability, accidental hospitalization) of teaching and non-teaching staff is provided. Duty leave is given to the staff for academic/research work/ FDP. Reimbursement of registration fee for presentation of papers in seminars, conferences is there from research fund. Faculty members are encouraged to act as Resource Persons/ Superintendent/ Invigilator. Gender Equity and Parity are maintained in framing annual committees for equal representation. Arranging workshops/ seminars on cross-cutting issues PCOD, Women series, Mental wellness, stress-free management, Universal values, free medical check-up.
- The college has well-defined policies with clear goals for enhancing academic quality and infrastructure. feedback mechanisms is robust involving all stakeholders.
- All the faculty members ensure continuous monitoring of academic progress, attendance records, syllabus coverage, assignments, and student seminars. Thus College is committed for providing a holistic educational experience with a focus on excellence and continuous improvement through effective governance, able leadership and optimal management.

Institutional Values and Best Practices

- The college is committed to fostering a progressive and inclusive educational environment, as evidenced by its various initiatives and practices.
- *Environmental Stewardship* is a cornerstone of the college's ethos, evident in its emphasis on sustainability and cleanliness. The institution conducts tree plantation drives, sanitation programs, and maintains a green campus. It implements eco-friendly practices like rainwater harvesting, waste management and solar energy use, which have earned it accolades such as One District One Green Champion award under Swachhta Action Plan 2020-21 & 2021-22 and college scored A+ in Green Cover on Campus, A in Surface Water Harvesting, A+ in Rooftop Water Harvesting, A+ in Rooftop

Solar System and A in Waste Management in NRISG ranking for 2022-23 by MGNCRE, MOE, Government of India. Gender Equity and Inclusivity are priorities, with dedicated facilities such as girls' common rooms and sanitary napkin vending machines supporting female students. Gender-neutral policies, CCTV installations for safety, and a psychology lab for mental wellbeing ensure a safe environment for all. The college organizes workshops and programs promoting gender equity, reflecting its commitment to inclusivity.

- *Holistic Development* is emphasized, focusing on values like integrity, tolerance, and equality. The college commemorates national and international days to instill these values, fostering a conducive atmosphere for personal growth and learning aligned with its vision and code of conduct.
- *Social Responsibility* is a core component, exemplified by initiatives like NSS village adoption and sensitization programs. These efforts encourage students to contribute positively to society, nurturing socially responsible citizens engaged in community welfare.
- The college's efforts have garnered recognition, including awards for environmental stewardship and sustainability practices. These achievements underscore its commitment to integrating values of environmental responsibility, gender equity, inclusivity, and social responsibility into its educational framework. The college's multifaceted initiatives in environmental stewardship, gender equity, inclusivity, and social responsibility reflect its dedication to creating a holistic and progressive educational environment. Through these initiatives, it strives to foster a community that values sustainability, equality, and active citizenship, contributing positively to both its students' development and broader societal goals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOBINDGARH PUBLIC COLLEGE
Address	GOBINDGARH PUBLIC COLLEGE ALOUR, POST BOX NO. 31, KHANNA DISTRICT LUDHIANA
City	ALOUR KHANNA
State	Punjab
Pin	141401
Website	www.gpcalour.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NEENA SETH PAJNI	01765-251770	9814004474	-	gpc_alour03@yahoo.com
IQAC / CIQA coordinator	NARINDER PAL SINGH	01765-	9988326240	-	narindersonu@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Chandigarh	Panjab University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	12-06-2007	View Document
12B of UGC	09-05-2012	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GOBINDGARH PUBLIC COLLEGE ALOUR, POST BOX NO. 31, KHANNA DISTRICT LUDHIANA	Rural	7.756	4613.84

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, Under Graduate Department Of Arts,	36	senior secondary	English, Hindi, English + Punjabi	160	109
UG	BCom, Under Graduate Department Of Commerce,	36	senior secondary	English, Hindi, Punjabi	70	70
UG	BBA, Under Graduate Department Of Business Administration,	36	senior secondary	English, Hindi, Punjabi	40	40
UG	BCA, Under Graduate Department Of Computer Applications,	36	senior secondary	English	80	80
PG	MA, Post Graduate Department Of English, ENGLISH	24	graduation	English	60	11
PG	MA, Post Graduate Department Of Punjabi, PUNJABI	24	graduation	Punjabi	60	0
PG Diploma recognised by statutory authority including university	PGDCA, Under Graduate Department Of Computer Applications,	12	graduation	English	30	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				28			
Recruited	0	1	0	1	0	0	0	0	13	15	0	28
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						18
Recruited	11		7		0	18
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
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	1	0	0	0	0	4	1	0	6
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	0	0	0	0	0	0	2	1	0	3
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	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	10	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	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	378	0	0	0	378
	Female	234	0	0	0	234
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	15	0	0	0	15
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	9	0	0	0	9
	Female	7	0	0	0	7
	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	40	36	38	36
	Female	26	27	23	19
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	92	71	60	82
	Female	52	37	37	38
	Others	0	0	0	0
General	Male	260	252	0	0
	Female	162	167	170	208
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		632	590	328	383

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The vision of Gobindgarh Public College is to foster Global Competencies with focus of Quality Education, Multicultural and Multi-Disciplinary Environment and inculcating social responsiveness through societal engagement activities of NSS, NCC, Blood Donation, Plantation, Cleanliness, Health and Hygiene drive. The college works in time to pursuit of knowledge, Wisdom, Pragya and truth that is always considered in Indian thought and philosophy as the highest human goal. College try to create a culmination of traditional knowledge with the practical aspect of technology. College is committed to produce students with holistic personality with blend of knowledge and skill so as to make them</p>
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	<p>employable as per industry needs. As the college is committed to provide multidisciplinary and a holistic education across the Humanities, Commerce and Management, Computer Science to ensure the unity and integrity of our knowledge. The institution is a Multi faculty degree college. It offers four UG courses i.e., B. A, B. Com, BBA, BCA, and three PG courses PGDCA, MA English and MA Punjabi. Under B. Com, BBA, BCA programmes contain a number of courses which are inter-disciplinary in their nature. College has 14 elective subjects that facilitate students to pursue their careers. University has introduced NEP curriculum for year 2024-25. College has encouraged faculty to attend regular training / FDP Webinars etc. to equip them with knowledge for multidisciplinary teaching. College promote a vibrant extracurricular environment that includes functions, events, and activities spanning various interests and disciplines. To provide holistic academic growth among students, upto now, an inter-disciplinary curriculum has been partially implemented. From the current year onwards a basket of VAC, SEC and MDC will be provided to the students to experience true multi and inter disciplinary knowledge. A few programs/webinars on the road map of NEP education have also been organized by the college. Curriculum content is designed to core essential to make space for critical thinking and more holistic and enquiry based, discovery based, discussion based and analysis-based learning.</p>
2. Academic bank of credits (ABC):	<p>Regarding the implementation of the Academic Bank of Credits, the college has to wait for University to give a green signal. Credit based system is going to start from 2024-25, may be this year ABC shall be implemented in true spirit. From year 2024-25, four year UG degree program is passed in academic council with multiple exit and entry, based on credit earned and deposited.</p>
3. Skill development:	<p>From session 2024-25, a basket of Skill Enhancement Courses is provided by the University, this is offered to students of first-year classes. During the induction Program, teachers identify the skill gaps amongst the students and enroll them in certificate courses run by college in an informal mode called here as bridge courses. Besides this throughout the year value added courses are also offered to the students to make them</p>

employable as per industry needs. Personality development, communication skills, financial literacy, office automation, and music classes are being imparted to students for holistic skill development. College has constituted entrepreneurship, financial literacy and Vocational Guidance and Placement Cell. Under financial literacy, practical hands-on session from expert faculty is arranged to give training to deal in financial services. Entrepreneurship cell organized “Earn while learn” program on on Diwali. Students show their business skills by selling various products in the stall. Various activities organized are: Business Plan Competitions to develop business ideas in the students which include preparing feasibility reports, sustainability reports and, financial plans which will help them for startups. etc. Further to bridge the skill gap college is also offering state government-approved five certificate courses i.e., Accounting and Taxation, Office Automation and E-governance, Stock Market Trading Operations, Content Writing and Content Development, Entrepreneurship and Creativity and Innovation in Business, approved by Open University, Punjab. Teachers are encouraged in various webinar, FDP, Professional development programs, workshops to first equip or enrich knowledge to disseminate the same to the students in their relevant field. To make students IT savvy, assignments and video lectures are posted in their Google classroom. Experiential learning as per NEP is followed by giving analytical assignments like business plans, Best Marketer, Advertisement Analyst, etc., this helps students to implement business ideas along with academic enhancement. The institution has signed several MOUs with the local industry to provide a platform to the students for industrial training, industrial visits, sports facilities, music facilities, and their placements. To infuse in students, a sense of independent functioning, shouldering responsibility, and managing life and things prospectively, the student council themselves manage and organize all events.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

College strongly feels that rootedness to our Indian Culture must be harnessed to keep future generations on right path. Logo of college carries slogan ‘Tamsoma jyotirgamaya is taken from Brahadaranyaka Upanishad. Vision of college also emphasize societal

	<p>responsiveness. • Our ancient environment knowledge has taught us about ‘Hawan and Yagna’. Every year college session starts with Hawan Ceremony which connect students with their traditional culture to purify air. • Teachers do their best to align our education with Bharatiya Knowledge System . Three days workshop on promotion of Indian Language in Indian writings was organized. • The Bhartiya Knowledge system is always ahead of time as our scriptures highlighted life-long learning. College is committed to character building and holistic development of learners mentally, academically, and physically by assigning mentors to mentee. • As per ancient knowledge college heavily focus on the need of yoga and mental wellbeing activities to ensure psychological balance. • To become a human being is first thing, education should teach a child. Capacity building of teachers to inculcate ‘Universal Human Values’ in students is need of the hour. Based on that College organized three-day workshop on Universal Human Values where faculty learns to introspect, their self, understand relationships, prioritize needs, and learn to share with students to bring harmony in self and with others. • Indianization of education is possible by promoting mother language. At college, Punjabi is a compulsory course in all Program. In addition, the university also allows multi-lingual flexibility i.e., English, Punjabi, and Hindi as the medium of instruction in all the degree programs. • Connectedness to culture and heritage of the Punjab has been possible by Participation of students in University ‘Youth & Heritage Festival’ organized by Panjab University. Patriotic feelings are developed by celebration of days of National and International Importance i.e., Environment Day, International Yoga Day, Vijay Divas from NCC Deptt, Teej celebration, International Youth day, Akshay Urja Divas, Teachers Day celebration, World Peace Day, Hindi Divas, world Aids Day, Independence day, National Youth day, World Health Day, International Language Day.</p>
5. Focus on Outcome based education (OBE):	<p>The members of the faculty take every initiative to transform the curriculum towards outcome-based education. The Program Outcome, Programme Specific Outcomes and Course Outcomes are displayed on the college website so that the</p>

	<p>prospective students seeking admission in a particular programme may view them and get informed about the programme being undertaken. At GPC, the teaching approach is totally pragmatic and hence the learners are given the well programmed schedule, Syllabus, Unitization quite in the beginning of the new semester. Slow learners and below average students are identified and are given required inputs to improve their performance. The institute, realizing the importance of outcome based education, upskills the students to be employable fulfilling the requirements of local industry through six-month state approved value added five certificate courses i.e., Accounting and Taxation, Office automation and E governance, Stock Market Trading Operations, Content Writing and Content Development, Entrepreneurship and Creativity and Innovation in Business. To implement the NEP in practical analytical assignment are given to students like business plan, Best Marketer, Advertisement Analyst that provides practical exposure to the students to implement business ideas along with academic enhancement. GPC organises and arranges internship and industrial visits. This practice certainly goes a long way in supplementing the content. The success of outcome-based education is 183 students were shortlisted at Rozgar Mela held at college with annual salary package of 2.25 to 7.2 lacs.</p>
6. Distance education/online education:	<p>College has IGNOU study learning center offering several courses to meet demand of local working students. College is also running learning center of Jagat Guru Nanak Dev open University, Patiala offering 5 certificate value added courses. However, the institute offers online education to the students at intervals containing offline education too, concerning the guidelines of government pertained to the pandemic. To enrich knowledge, college has organized series of webinars on academic, cultural, moral values, research workshops during pandemic and post pandemic period.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	College has set up Electoral Literacy Club (ELC) on 26-Nov-2020. The student who are below the 18
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	year, voter registration camp was organized several times as per instruction and approval of District Election Officer, Ludhiana.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Co-ordinator student and faculty is appointed. Dr. Gopal Krishan the nodal officer and ELC is operational with student coordinator selected are Ritika Chopra (1211, BA-II), Namanpreet Kaur (740, BA-I), Chelcy Gupta (759, BA-I), Daulat Joshi (1235, BA-II). ELCs is fully functional
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<ul style="list-style-type: none"> • From the session 2023-24 every regular faculty is registered to act as presiding officer and assistant presiding officer for electoral DIES data. • College ELC club has organized Various Electoral Awareness activities i.e. Voter registration camp, conduct declamation on the topic "Elections, Indian Democracy and Indian People" slogan and essay writing "Role of women in elections and politics", Quiz, Election Hero Campaign, celebration of National Voter day.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	As per government of India order 25th January every year is celebrated as 'Voter's Day' GPC is celebrating every year. By organising media debate, by raising awareness. College students carry out rally about voter's right student council made a video to spread awareness during Lok sabha elections to generate awareness among public to exercise their voting right.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Regular camps are organized at college. Awareness is generated by faculty and student co-ordinator by visiting different classes. Students are informed by the camp in their common telegram group also. Data of students from office is taken and newly enrolled eligible students are called by the ELC to register as voter. ELC also help students to fill require form and took help of student council also to instutionalize the mechanism.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
647	633	588	677	745
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 51

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	28	32	34

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
85.84	47.76	28.21	9.69	3.18

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution ensures methodical, strategic, transparent procedure for effective curriculum planning and delivery including an Academic calendar and the conduct of continuous internal Assessment

Curriculum Planning:

- College strictly adheres to academic calendar issued by the university and prepares activity calendar every year.
- Every year the college publishes a detailed prospectus every year that contains all information regarding the programmes, courses, examination and assessment criteria and same is uploaded on college website.
- As a regular practice, Induction programme for first year students is organized to acquaint them with the campus amenities, programmes and course outcomes, welfare schemes, examination schedule and assessment criteria, extracurricular activities and grievance redressal mechanism.
- Orientation meeting is organized for the new faculty. Attendance register is specifically designed for the faculties to give ready reference to academic calendar, activity calendar, unitization of syllabus, course and program outcomes and teaching pedagogies.
- Timetable is well communicated to students on WhatsApp groups/ Telegram and displayed on the notice board.

Curriculum delivery:

- The faculty are members of the Board of Studies of Panjab University and thus substantially contribute to curriculum development.
- For better conceptual clarity for the students, medium of instruction of studies is mother tongue Punjabi, along with Hindi and English. Every course has well defined course objectives following Bloom's taxonomy.
- The college facilitate the faculty to participate in Faculty Development Program to update their subject knowledge.
- Interactive teaching is promoted through students' participation in group discussions, quizzes, case studies, ICT enabled teaching.
- The curriculum is put into practice through lectures, assignments, projects, field trips, internships, Industrial visit, press visit, expert lectures, seminars, workshops etc.
- Our college was a front runner in imparting an effective online education during covid-19 pandemic by ensuring interactive online classes and interacting with students through various

online platforms like Google Classrooms, Webex, Zoom, Google Meet, WhatsApp, Telegram etc. GPC has its own YouTube channel and Facebook, and Instagram account where co-curricular and extracurricular activities are regularly are uploaded and study material are provided in whatsapp group of respective classes.

- Essential visit of students to well-stocked library, industries, press, use of Audio-visual and smart teaching aids and software, e-resource center, community engagements etc are some student-centric methods for effective curriculum delivery.
- Feedback committee collects, analyse gaps , it is followed by action taken by the management

Continuous Internal Assessment:

- Formative assessment is done to identify gaps in students' knowledge to identify slow and advanced learners at the time of induction program. Bridge Course. formal and Informal certificate courses are organized to fill the gap.
- Remedial classes are taken for slow learners to prepare them well for final exams. The advanced learners are encouraged to further progress in career by providing them with advanced reading materials.
- The students' performance is assessed through performance in class tests, group discussions, presentations, quizzes, mid-semester tests, project reports, dissertations etc.
- Result Analysis based on course attainment at level one (50 %) per subject is expected. Condition tests and remedial classes are conducted for students who could not attain desired level.

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

1.2 Academic Flexibility

1.2.1

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

Response: 22

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 24.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
293	299	95	51	57

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The courses, designed by the affiliating Panjab University, has integrated cross cutting issues as follows:

Professional ethics and human values are complimentary to one another. Professional Ethics is available in course of law, taxation, psychology, Sociology business ethics, commercial law, business law, legal aspect of business, Goods and Services Tax, Corporate Governance, Corporate Social Responsibility and psychology for managers in the programme of BBA/BA/B.Com is to make students aware of the need of professionalism and ethics.

Human Values: - Punjabi or History and Culture of Punjab is compulsory course for all undergraduate programmes, instilling in pupils a strong sense of cultural and religious values. Human values are explored in Punjabi poetry and storytelling. Other courses that address these topics include political science, psychology, sociology, and Punjabi (both compulsory and elective) to get knowledge about human values, societal norms, constitutional rights and comprehend behavioural shifts, psychological issues, and ways to address them.

Gender Sensitization: Our students of Sociology, Political Science and English, study concepts related to gender issues like gender identity, gender roles, a basic understanding of patriarchy, masculinity and femininity. IQAC and Equal Opportunity Cell organize invited lectures/ conferences/ workshops by inviting eminent speakers to talk on gender equality, violence against women, women rights in property, National Girl Day etc. College has a best practice to declare one college Color (Male) and College Color (Female) Gender Champion: (Male) and (Female), NSS Best camper (Male) and (Female), NCC Best Cadet: (Male) and Female. College follows Gender Parity and Equity in selecting annual committees and Student Council scrutinize on the basis of student efforts. College has conducted Gender Audit internally and externally by expert members.

Environment and Sustainability: UG students of all streams mandatorily study Environment Science for fulfilment of the degree. Students plant more than 200 saplings every year in campus and nearby villages and has also conducted cleanliness and tree plantation drive. College has Plastic shredder machine to make campus plastic free. College has herbal garden with plenty and variety of trees, fruits, vegetables. Due to enormous green efforts, our college was awarded **Green Champion Award** twice in Ludhiana district. Our college got **A grade Ranking** in water conservation, preservation, water harvesting, waste management, under National Rural Institutions Sustainability Grading for session 2022-23. Recently is awarded with District Environment Championship Award 2024-2025 for promoting environment awareness by National Education Trust of India.

Holistic Development of students:

Plenty of curricular program are planned in academic calendar for holistic development of students. The college has several committee to develop personality of students through hands-on training. Institute organizes various outreach activities on health issues. substance abuse Blood donation camps, Swachhata Campaigns, Road safety awareness lectures, Akshy Urja Divas, Swachhata Abhiyan, Industrial Visit, Press Visit, visit to Old Age Home and Deaf and Dumb school, NCC, NSS, Gender Champion Club, Electoral Literacy club, Recently college is felicitated by Govt Medical College and Hospital, Chandigarh on 20th anniversary of 'World Blood Donor Day' for promotion of blood donation program for last 14 years.

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: 17.62

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

Response: 114

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

1.4 Feedback System**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
276	276	220	297	322

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
449	457	413	486	498

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 24.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	49	51	54	54

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

2022-23	2021-22	2020-21	2019-20	2018-19
216	219	211	249	255

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.31

2.3 Teaching- Learning Process

2.3.1

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

Response:

Our college prioritizes student-centric teaching practices to create meaningful learning experiences and motivate students to participate actively in their education. We employ a variety of ICT-enhanced teaching tactics, including interactive learning, experiential learning, and problem-solving approaches.

Experiential Learning: This method immerses students in real-world scenarios to improve comprehension and develop practical abilities. Through field trips, laboratory work, practical projects, internships, we turn this into reality. These interactions foster creativity and critical thinking by bridging theory and practice. Some specific examples include:

Practical Demonstrations: These are utilized in courses such as computer science, psychology, journalism, music, and physical education, accounting to enhance practical abilities.

Online presentations are used in courses like BCom, BBA, BCA, and MA to facilitate creative learning.

ICT-Enabled Teaching: Extensive implementation is not only in BCA and PGDCA programs but also in BCom, BBA, BCA and MA English to align with the standards of learning of the digital age.

Study tours and educational trips are part of the MA and BA History and Hindi course.

Field and Industry Visits: A BBA programme component meant to provide students with practical experience.

English Language Lab: Enhances language skills through computer-assisted learning.

Technical computer education: Encourages computer-assisted learning by imparting fundamental computer expertise.

Promoting Curiosity: Encourages students to actively participate in class to develop their critical and analytical thinking skills.

Participatory Learning: This method creates a vibrant learning environment by promoting teamwork and active participation through Group discussions, peer teaching, cooperative projects, interactive activities, and debates: These methods encourage collaboration, dialogue, and a range of perspectives.

Student presentations: Helps students demonstrate their learning and gain confidence.

Group discussions: Encourage the growth of interpretive and analytical skills. Projects and assignments: Crucial to any course, they enhance conceptual understanding and internal assessment.

Interpretation/Research Dissertation /Translation Work: Encourages master's level students to apply concepts critically.

Case studies and role plays: Promote analytical and critical thinking in learning.

Literary/General Quizzes: offered in all programmes to enhance comprehension of the subject matter.

Problem-Solving Methodologies: These approaches equip students with the knowledge and skills necessary to tackle challenging issues through Case studies, and problem-based learning exercises

Using Case Studies and Numerical Problems to Solve Problems: The focus of the BCom and BBA curriculum is on developing students' critical analytical skills. **Assignments/Projects:** Designed to improve writing skills in compliance with assessment and curricular guidelines.

Methods adopted:

Lecture Method: Direct instruction is combined with a variety of attentive listening strategies.

YouTube lectures: Extend assistance by elucidating important ideas.

Additional Books and Handouts: Provided as supplementary learning materials.

Projecting Documentaries and Films: Visual assistance to improve writing assignments in MA and BA programmes.

Games and Role-Playing Exercises: Classes are the main venues for dramatizing literary works where students indulge in dramatic role plays.

Integration and Application: We encourage multidisciplinary collaboration and provide a holistic perspective by integrating these strategies across academic domains. Using knowledge and skills in real-world contexts, this approach prepares students for both academic and career endeavors.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	28	32	34

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

2.4.2

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

Response: 52.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	15	17	17

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has been following the rules of Panjab University, Chandigarh to strengthen the mechanism of internal assessment, making it more transparent and robust in terms of frequency and mode. It is one of the significant initiatives as to ensure attainment of COs and POs.

Methods of Internal Evaluation

1. **Internal Class tests**
2. **Project work**
3. **Assignments**
4. **Oral Presentations**

5. Formal and informal discussion**6. Viva-voce****7. Quiz Sessions****8. Surprise Tests****9. Random Questioning related to Subject.**

Internal Assessment helps to **evaluate the teaching learning process** and its **effectiveness**. Emphasis is given to **learner-centric transparent examination system**. Mainly, the regular **class tests and semester end examinations** are used to evaluate student performance.

Mechanism adopted for Internal Assessment:

- 1.: College has constituted an Examination Committee for Internal and University level examinations. Internal Examination Committee (both for UG and PG) plans Internal tests (Mid-Semester Examinations) for each semester as per the Academic Calendar.
- 2.: The Examination Committee makes necessary arrangements for the smooth conduct of internal tests. Notices/Circulars pertaining to the examinations are frequently displayed on the notice board, Google classrooms and the Mentor-mentee Whatsapp groups.

Assessment Criteria followed :

For Postgraduate classes (Semester System), PGDCA, M.A.English(I & II) and M.A.Punjabi- I & II, following criteria was decided:

- i. Terminal Evaluation 80%.
- ii. Continuous Assessment 20%
- iii. Continuous Assessment includes written test, snap test, participation in discussion in class, term paper, attendance etc.
- iv. In order to incorporate an element of continuous Internal Assessment of students, the college conduct tests as below:

a.	Written test (one per semester) :	25 (reduced to 5)
b.	Snap test :	25 (reduced to 5)
c.	Presentation :	25 (reduced to 5)
d.	Assignment :	15 (reduced to 3)
e.	Attendance :	10 (reduced to 2)
	Total :	100 (reduced to 20)

For Undergraduate classes (Semester System), B.A./B.COM/ BCA/BBA-I, II & III(Semester System),

following criteria was decided:

- a. MST 5%
- b. Academic activities(seminar/Project/Assignment) 3%
- c. Attendance 2% (Attendance 75% and above upto 85%: 1 & above 85%: 2)

Transparency in Evaluation:

The student evaluation based on Internal Tests and other classroom exercises are transparently executed. Teachers discuss answer papers of Internal tests, scheme of marking and student performance in the tests. Transparency in examination evaluation enables the students to face the examinations with confidence and supportive of ethical means.

The College also has constituted a separate **STUDENT GRIEVANCE AND REDRESSAL CELL COMMITTEE**. The concerned teacher/Head/ Coordinator of Examination/Coordinator of Student Grievances and Redressal Committee are easily accessible for the students to approach and raise their concerns if any.

The College follows a transparent evaluation method and no discrimination is made based on gender, caste or religion. The examination related grievances are time bound and efficient.

Robustness in efficiency and robustness in evaluation in terms of Frequency and mode:

The transparency in Evaluation including tests, assignments and

Mid Semester exams resulted in a significant increase in the average results of the college up to 100%.

The Library of the college preserves the question papers of exams of previous years for the student's easy access.

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

Response:

The College offers different programs and POs & COs are displayed on college website and communicated to teachers and students in the following ways:

Offering and communication of COs, PSOs and POs: The College follows the curriculum of Panjab University, Chandigarh and has a well-developed system for the communication of COs, PSOs and Pos.

The detailed COs, POs & PSOs in line with institution's mission, vision and goals are displayed on college website: <http://gpcalour.com/programs/>

The HODs, concerned staff, IQAC coordinator and members are involved in preparing and presetting the outcomes and finalizing on approval by the Principal. The students are counseled about the outcomes at the beginning of academic years in the orientation class addressed by the Principal, and also in the regular classes by HODs and the concerned faculty members. Regular discussions realize the outcomes to the students. Bridge (especially for First Year Classes) and remedial coaching (for all the classes) assist to enrich the stated outcomes.

COs, POs and PSOs are disseminated through regular classes, website, induction program, google classroom, telegram and whatsapp etc

Factors those help in defining COs and POs :Based on bloom's taxonomy are Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge are followed

COs & POs at Undergraduate level:

- Creative and Analytical skills
- Holistic personality development with ethical and moral inculcation of values
- Sharpened linguistic and communicative skills
- Practical and Industry oriented approach
- Social and Environmental responsiveness
- Conceptual understanding and techniques of core and complementary disciplines

COs & POs at Postgraduate level:

In addition to above,

- Effective Communicative, Linguistic, Creative and Analytical skills
- Research aptitude
- Social and Environmental responsiveness
- Teaching skills through class presentations

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Graduate Program (BA, BCom, BBA, BCA) and Post Graduate Program (MA English, MA Punjabi and PGDCA) are designed to ensure that students achieve both specific Course Outcomes (COs) and broader Program Outcomes (POs). An essential part of ensuring academic quality is evaluating these results, which gives information about how well the program is achieving its learning goals.

1. Course Outcomes (COs) Evaluation

Course outcomes are defined goals that students are supposed to accomplish at the end of a certain course. In order to evaluate COs, various formative and summative assessment techniques are used: Formative assessments are given at various points during the course and consist of participation in class, assignments, quizzes, and presentations. Formative assessments give teachers and students ongoing feedback, enabling them to modify their pedagogical approaches and offer more assistance as needed.

2. Program Outcomes (POs) Evaluation

Program Outcomes represent the broader skills and competencies that students are expected to develop over the duration of the program. Evaluating the attainment of POs involves the following approaches:

- Detailed Mechanism for Summative Assessment is written in 2.5.1.

Summative assessments: MST exams and Final examinations conducted before and at the end of the semester determine the degree to which students have met the COs..

- The Program outcomes are evaluated on the basis of students' performance in University examinations.

3. Mapping COs to POs

Accomplishing educational goals is created by the alignment of each CO with one or more POs. This mapping makes it easier to see how each course fits into the larger goals of the program.

4. Data Collection:

The evaluation process involves collecting and analyzing data on student performance in University examinations. This data is used to:

- Measure Attainment Levels: Determining the extent to which students have achieved the COs and POs.

	Attainment Levels (PO)		Attainment Status
	LEVEL 3	3	Attained
	LEVEL 2	3	Attained
	LEVEL 1	1	Not Attained
Level 3: Average Score of above 55%			

Level 2: Average Score of 50 - 55%			
Level 1: Average Score of less than 50%			
	Attainment Levels		Attainment Status
	LEVEL A	2	Attained (More than 70%)
	LEVEL B	2	Attained (More than 60%)
	LEVEL C	2	Attained (More than 50%)
	LEVEL D	1	Not Attained (Below 50%)

From the table given above, it is analyzed that out of 7 Programs (BA, Bcom, BBA, BCA, PGDCA, MA English, MA Punjabi) only 3 Programs (BCA, PGDCA, Bcom) attained Level 3, while 3 Programs (BBA, MA English, MA Punjabi) attained Level 2, and 1 Program (BA) was placed at Level 1 based on the score in Level A, B, C, D (Above 70%, Above 60%, Above 50% & Below 50%).

Through Systematic mapping of COs to POs, along with rigorous data collection and analysis, facilitates continuous improvement, ensuring the program's effectiveness and relevance.

File Description

Document

Upload Additional information

[View Document](#)

2.6.3

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

Response: 82.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	137	198	182	200

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

2022-23	2021-22	2020-21	2019-20	2018-19
167	191	200	191	249

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.38

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.302	0.5	0	0.4	0.4

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Although no approved research centre at college, but college tried best to create an ecosystem for research promotion

The Research and Development Cell of the college has been reconstituted as per UGC guidelines 2021.

The institute has established an **Incubation centre** under R &D Cell of the college. The incubation centre guides students to start-up their ventures at their own pace with minimal investment. Keeping in the view, students prepared their short-videos sharing their experiences of counselling received from the Incubation Centre.

Patents and Copyright: College is awarded with copyright of its College Anthem 'Mera Pyara

GPC' (M-784/2023).The faculty has filed 4 patents, out of which 3 patents are published Principal has published a patent (application number 202211020066). Dr. Ruchika Jain and Prof. Aradhana Sharma are among the inventors of a patent (application number: 202111056969). Prof. Aradhana Sharma has another patent entitled .“A Novel c3pin Technique using Artificial Intelligence for Transforming the Insurance.”

The College is providing sufficient **research facilities** by subscribing print journals including SCOPUS indexed and one UGC-Care listed journals. College is member of the N-List programme of UGC Inlibnet (since 2012) 6000 peer reviewed journals at one place, mobile IDs are provided to faculty and PG students 24x7 access.

The faculty members are motivated to **publish their research works** in national and international journals and books of repute resulting in to 176 publications as compared to a very less number in the previous cycle of accreditation.

The College has taken an initiative to encourage the non PhD faculty members to pursue their Ph.D

Sponsored Projects and Conferences: Dr. Gopal Krishan is awarded with a minor research project worth Rs. 6,40,000 by ICSSR, New Delhi and Dr. Ruchika Jain is awarded with a research grant of Rs. 37,000 by Panjab University, Chandigarh. Every year, college organizes sponsored National Conferences and workshops.

Research Consultancy & Guidance: The institute runs a research consultancy with a defined policy. Principal and faculty are among eminent resource person by HRDC/University and colleges for expert advice.

Initiative under NEP 2020 to promote languages: The College organized 3 Days National Workshop on "Research and Academic Writing in Indian Languages" sponsored by Bhartiya Bhasha Samiti, Ministry of Education, Government of India. In this workshop, the distinguished Chancellor & Vice-Chancellors of various Universities were the resource persons.

Online National Workshop on Research: We also conducted a Seven Days Online National Workshop on Research Methodology. The lectures pertaining to research were delivered by eminent researchers in the fields of academia for all seven days on the topics such as SLR, SPSS, Reference Management,

Identification of Predatory Journals etc. for a huge number of participants.

Webinar Series: During pandemic, the college organized a series of 58 webinars for students to continue learning and a few exclusively for faculty to continue research activities. Three webinars were exclusively conducted on Intellectual Property rights.

MOUs: The institute considering student centric learning through innovation and transferring the best of knowledge from academicians has signed numerous MoU's with national and international bodies of academic recognition.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	6	1	1

File Description	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:** 1.33**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	4	31	20

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.8**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	4	9	5	8

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

3.4 Extension Activities

3.4.1

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

Response:

Extension activities under following heads are carried out:

National Service Scheme (NSS): Under the guidance of trained Program Officers college hosts one special camp of 7-days NSS Day & Night and several one day camps and celebrate all days of National Importance throughout year. The NSS Volunteers and non-volunteers are involved in community-based activities such as Tree Plantation, visit to old age home, Kushat Ashram, deaf-dumb school and cleanliness drive in our adopted village, rally against social evils and traffic awareness rallies.

National Cadet Corps (NCC): Under trained ANO, cadets take part in independence Day Parades, Republic Day parades, and other social reform-related events like cycle rally to instill discipline, act as traffic marshal at traffic lights. Cadet Garima Singh participated in the 75th Independence Day Parade at Red Fort New Delhi and two NCC Cadets Krishna and Sunny represented 5PB/BN/NCC/PATIALA in a competition held of different battalions and secured with 1st position in the competition.

Under MGNCRE (Mahatama Gandhi National Council of Rural Education of Ministry of Education) The college is regularly engaged in conducting various competitions such as National level Business Plan Competition, Our Green Decisions – Showcase your Campus Video, Build up! Outdoor classrooms and healthy open places on campus, Zero Waste Championship, Social awareness drive on the theme ‘Har Ghar Tiranga’ under the umbrella of Ministry of Education, Government of India initiative MGNCRE. These events help the students to develop social abilities and understanding the outward-oriented dimensions of the society.

College has an active **registered alumni association**. This association organized various events like tree plantation drive, Motivational talk for students on ‘How to succeed in all walks of life, seminar on ‘Building Elements of Human Personality’ in near- by school, Mashaal March on 116th Birth Anniversary of Shri Bhagat Singh Ji, Webinar on ‘Marriage V/S Live-in Relationship’, Webinar on ‘Live, Dream and Achieve’ etc. Impact is that Alumni have become our brand ambassador in society.

Financial Literacy Club organizes Financial Literacy Awareness Drives in nearby schools. The purpose is to stay tuned with the vision of Reserve Bank of India i.e. ‘Present day school pass outs need to be financially more literate than their parents were’.

Student Council-College has an active student council. This council organizes all events of college like farewell party, fresher Party, Annual Function etc. Impact is excellent team work, event management and leadership skills are seen among students.

Blood Donation- Every year one to two Blood Donation camps are organized. Directory of blood donors created has saved life of several patients in distress. Impact is blood donor award by Govt Medical

college, Chandigarh

MOU with Unique Ladies Club an NGO for vermicomposting was signed. To reduce plastic waste in Mandi Gobindgarh, a plastic shredder machine was installed by the club. Bottles from all nearby areas are collected for shredding into ribbons. Impact is that campus and nearby areas is plastic waste free.

Workshop on Self Defense- College organized a two days Self-defense Karate workshop for girls in association with an NGO helping Hands.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

- **The college was awarded with**
 - Best NSS Unit Award from **Panjab University Chandigarh**
 - **A+ Ranking** in Phase I by National Rural Institutions Sustainability Grading(NRISG) MGNCRE, **Ministry of Education** in 2022-23.
 - **Certificate of Appreciation** for Video on "Karigari & Karobari Entrepreneurship" by MGNCRE, MOE India (2022-23)
 - **Copyright** of its College Anthem 'Mera Pyara GPC' by Copyright Office, Government of India.
 - The MGNCRE, MOE, GOI awarded the college with the status of Recognised **Social Entrepreneurship, Swachta & Rural Engagement Cell** Institution on 27-08-2020.
 - Principal was awarded for organizing District Level Workshop Promoting Social Entrepreneurship-based Vocational Education **MGNCRE MOE** (12-11-2022)
 - Principal received Certificate of Appreciation for Contribution to World Environment Day celebration MGNCRE, **Ministry of Education(2022-23)**
 - Asst Prof Rajesh Kumar received **Certificate of Appreciation** for Contribution to World Environment Day celebration by MGNCRE, **Ministry of Education** (2022-23)
 - Every year, Principal Dr. Neena Seth Pajni and Prof. Rupinder Singh are awarded as '**Sports Promoter**' by **Panjab University Sports Council**, for their Contribution towards University Sports Achievements.
 - Dr. Gopal Krishan is awarded with research Grant of Rs. 640000 by ICSSR New Delhi for Monor Research Project .
 - Dr. Ruchika Jain is awarded with research Grant of Rs. 37000 by Panjab University Alumni Association for Research Project.
 - 3 students awarded participation certificates from **MGNCRE, Department of Education, GOI**, for National level Business Plan Competition (August, 2021).
 - Student Garima Singh secured First Position in the **District Youth Parliament** organized by

Nehru Yuva Kendra Sangathan (Punjab Govt)

- Principal served as President of Panjab University Sports Council(2020-22).
- Dr. Neena Seth Pajni, acted as Zonal Vice President (North Zone) Association of Indian College Principals) for 3 years w.e.f. March 2019. She was appointed as Vice President (Overall) of Association of Indian College Principals for 3 years w.e.f. Feb 2023.
- **Lions Club Mandi Gobindgarh** honored Principal Dr. Neena Seth for two consecutive years for her contribution in the field of Education.
- **Haryaval Punjab Fatehgarh** Sahib honoured Principal Dr. Neena Seth for her contribution in preservation of environment.
- Asst Prof. B. Rupinder Kaur, received **Anna Bhau Sathe National Best Teacher Award** for the year 2019-2020 from the The English Educators Society.
- Asst Professor B. Rupinder Kaur, received grant of INR 5000 for translating of Anna Bhau Sathe's Maza Russiacha Pravasa.
- Asst Professor B. Rupinder Kaur awarded with **TESOL Scholarship** worth Rs. 1.5 Lakhs for EL Professionals from US Embassy.
- Principal felicitated by **Panjab University Chandigarh** for serving as Editor(eng) of Youth welfare magazine Jawan Tarang 2022-23.
- **Association of Indian College Principals** honored Principal in recognition of contribution for Higher Education
- Principal honored by **SCD Govt College, Ludhiana** during Panjab University Zonal Youth and Heritage Festival 2018
- Principal honored by **Govt Medical College and Hospital, Sec-32 Chandigarh** for her contribution promoting blood donation drive for last 14 years
- Principal honored by **Department of Youth Welfare, Panjab University, Chandigarh** for her services as convener of youth training and workshop (2020-21)
- Principal served as Editor of Panjab University magazine Jawan Tarang twice, Asst Prof Sushma Miglani and Asst Prof Bangera Rupinder Kaur also served as staff editors

File Description	Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	5	6	4

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

3.5 Collaboration

3.5.1

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

Response: 9

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our college has a sprawling campus in 7.756 acre with a total built-up area of 4313.84 square meters, featuring an impressive green open space. It provides a comfortable and conducive learning atmosphere. The infrastructure comprises 25 well-furnished and airy classrooms, creating an ideal environment for focused academic pursuits. The institution is equipped with seven latest laboratories, including three computer labs, one music lab, one functional lab, one Journalism and mass communication lab, one recording lab, one psychology lab ensuring students have access to cutting-edge facilities for practical and experiential learning and meeting the material needs of students and stakeholders.

To facilitate various activities and events, the college provides essential spaces like auditorium with 600 seating capacity, a seminar hall accommodating 100-seating capacity, a seminar room with capacity of 40-seats, and a meeting room-25 seats with WIFI connectivity. The campus includes amenities like quality washrooms, cafeteria, and smart classrooms.

Recognizing the importance of physical fitness, health and mental well-being, college has provision of psychology counsellor to address the personal, behavioral, stress related and academic counselling. College has adequate sports infrastructure and facilities ie; Indoor Multi-Purpose Gymnasium Hall, Badminton courts, Table tennis tables, Chess, Multi-station Gymnasium, Outdoor Facilities, 400-meter Standard Track, Long jump Pit, Throwing Circle for Shot Put, Throwing Circle for Discus throw and Hammer Throw, Volleyball Court, Cricket Pitch, Cricket Pitch, net practice, Basketball Ground to cater various needs of students and players.

The campus also ensures plentiful drinking water with centrally installed RO facilities, a Yoga center, plastic bottle shredder machine for plastic free campus, and vending machines, ramp, wheelchairs, and specially designed washrooms for differently-abled students. Environmental consciousness is further evident through a Ground Water Recharge through roof top water harvesting facility, Vermicomposting unit and a herbal Garden.

Our automated library is a treasure tomb of knowledge, boasting over 13768 books and providing access to online resources through N-List and inflibnet, library management software (Bibliosoft), Bar Coding

system and WIFI connectivity and a reading area.

The technological infrastructure of the institution is robust, with approximately 110 computers available for academic purposes. Administrative office is equipped with requisite desktops, laser printers and financial accounting package shakun. Moreover, there are dedicated offices for different committees, including NCC, NSS, Research Cell, Cultural Cell, IQAC, Registrar-examination, Vocational Guidance and Placement Cell.

Embracing renewable energy, our institution has installed a silent power generator of 80 kva and solar power unit with a capacity of 75 kva on the roof of the college building. This initiative reflects our commitment to sustainability and environmental responsibility.

In essence, the meticulous planning and provision of these infrastructural facilities underscore our institution's dedication to creating an environment that goes beyond mere academics, fostering a comprehensive learning experience and ensuring the well-rounded development of every student.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 2.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.49	0.67	0.21	0.61	1.07

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

An academic institution's mission, goals, and vision are reflected in its library, which is more than just a collection of books. It is meant to be a reflection of the organization's dedication to promoting a culture of education and knowledge sharing. Our library is essential in offering the basic resources required for an extensive educational experience since we recognize that learning is a continuous process.

Our library stands as a potent facilitator, especially in the initial phase of the learning process. It is a dynamic hub where students can delve into a vast collection of over 13768 books, 58 encyclopedias, 49 Dictionary, including a rich assortment of journals, magazines, newspapers reference materials and Book Bank facility, which provides books for the duration of the session The significance of these resources lies in their ability to complement and fortify the knowledge acquired in classrooms.

Library is equipped with Bibliosoft Automation ILMS software is used in the college library's automation system to cater to various facets of library administration. These modules encompass features such as acquisition, stock verification, weeding out, and reporting on issues such issue returns, book reservations, recall and reminders, and a missing book list with integration of barcode scanner system for quick and accurate processing. The library's automation includes a Barcode printer (Zebra GC420t) with a barcoded CCD TVS scanner (BS-C101) ensuring seamless tracking and management of the extensive book inventory

Our library subscribes to prominent online E-resources through N-List and InflibNet, CD /DVD providing our stakeholders an access to online information, further enriching their academic pursuits.

Library is having E-Resource Centre for access of online Learning resources to the campus's WiFi availability and E-Resource centre, where internet access is available free to all for academic purpose.

Considering special needs of specially abled student library is having open source NV-Access software, magnifier, as a tool for help in academics.

Library has archives of faculty publications and student dissertations along with reprographic facility. Library has a special section devoted to rare books.

To avoid difficulty in locating the required book, DDC method of classification (Dewey Decimal Classification) has been used. Accordingly, each subject has been assigned not only a specific class code but also book shelf number (Almirah Number). CCTV camera are also installed in library.

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

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

Response:

The institution frequently updates its IT facilities including Wi-Fi and network infrastructure. The institute is running one BSNL lease line and one Connect lease line for backup purpose. To ensure user privacy and security SOPHOS firewall has been installed.

The college has recently undergone an IT upgrade to strengthen connectivity and provide a smooth online experience for students, faculty, and staff. This update involved the installation of the latest networking equipment for extensive Wi-Fi coverage throughout the campus. The entire campus is a Wi-Fi-enabled zone, ensuring that individuals can connect to the internet effortlessly from various locations, including classrooms, library, common areas, and outdoor spaces. College students, faculty and staff are issues WIFI user account with unlimited internet access for academic, research and administrative work.

In terms of internet bandwidth, our institution recognizes the increasing demand for high-speed connectivity to support various online activities, including research and virtual classrooms. Taking in the view college has its Lease line of 100 Mbps from BSNL and a backup line of 10 Mbps from Connect service provider.

College IT infrastructure includes online UPS for uninterrupted power supply. Four (06 KVA) and One (03 KVA) online UPS are installed at different locations. Taking a serious note towards maintenance college has a UPS AMC throughout as a Best Practice.

College has E-Resource center in library for the students and staff where any student can access free internet facility for academic purpose. College has Journalism and Mass Communication Lab with licensed software for academic and experiential learning of students.

College has three computer labs with latest HP, Dell, Compaq and Wipro desktops. College has recently upgraded two labs by replacing 50 computers with latest configuration new desktops with licensed operating system. The software used are also upgraded on regular basis as and when required. College labs are having Projector, LCD TV, OHP projector and laser printer, colored inkjet printers to facilitate student and teacher. College has smart classroom with WIFI and projector facility. College has sufficient number of laptops and administrative and academic work. Dedicated desktop and laser printers has been installed in different offices including administrative office, principal office, music lab, library, staff room, seminar hall, smart classroom as per requirement.

Our dedication to providing adequate internet bandwidth and upholding latest IT infrastructure is evidence of our commitment to fostering a technologically advanced learning environment. Providing our teachers and students with the tools and resources they need for a hassle-free and productive academic experience is our motivation for taking the lead in technological advancements.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 5.88

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

Response: 110

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 1.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.29	00	00	1.43	00

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 28.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
232	200	135	160	223

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 55.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
600	550	273	95	299

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

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: 58.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	102	118	74	105

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	137	198	182	200

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 24.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	6	8	14

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 64

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	03	12	18

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 21.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	23	18	24	22

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:

A college's alumni association is an essential connection between the institution and its former students, promoting a sense of belonging and enduring relationships. The Alumni Association of Gobindgarh Public College was formed in the year 2012 under the able guidance of principal. Alumni are enhancing image of college by their facebook page(<https://www.facebook.com/alumnaiAssociation.gpcalour?mibextid=ZbWKwL>)

- Alumni association of the college was registered in the year 2014 under the Societies Registration Act (XXI of 1860) and as amended by the Punjab Amendment Act 1957. This registration came into force on 1st April, 2014. Till 2017-18, the President of Gobindgarh Educational & Social Welfare Trust act as Patron of the association along with Principal. Dr. Ruchika Jain is the convenor of the society. The registration of society has given it a legal status. A separate bank account has been opened.
- Mission of G.P.C Alumni Social Welfare Society: To participate in social welfare activities for social accountability. - To build a bridge between college life and career life so as to introduce present students to the professional world. - To participate actively for the development of college.
- Elections of G.P.C Alumni Social Welfare Society were held for the selection of Office Bearers and Executive Members of the association for the term of 2 years. Batch Ceremony of newly elected office bearers is organized by the college and Pledge is taken by the office bearers that they will work for the betterment of society and will ensure their full efforts in upliftment of college and society. Annual Alumni Fee is Rs. 100.
- GPC Alumni Social Welfare Society are committed to practicing good environmental stewardship and actively take part in campaigns to advance sustainability. To promote a more sustainable and environmentally friendly future, our Alumni members arrange campus cleanliness drive, tree planting drives, various environmental and teamwork activities and seminars.
- Apart from these initiatives, every year a yoga camp is arranged by the GPC Alumni Social Welfare Society in an effort to promote health and wellbeing. Extension lectures on Drug Abuse, meditation techniques, personality development program, career counselling courses, and mentoring programmes, self-defence workshop etc. are organised by Alumni members.
- GPC Alumni Association offers financial assistance to the needy students through scholarships and financial aids.
- GPC Alumni Social Welfare Society is comprised of many personalities like famous Bollywood actor singer Jassi Gill, International sports persons like Rajveer Singh Sekho, Rajinder Singh, Sheru Singh (National Coach), a well-known figure whose accomplishments have brought pride to the institution, while Promila Gupta an esteemed IRS Officer, exemplifies excellence in public administration. Additionally, Rajan Goyal, Varinder S. Waraich and Bhawna Gera are prominent figure in academics, further enhance the scholarly reputation of GPC, while Varun Lamba, Jorawar Singh associated with Art of Living, contribute to the cultural and spiritual well-being of the community.
- Apart from these, Alumni members Mr Manav, Bhawna and Harinder also gave their voice in College Anthem. We have copyright of our college Anthem. College has signed MOU with the

alumni Jatin Sood MD of firm Bhawani Industries.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Gobindgarh Public College is a rural institution providing education to youth of nearby villages with a Vision "TO BE A CENTRE OF EXCELLENCE WITH VALUE BASED EDUCATION FOR THE UPLIFTMENT OF RURAL & URBAN YOUTH THROUGH SOCIETAL RESPONSIBILITIES AND FOSTERING GLOBAL COMPETENCIES". At Gobindgarh Public College Alour Khanna we are deeply committed, to provide value and quality education in the community. Our focus is commitment on offering tailored services to our students with an unwavering support of teaching faculty and non-teaching staff who uphold professionalism and maintain a disciplined campus environment. Our goal is to promote excellence in education that emphasizes both growth and ethical development while also fostering a gender sensitive culture. Inspired by the principle of 'Tamsa Maa Jyotirgamaya' (as seen in our college logo), we strive to nurture individuals who embody values, possess a perspective and are dedicated to serve society. We prioritize creating an environment that encourages qualities such as integrity, compassion, courage, discipline, perseverance and accountability among our students. Through self-reflection and self-appraisal endeavors we aspire to be leaders, in the educational sector of our region. Values are given top priority which leads to social responsiveness in line with National Education Policy 2020.

The decentralized and participative governance of the Institution is reflected through the following practices:

- The faculty members are provided with leadership and participative role at all administrative positions of the college. In absence of Principal, officiating charge is given to senior members as per availability.
- Two senior faculty members are nominated in governing body of the college in rotation.
- Academic council is constituted, comprising of senior faculty members as per Panjab University Chandigarh Norms.
- There is Registrar for examinations, Dean for extra co curricular activities (male & female both) and trained NSS officers.
- An independent Research and Development cell is constituted in the college.
- Every year student council is elected in the college through which students are given opportunity to be a part of all important committees of the college like students participation in IQAC, vocational guidance and placement cell, NSS, NCC, DAPO Unit, blood donation society, Electoral Literacy Club, Academic Council, Library Committee, Sports Assistance Committee, Student Welfare Committee, Divyang Committee, Tourism, Yuva Club, Environment Committee, Study Abroad Committee, Discipline Committee, Women Grievance Redressal Committee, Cultural Committee etc.

- There is democratic set up for the teaching faculty as Staff secretary and joint staff secretary are selected to represent the staff.

Institutional Development Plan was prepared soon after first visit of NAAC peer team for 5 years i.e., 2015-2020, During covid-19 in 2020 it was again prepared for period 2020-2025 based on digital transition and NEP 2020 recommendations

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Administrative setup

Gobindgarh Public College is private, self-financed, managed by Gobindgarh Educational & Social Welfare Trust. Trust is registered since 1978 and is managing a CBSE school, one Technical Institution and Gobindgarh Public College. All three institutes of trust have different regulatory bodies. GPC is affiliated to Panjab University, Chandigarh, so all rules and regulations of University as given in Panjab University Calendar for private unaided colleges are followed by. Consitution of governing body is as per the University instructions for self-financed colleges.

All policies are in place and are effectively followed in a transparent manner. College is running all UGC recognised Programmes affiliated to Panjab University, Chandigarh. Some employment generating certificate courses are offered in informal & formal mode (in collaboration) as per suggestion by first PTV NAAC report. Gobindgarh Educational and social welfare trust is headed by President. Separate Chairman is deputed for each institution by the trust. Principal is head of the institution, appointed by University by selection committee constituted by Panjab University, Chandigarh. Most of Programmes are run at UG level, so UG departments are there, except one PG Department of English. All departments are having seniormost member as HOD.

College is small, so there is one administrative office with accounts section within. There is separate registrar office, separate Dean student welfare (office), NSS room, NCC room, Separate Research Cell, Separate IQAC office, Sports Room, Separate Vocational Guidance and Placement Cell.

Appointment and service rules

- Regular faculty at level of Assistant Professor only is appointed by University Selection panel following eligibility guidelines of UGC. API score is checked by University and college team. Basic Salary structure of University is followed. All regular faculty has to successfully complete one year probation period. All retiral benefits like CPF, EPF, ESI and gratuity benefits are given to all employee (wherever applicable).
- Full time long term contractual/adhoc faculty is selected by selection panel constituted by management following eligibility conditions required for Assistant Professors, except in case of non-availability of eligible (non-UGC) candidate.
- Non-teaching office staff is appointed by the management on DC rate.

Organization setup

- Principal is the administrative and academic head of the institution
- Academic council as per Panjab University norms is constituted to assist Principal to take quality administrative decisions.
- IQAC is constituted soon after first accreditation council which continuously work for quality initiatives leading to student-centric teaching, learning and evaluation strategies.
- All regular faculty members are given an opportunity to act as convener of various administrative support committees
- Staff secretary and joint staff secretary are selected to redress staff grievance.
- There is office incharge that looks after the University and other stakeholder communication
- Various committees are there for grievance redressal of students and teachers
- A robust feedback system is followed for quality improvement.
- Student council is elected every year with equal opportunities to both male and female students.
- The administrative office has divisions: establishment, Finance and Accounts, examination.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Measures: College provides benefits for the teaching and non teaching staff i.e. maternity leave, leave encashment, provident fund , ESI, dutyleave Ph.D coursework, workshops, FDP's etc. Teachers are encouraged to enroll for Phd, almost all teachers both regular and full time contractual teachers have been enrolled for PhD. Teachers are given encouragement to publish papers in UGC care listed journals. Research Methodology, IPR and other relevant workshops are organised to give exposure to teachers and to develop research culture and ecosystem.

Teacher quality improvement initiatives:

- Teachers are encouraged to update their knowledge by participating in National and International conferences/ seminars/ workshops. Registration fees of conferences is reimbursed by the college.
- College encourage faculty to apply for minor and major research projects from various bodies.
- Professional development opportunities are provided to faculty by allowing and encouraging them to compulsorily attend orientation, induction and refresher programmes.
- FDPs, Seminar, Workshops, Conferences are also organised at college level and partial registration fees for the same is charged from college faculty. Skill workshops and training

sessions were organised for non teaching staff also to give them opportunity to learn required office computational skills.

- **Non teaching staff is provided uniforms for winter and summer. Medical leaves also granted to the teaching and non teaching staff.**

Contribution towards CPF and EPF: Staff has CPF or EPF accounts where contributions are made by the management as per norms.

Gratuity and Retiral benefit : All teachers and non-teaching staff get entitled to gratuity after five year completion of services. Non-teaching is entitled to pension as per EPF/ESI rules.

Leaves: All employees are entitled to casual, medical, duty, maternity, earned and other leaves as applicable according to service condition and nature of job.

Transport facility: College owns two cars, one 32 sitter bus and one two wheeler. Students and teachers are provided transport facility for college related work. Besides this trust own about 52 buses, for transporting students in big number, all kind of transport facilities are provided at the cost of college.

Medical Facility: Trust has facilitated a medical room with a trained attendant and a visiting doctor with all basic needed equipments, medicines and first aid to provide immediate help.

Canteen facility and mess facility: Canteen with healthy diet food in plastic free container is available for all and mess facility is also provided to staff by the trust.

Health and Fitness: Gymnasium is available both for staff and students, Meditation room is there to get peace of mind. Indoor and outdoor game facility is available for all.

Career enhancement and Increments: All staff members are given annual increments. There is no salary pendency since inception of college. Being UG college, Teachers are appointed at Assistant Professor level. They are given promotion facility based under Career Advancement Schemes. They are also encouraged to complete PhD course work with paid leave.

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: 0.66

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

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

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

6.3.3

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

Response: 19.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	22	6	3

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college strives to achieve excellence through academic service to humanity. A well-planned budget guides the mobilisation and optimal utilization of funds. The college has been a self-financed higher educational institution since its inception.

There is no financial aid from the Union or State Government. The major source of funds is the tuition fee of various programmes. The Trust avails additional funds from the parental congregation and borrowings from banks.

The faculty members are encouraged to apply and receive grants from various Central and State Government funding agencies such as UGC, AICTE, ICSSR, NAAC, and NGOs for the conduct of research, conferences, seminars, workshops and surveys. For optimal utilisation of resources, the finance committee plans, controls and monitors the utilisation of funds. As per Panjab University Calendar rules, one part of fees collected from students is deposited in the Amalgamated Fund. This fund is utilized for students and student-related activities, books and other academic expenditures. The principal is authorized to make expenditures out of A.F. A.F. expenditure is approved by A.F. committee of senior teachers. For other expenditures, management permission is required. Fees is the only source of income. On Infrastructure augmentation, most of the time, management/trust makes expenditures out of their resources.

In addition to an internal accountant, an internal auditing team of management and external auditors/CA regularly check and reconcile accounts. External auditors are empanelled by the management for auditing all accounts of college and trust.

There is a gate pass, physical checking, and verification starting from entry-level to stock register entries. Transparency is maintained at all levels of financial transactions. Fees is deposited online in the bank. All students claiming various scholarships are helped to open bank accounts,

To instil confidence among stakeholders and management, a high level of financial integrity is maintained.

The funds allocated for the creation and maintenance of infrastructural facilities are utilised optimally.

The budgetary allocation is made for staff welfare measures and to conduct various academic activities such as seminars, conferences, workshops, FDPs, training, guest lectures and other curricular activities.

The funds are allocated for promotion of research, innovation, consultancy and extension activities.

Adequate fund allocation is made for sports, games and cultural activities. Conscious effort is made for a green campus for making a green campus.

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:

Student Nurture and Enrichment system facilitated by the IQAC of college, is a credible and multi-tiered system which aims at providing support to the students at each step of their academic journey in the college. At the time of admission, Admission committee counsels the students according to interest/future aspirations. College has best practice to conduct induction programme to orient students with college rules and regulations, Time Table, MST, Assessment criteria, list of committees with nodal officers i.e., Anti ragging committee and student grievances, sports / cultural affair committee, excursion committee, library committee, examination committee, feedback committee, internal complaint committee, equal opportunities cell, College color, Gender Champion, Canteen committee, Scholarship Committee, NCC/NSS, Placement cell etc. During induction, bridge course/ certificate courses are organized to fill the gap of students.

College facilitates the formation of Student council keeping in view of gender parity and equity and to instill creative skills among students by publishing yearly college magazine 'The Virtuous'.

Student Management System: The College has integrated its entire admission process from student's registration to grant of admission with the integrated student management system. The college has an online examination portal of Panjab university for filling the examination forms, internal assessment, viva-voce.

Blended Teaching-learning Pedagogy: During the Covid-19 pandemic college transit from conventional teaching to online teaching, IQAC constantly strives to augment Teaching-Learning pedagogy and has adopted Blended approach. Learning Management System is utilized for the creation and delivery of online classes and assessment.

Feedback Mechanism is dynamic and robust, obtained through print/Google forms accessible from the college website. The student feedback covers TL process and the infrastructural and academic resources of the College. These feedbacks are analyzed by IQAC, areas of improvement are chalked out and its progress can be accessible from action taken report.

College has best practice to collect feedback, analyze to prepare action taken report and for uploading at college website.

Mentor-Mentee Programme: Each student is assigned a faculty mentor who acts as first point of contact for grievance redressal and conflict resolution. Besides this, mentor acts as house incharges of four houses viz., maintained Shaheed Bhagat Singh, Mother Teresa, Swami Vivekananda, Sri Guru Gobind Singh.

As a best practice, college facilitates student council with designations to instill them leadership, managerial ability to work on student-specific issues.

Incubation Centre, Financial Literacy and Entrepreneurial Events are encouraged to promote small startups. College has trained MGNCRE nodal officer to engage students to entrepreneurial competition activities. College has financial literacy club headed by Director, Research to make students aware about financial literacy and stock market trading.

Learning outcome and Incremental improvement: College faculty shares objectives, program and course outcomes with the students. Assignments are given to map with program and course outcomes. Student are assessed through formative assessment i.e. class test, group discussion, presentations, assignments, MST. Advance learners and slow learners are assessed through induction program and bridge courses are started to fill that gap. College has signed various National and International MoU's for strengthening industry-academia relationship.

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

Response: B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gobindgarh Public College, Alour-Khanna has actively demonstrated its dedication to advancing gender equity. To assess the state of gender equality, we have initiated a comprehensive gender audit, a practice that underscores our commitment. Efforts have been made to rectify gender biases in educational materials, creating an environment that is representative of all students. GPC observes highest ethical standards in all its activities. Equal opportunities are provided to all people irrespective of gender biasness, religion, national or social root. Faculty and students are provided equal space in academic committees, Academic Council, Student council and parent teacher association etc.

Policy for Gender Equity is followed, it can be verified by the fact that equal opportunity is given to serve as NSS Programme officer, NSS Volunteers, Gender Champion, College Color, NCC Unit, Class Incharges, Class representatives, Student Council, Parent Teacher Association, Dean Student Welfare(male & Female), College Committees etc(detailing in upload)

Gender Sensitization:

The institution has integrated regular sensitization programs into the academic calendar, including workshops, seminars, and awareness campaigns targeting students, faculty, and staff. These initiatives aim to challenge stereotypes, promote understanding, and cultivate an inclusive learning environment. In co-curricular activities, the institution actively promotes gender equity by ensuring equal participation and leadership opportunities for both male and female stakeholders in various committees and cells. Events and activities are designed to be gender-inclusive, fostering collaboration and dismantling gender bias.

facilities for women on campus:

- **Safety and Security:**
 - Well-trained and vigilant security guards.
 - Security checkpoints with Extensive surveillance network with 24x7 by CCTV.
 - Awareness on women safety and gender sensitivity through rallies and camps by NSS, NCC & Gender Champions and Self-help groups of volunteers.
 - Sanitary pad winding machine and incinerator.
 - First Aid facility with in the campus.
 - Self-defence and martial arts workshop for students

- Female Teachers accompany during educational tours, Industrial Visits, Awareness Rallies, Youth Leadership Training Camps and Youth Festivals.
- **Counseling**
- Class incharges and Teachers on Proctorial Committees are available for counseling of both males and female students.
- Internal Complaints Committee for staff and students.

A commitment to gender equity is also evident in the provision of gender-neutral facilities on campus, ensuring inclusivity for individuals of all gender identities. Specialized career development programs address gender disparities in specific fields, offering mentorship, networking events, and workshops featuring successful female professionals to inspire and empower female students in their career pursuits. Institutional policies have been established to promote gender equity, guaranteeing proportional representation of males and females in responsibilities and various committees.

The college evaluates the impact of these measures through feedback mechanisms, surveys and continuous dialogue with students and faculty. Gender audit results serve as a benchmark to monitor progress, identify areas for improvement, and maintain a firm commitment to gender equality.

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

The College has undertaken various efforts and initiatives to foster an inclusive environment and sensitize its stakeholders to constitutional obligations, values, rights, duties, and responsibilities of citizens. Here are some common institutional efforts in this regard:

Diversity and Inclusion Policies: Institution develops and implement diversity and inclusion policies that explicitly promote tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socioeconomic diversity. These policies outline the institution's commitment to creating an environment where all individuals feel valued and supported.

Training and Workshops: GPC organizes training sessions, workshops, and seminars aimed at sensitizing students and employees to issues of diversity, equity, and inclusion. These programs cover topics such as unconscious bias, cultural competence, intercultural communication, and understanding constitutional obligations.

Curriculum Integration: The College integrates diversity, inclusion, and constitutional values into its academic curriculum across disciplines. This ensures that students are exposed to diverse perspectives, histories and experiences and understand the importance of upholding constitutional obligations in their personal and professional lives.

Cultural and Awareness Events: The college has organized cultural events, awareness campaigns and celebrations to promote understanding and appreciation of different cultures, traditions, and identities. These events provide opportunities for students and employees to engage with diverse communities and learn from each other's experiences.

Community Engagement: Through NSS & NCC units and REDC & SES-RE Cells, the college engages with local communities to address issues related to diversity, equity, and inclusion. This involve partnering with community organizations, participating in outreach programs, and supporting initiatives that promote social justice and civic responsibility.

Support Services: Institution provides support services and resources for individuals from marginalized or underrepresented groups. This includes access to counseling services, mentorship programs, financial aid & Scholarships and incentives for individuals with disabilities.

Leadership Commitment: The head of the institution Dr. Neena Seth Pajni demonstrates a strong commitment to diversity, inclusion, and constitutional values through its actions and decision-making. She leds by example, prioritize equity and social justice, and hold herself and others accountable for upholding these principles.

Evaluation and Feedback Mechanisms: GPC has established mechanisms for evaluating its efforts in promoting inclusivity and sensitizing stakeholders to constitutional obligations. This involves collecting feedback from students, employees, and community members, conducting regular assessments and making adjustments based on the results.

Our commitment to inclusive environmental tolerance and harmony remains a driving force, shaping not only the academic journey of our students but also their development into responsible and enlightened citizens. Overall, institutional efforts to provide an inclusive environment and promote awareness of constitutional obligations are essential for creating welcoming and respectful communities where all individuals can thrive and contribute positively to society.

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

7.2 Best Practices

7.2.1

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

Response:

Practice-1: Social Responsiveness by N.S.S. Unit

Objectives of the Practice:

- Adopting a village, to maintain consistency in conducting social activities and also to get desired results.
- Sensitizing students for paying back to society.
- To develop organizational and communication skills among the students.

The Context: Owing to lack of information, ignorance and outreach awareness programs, life of these villagers is still encircled by various problems. Illiteracy, health issues related to unhygienic living conditions, superstitious outlook, adherence to traditional modes of farming, negligence towards banking system etc. are some of the issues restraining the progress of the villagers that compelled us to organize an awareness program specially targeting these issues to bring about a change in outlook of the villagers. Moreover, such targeted activities would surely be helpful in sensitizing the students to pay back to society and to develop some of the vital skills among them.

The Practice: N.S.S. volunteers conducted a specific survey to collect the responses from the villagers of the village adopted in last five years highlighting their life style and outlook. The analysis of the outcome of the survey helped in selecting the topics of discussion and interaction with the villagers that provided a base for organizing an awareness Program. NSS volunteers, apart from performing their routine activities, started communicating, interacting with the villagers to enhance their participation in the lectures and other activities organized for them. • Need of conservation of biodiversity and medicinal plants were explained to the villagers by Dr. Mandeep Singh (NSS programme (Officer) followed by information exchange session. A special training session on Yoga and Pranayama to highlight its significance to improve the life style was conducted. HIV AIDS, Drug abuse and First aid awareness program was also organized. NSS Volunteers and the staff members along with the villagers carried out a cleanliness drive lasting till the end of the Program.

Evidence of Success: A change in villagers' attitude towards cleanliness is clear evident. Calls and invitations were received from the villagers to the college to organize more training and guidance

sessions on Yoga and Pranayama. The participated students appeared more sensitized and motivated as their participation in other social activities, conducted by college enhanced. The organizational skill among the students appeared to be enhanced while organizing various programs in the college.

Problems Encountered and Resources Required: Participation of the villagers was comparatively less during day time owing to their engagement in agricultural activities. It seemed rather difficult to enlighten the villagers on the issue of superstitions and blind faith especially women folk. Less Grants and funds were provided by Government.

Outcome: Gobindgarh Public College, Alour (khanna) has been awarded as the Best NSS Unit among the colleges of state of Punjab for the academic session 2017-18 by Panjab University, Chandigarh. The GPC honored with One District One Green Champion Award under Swachhta Action Plan 2020-21 & 2021-22 and college scored A+ in Green Cover on Campus, A in Surface Water Harvesting, A+ in Rooftop Water Harvesting, A+ in Rooftop Solar System and A in Waste Management in NRISG ranking for 2022-23 by MGNCRE, MOE, Government of India.

Practice-2: Gender Championship for Gender socialization

Objectives of the Practice:

- To provide an integrated and interdisciplinary approach to understanding the social and cultural constructions of gender that shape the experiences of women and men in society.
- To make the young boys and girls gender sensitive and create positive social norms that value the girls and their rights.
- To generate the awareness in regard to equality in law, social system and democratic activities.
- To develop organizational and communication skills among the students.

The Context: It is important to initiate change at a young age to shape attitudes and transform behaviors. Schools and colleges play a major role in this regard, because students spend large amounts of time engaged with peers in such settings. Creating positive social norms in educational institutions that value girls and their rights is important to improve the well-being of girls and achieve long-term and sustainable social change. On 3rd August, 2015 a letter no. D.O. No. 91-2/2014, (GS) from UGC by the secretary of UGC, a letter regarding selection of Gender Champion from Boys and Girls in Educational Institution where girls are treated with Dignity and respect.

The Practice: The Principal appointed two Nodal officers, one male and one female convener of screening committee to select Gender champions on the basis of selection Criteria from the session 2014-15. Gender Champions can be any student above 16 years of age enrolled in educational institutions. The selection criteria comprise leadership qualities, Communication Skills, Innovative Ideas-Gender Sensitivity initiatives and knowledge of gender centric laws. After that students appeared in the final interview and winner is awarded with certificates and pockets every year during Annual Prize Distribution. Gender champions students are given preference during student council and college color selection process.

Evidence of Success: Gender Champions are envisaged as responsible leaders who will facilitate an enabling environment within college where girls are treated with dignity and respect. They will strengthen the potential of these young people to advocate for gender equality and monitor progress towards gender justice, improves the confidence and morale of the students. It helps in breaking the

stereotype beliefs and assumptions towards gender. Those who become gender champion play a crucial role in gender sensitization. They provide overall guidance to the peer group in integrating gender in all activities of the Institution in the form of focused group discussions, debates, poster competitions etc. and engage a variety of stakeholders from the school (by conducting good touch-bad touch sessions) college, women's groups and media in gender mainstreaming activities.

Problems Encountered and Resources Required: Need of clear commitment towards gender equality, gender-based non-discrimination and essential information of socio-cultural and gender-based issues act as prevention within the success of gender champion, problem to reach out to distinctive people within the campus. No grants and funds are given by Government for gender champions.

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:

Promoting Environmental Sustainability: Gobindgarh Public College, Alour Khanna's unique Priority

Gobindgarh Public College, Alour-Khanna stands as a beacon of excellence, not only in academic pursuits but also in its commitment to environmental sustainability. Nestled amidst lush greenery, the institution has made environmental stewardship a distinctive priority and thrust area. As the institution continues to evolve, it remains dedicated to its distinctive endeavor of providing accessible, high-quality education. The College stands as a testament to the transformative power of education and its ability to uplift individuals and communities, fostering a brighter future for all.

The college's sustainability efforts lays a comprehensive range of initiatives aimed at minimizing environmental impact and promoting eco-friendly practices. From energy conservation to waste management, the institution has implemented various steps to integrate sustainability into its operations. GPC has made significant strides in **reducing its carbon footprint** through energy efficiency measures and the adoption of renewable energy sources. The installation of **solar panels** across campus has not only reduced dependence on traditional energy sources but also served as a symbol of the institution's commitment to clean energy. Furthermore, **energy-efficient lighting** systems and smart building technologies have been deployed to optimize energy consumption. The institution has implemented robust waste management practices aimed at minimizing waste generation and **promoting recycling**. Recycling bins are strategically placed across campus to encourage students and staff to segregate recyclable materials. GPC has instilled a culture of waste reduction and resource conservation among its

campus community. The college implements **surface water harvesting** since its inception and strives to conserve water and reuse it in the best possible manner. The college has a vast catchment area of lawns/gardens that collects the run off rainwater from different areas within the campus. The surface run off rain water is drained through abandoned underground pipes into lawns/ gardens in the campus. By collecting rainwater and directing it into pits, the college reduces the amount of runoff that can cause erosion and other environmental problems. The institution encourages on conserving water through the strategies like Sustainable approaches for implementation of innovative water- efficient technologies such as **rainwater, harvesting**, and reuse of water etc. It's noteworthy to record that the waste water from the Mega RO System is drained in lawn nearby. The institution encourages the use of public transportation, carpooling, and cycling through incentives such as environmental friendly scholarship. The institution has undertaken extensive tree planting initiatives, creating environmental friendly pathways within the campus.

GPC's unwavering dedication to environmental sustainability has garnered widespread recognition and acclaim. GPC was honored with One District One Green Champion Award under Swachhta Action Plan 2020-21 & 2021-22 and college scored A+ in Green Cover on Campus, A in Surface Water Harvesting, A+ in Rooftop Water Harvesting, A+ in Rooftop Solar System and A in Waste Management in NRISG ranking for 2022-23 by MGNCRE, MOE, Government of India. Less Carbon Emission due to installation of Solar Power Plant of 75KW Capacity & Generation of 74% of Total Electricity consumption from Solar Power Plant. During Covid pandemic, the college ran a number of COVID awareness programs & a webinars on environment cross cutting issues. GPC has been awarded with Best NSS Unit Award by Panjab University, Chandigarh.

The impact of college's sustainability initiatives extends far beyond the confines of its campus, influencing the attitudes, behaviors, and values of its campus community. By fostering a culture of environmental responsibility and stewardship, the institution has empowered students, faculty, and staff to become agents of change in their respective spheres of influence. Students, in particular, have emerged as champions of sustainability, leading grassroots initiatives, and advocacy campaigns to promote environmental awareness and action. Through experiential learning, students have gained valuable insights on environmental issues and developed innovative solutions to address sustainability challenges. Faculty members have also played a pivotal role in advancing sustainability education and research at Gobindgarh Public College, Alour-Khanna.

GPC's exemplary performance in fostering environmental sustainability stands as a testament to its unwavering commitment to environmental stewardship. Through a multifaceted approach encompassing energy efficiency, waste reduction, water management and Green campus initiatives the institution has demonstrated that sustainability can be integrated seamlessly into every aspect of campus life. The college serves as a model for other institutions seeking to embark on their sustainability journey. In a world where knowledge is the currency of progress, this institution remains steadfast in its mission to be a beacon of hope, guiding students toward a future filled with opportunities and success. By inspiring and empowering its campus community to embrace sustainability as a core value, the institution is driving positive change and paving the way towards a more sustainable future for generations to come.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

SSR document of Gobindgarh Public College reflects the socially responsive approach of the college under the missionary approach of Gobindgarh Educational and Social Welfare Trust. Trust was established by 22 industriallists and industrious people of Steel Town in 1978 (regd) to give quality education in primary, secondary, and higher education. Trust is running Gobindgarh Public School (renowned CBSE school), Punjab Institute of Management & Technology (PTU affiliated), and Gobindgarh Public College (Affiliated to Panjab University, Chandigarh). Trust is headed by the President while Trust has a designated Chairman for every institution. The institution is situated at the border of District Fatehgarh Sahib and has its campus territory under Ludhiana district.

The institution has to follow the curriculum provided by the University but based on feedback from employer's short-term industry-oriented certificate courses are introduced in an informal and formal mode.

We are trying to live up to the expectations of all the stakeholders despite the paucity of resources. We are negotiating our resources as per student's increasing demand under a strict disciplinary environment.

GPC helps the youth towards constructive growth through sports, thus distracting them from substance abuse. Infrastructure and sports assistance is best practice.

Concluding Remarks :

SSR preparation helps us to understand our quality status. We have compared our present status with benchmarks set by NAAC. There is plenty of scope for further growth. This document shall provide a database for other HEIs and policymaker bodies to frame policies that can support un-aided HEIs to fulfill the NEP 2020 vision. Quality is an ongoing evolving concept, but as it has become a habit at GPC, so we will keep updating ourselves as per OBE as provided under NEP 2020.

Under the quest for excellence, we will keep contributing towards a higher education quality landscape.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>399</td> <td>436</td> <td>164</td> <td>65</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>293</td> <td>299</td> <td>95</td> <td>51</td> <td>57</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	399	436	164	65	57	2022-23	2021-22	2020-21	2019-20	2018-19	293	299	95	51	57
2022-23	2021-22	2020-21	2019-20	2018-19																	
399	436	164	65	57																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
293	299	95	51	57																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 144</p> <p>Answer after DVV Verification: 114</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
276	276	222	297	324

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
276	276	220	297	322

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
449	457	413	486	498

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
449	457	413	486	498

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73	95	72	70	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	49	51	54	54

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
216	219	211	249	255

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
216	219	211	249	255

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	18	20	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	15	17	17

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	137	198	165	200

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
105	137	198	182	200

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
167	191	200	174	249

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
167	191	200	191	249

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.072	0.5	0	0.4	0.694

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.302	0.5	0	0.4	0.4

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

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	6	12	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	6	1	1

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	16	11	31	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	4	31	20

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	18	5	13	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	4	9	5	8

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

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	45	15	19	16

Answer After DVV Verification :

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

9	8	5	6	4
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Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :9

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.07	1.34	0.25	0.62	1.13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.49	0.67	0.21	0.61	1.07

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85.84	47.76	28.21	9.08	2.05

Answer After DVV Verification :

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

1.29	00	00	1.43	00
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
243	204	137	163	232

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
232	200	135	160	223

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
912	550	273	95	299

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
600	550	273	95	299

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85	102	118	74	105

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	102	118	74	105

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	137	198	165	200

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
105	137	198	182	200

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	38	28	28	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	6	8	14

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

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

one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	37	03	27	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	03	12	18

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

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	90	34	72	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	23	18	24	22

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

6.2.2

Institution implements e-governance in its operations

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: C. 2 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	27	28	32	35

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that financial support of less than Rs. 5000/ should not be considered as per manual so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	28	30	17	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	22	6	3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	23	22	26	29

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that FDP of less than 5 days could not be considered so DVV input is recommended accordingly.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>647</td> <td>632</td> <td>590</td> <td>677</td> <td>742</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>647</td> <td>633</td> <td>588</td> <td>677</td> <td>745</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	647	632	590	677	742	2022-23	2021-22	2020-21	2019-20	2018-19	647	633	588	677	745
2022-23	2021-22	2020-21	2019-20	2018-19																	
647	632	590	677	742																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
647	633	588	677	745																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 53</p> <p>Answer after DVV Verification : 51</p>																				
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>88.91</td> <td>49.10</td> <td>28.47</td> <td>9.69</td> <td>3.19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>85.84</td> <td>47.76</td> <td>28.21</td> <td>9.69</td> <td>3.18</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	88.91	49.10	28.47	9.69	3.19	2022-23	2021-22	2020-21	2019-20	2018-19	85.84	47.76	28.21	9.69	3.18
2022-23	2021-22	2020-21	2019-20	2018-19																	
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