SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MATA GUJRI COLLEGE (AUTONOMOUS)

MATA GUJRI COLLEGE, STATE HIGHWAY 8, OPPOSITE MAIN GURUDWARA
SAHIB
140406
www.matagujricollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mata Gujri College, Fatehgarh Sahib, was founded in 1957 by Bibi Gurbachan Kaur Maan as a women's college but converted into a co-educational college next year. Though visually challenged, Bibi Ji was a philanthropist with the farsightedness to see the importance of education in national development. Her dedication to the cause attracted the attention of the then President of *Shiromani Gurdwara Prabhandak Committee* (SGPC), Sant Channan Singh. As a result, in 1964, the College was taken over by the SGPC, which currently manages 2 universities, 2 medical colleges, 2 engineering colleges, 35 colleges and 55 schools located in and outside Punjab.

Named after revered Mata Gujri Ji, mother of the tenth Guru, Guru Gobind Singh Ji, the College draws its inspiration from the ideals of service and sacrifice which she epitomized. Today, the college is a co-educational institution with a sprawling campus covering 25 acres (plus an agricultural experimental farm of 50 acres) located in front of the historical Gurdwara, Sri Fatehgarh Sahib, where the two grandsons of Mata Gujri Ji, Baba Zorawar Singh and Baba Fateh Singh were bricked alive in 1704 AD by the tyrannical Mughal rulers.

In 1969, the affiliation of the College was transferred from the Punjab University, Chandigarh, to the Punjabi University, Patiala. In 1998, Mata Gujri College became the first College in Punjab to introduce AICTE approved professional courses of MBA and MCA. The College enrols students in 53 UG and PG programmes covered under eight faculties.

The College was accredited by NAAC with 'A' grade in 2005 and again in 2016. In 2010, the honour of being a "College with Potential for Excellence" was bestowed upon the College by the UGC. In the same year (2010), it got the honour of becoming the first Autonomous College in Punjab. In 2019, eight science departments of the college got covered under the "Star College Scheme" of DBT, Ministry of Science and Technology, GoI.

The College aims at the holistic development of students with a spirit of service and sacrifice and focuses on both academic excellence and character building.

Vision

"To seek, to strive, to find, and not to yield" **express the vision that guides the College.**

The College's objective is to fill the students with a Ulysses-like spirit of adventure that keeps driving them endlessly towards seeking new knowledge with a determination that knows no surrender.

The first virtue that the College seeks to instill is the curiosity to explore the hitherto unexplored avenues in search of new knowledge. The eagerness to find has no value unless it is supported by action. So the second quality that the college endeavors to inculcate is the readiness to work hard to achieve what they seek. Their struggle leads them to success. But it is never easy to achieve any worthwhile goal. We have to encounter tremendous opposition. So the last quality required for success is a rock-like determination. A man who gives in to difficulties can never achieve his goal. He must have the resolve to go on fighting till he wins or is destroyed.

So the vision of the College is to mold the spirit of its students in such a way as to make them modern versions of Ulysses who relentlessly keep striving to seek the truth until they succeed. They may perish but they do not yield.

Apart from its spiritual content, these virtues form an integral part of the Sikh philosophy as preached by the Sikh Gurus and enshrined in Guru Granth Sahib. Sikhs have constantly been motivated to keep seeking the Divine Truth relentlessly until they find it. They must not yield to materialistic tendencies and the five deadly vices if they want to succeed.

To seek, to strive, to find, and not to yield are also the ideals that students are urged to follow in their intellectual pursuit of knowledge. They are motivated to have an urge to know more and more, to strive hard to fulfill it, and rest not till they succeed without yielding to the problems that come their way.

This adventurous vision has enabled the College to emerge as a center of academic excellence.

Mission

The mission of Mata Gujri College is to provide the rural youth educational opportunities on a par with their urban counterparts. It pursues the objective of imparting them skills and knowledge that will enable them to cope with a lifetime of social and technological change.

Education in India has always been a prerogative of the urban population. The rural population was denied the opportunity to walk from darkness to light as there were no educational facilities available in the rural areas. Nor could they afford to send their children to the cities in pursuit of knowledge. Bibi Gurbachan Kaur Mann, the founder of the College, was among the first souls who felt the need to take the light of education to the rural people. It was perhaps the first institution of higher education established in purely rural surroundings. There are only two small towns close to this institution. Hence, nearly all the students that come to the college belong to the villages. The College has thus proved to be a boon for the people starved of higher educational facilities. Before the establishment of this College, students in this area had to go to Chandigarh. Patiala, Nabha, Ludhiana, or Malerkotla for higher studies. So higher education was a luxury that few could afford. Practically, no girl ever had the good luck to enter a college. Bibi Ji thus lighted a lamp in the heart of darkness.

The College is committed to offering quality education to the rural students who need it even more than the city dwellers to discover and realize their potential.

The College seeks to achieve this mission by

- Introducing the latest courses.
- Providing the latest facilities, equipment, and following the latest curricula.
- Equipping the students with job skills to enhance their employability.
- Arming the students with management skills.
- Making available services that foster personal growth and leadership qualities.

We hope that our efforts will enable the rural students to compete with the urban students not only in landing jobs but in every sphere of life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Diverse academic programmes offered across a wide range of disciplines including UGC-sponsored, AICTE approved professional, vocational, and agriculture-related courses.
- Well-designed regularly updated curricula as per the global, national, and local developmental needs revised through a well-defined process and a comprehensive academic feedback mechanism.
- CBCS/elective course system in place with numerous skill-development courses.
- Dedicated, committed, highly qualified and experienced faculty.
- Committed non-teaching, technical and support staff.
- An engaging and supportive learning environment.
- Efficient examination management system enabling timely declaration of results.
- Adequate physical and ICT infrastructure.
- State-of-the-art laboratory infrastructure including a Central Instrumentation Facility Centre.

- A well-stocked library with thousands of books, journals, and e-resources.
- Smart classrooms for pedagogical use to make the process of teaching-learning more focussed, engaging and interactive.
- Resourceful community engagements and outreach activities through NSS, NCC, Red Cross, Unnat Bharat Abhiyaan, Bharat Scouts and Guides, Youth Club and Mata Gujri Study Circle for nurturing a spirit of social concern, responsibility, and all-round development of character.
- Excellent sports complex with outdoor and indoor sports facilities.
- Eco-friendly campus with rainwater harvesting, solid waste management, and solar energy harnessing systems in place.
- Financial support system for needy and meritorious students.
- Existence of departmental associations, clubs, and service organizations working for the unprivileged/underprivileged sections of society.
- Resourceful, visionary and supportive management (Shiromani Gurdwara Prabandhic Committee, Amritsar) dedicated to the cause of education with profound secular and democratic principles.
- Participation of a large number of students in the Annual Religious Congregation *(Jor-Mel)* held to commemorate the supreme sacrifice of the younger sons of Guru Gobind Singh Ji and Mata Gujri Ji in the month of December which strengthens the value system by giving a practical lesson in Service *(Seva)*.
- Resource generation through incubation centres and the sale of agricultural products produced by the students.
- Proactive involvement of the college with other SGPC institutions in capacity building, competence development, and also in mentoring in various academic and other pursuits.

Institutional Weakness

Improvements and growth of any institution can only be effected by first critically analyzing the system, identifying the weaknesses, and then working towards removing them. Following are the weaknesses identified so far which we need to keep in mind while planning and evolving future strategies to take the institution to a higher level of excellence capable of providing better services:

- Less than optimal utilization of ICT, library, physical, and laboratory facilities.

- The research culture in the institute is in the developing stage and more faculty members and students need to be involved in high-quality research work.
- Lack of incentives to the faculty for stimulating quality research.
- Inadequate funding for research from the Regulatory bodies, Government, and Management.
- Limited participation of the faculty members in FDPs, seminars, conferences, etc.
- Limited avenues for exchange programmes involving faculty or students with reputed international and national institutions.
- Inadequate institute-industry collaboration for academic and research activities.
- Inadequate consultancy services.
- The average performance of students in civil services and other competitive examinations.
- Limited space for further horizontal development of infrastructural facilities.
- Lack of a robust mechanism for tracking progression and placements of students.
- Lack of a well-defined policy for transgender and special students for an all-inclusive approach.
- Provision of only a few lifelong learning opportunities for all towards the attainment of Sustainable Development Goals.

Institutional Opportunity

Following are the areas where there are opportunities for the College to work upon:

- Designing innovative short-term certificate/diploma courses to bring unconventional and unskilled learners into the fold of skill-based higher education.
- Utilizing the capacity and potential to cater to the educational needs of the society according to the NEP-2020.
- Providing more financial incentives to the faculty for research and quality e-content development for MOOCs and LMS to ensure optimal use of academic and IT resources.
- Providing more opportunities to the faculty for participation in FDPs, workshops, seminars, conferences, etc. to keep them abreast of the recent developments in their subjects and pedagogy in general.
- Encouraging the use of MOOCs as part of course structure and participation in MOOCs faculty development programmes.
- Creating opportunities for more collaborations with other institutions of National and International repute.
- Encouraging translation of the classics and works on different subjects into vernacular languages (Punjabi/Hindi) to make it possible for more students and members of the society to benefit from them.
- Increasing the frequency of coaching/counseling/guidance programmes for NET/SET, GATE, CAT, etc. examinations.
- Introduction of more certificate and value-added courses of varied nature for the current and future students.
- Promoting paper-less assessment of students by teachers using technology at the class level.
- Devising a system of assessment and accreditation for all SGPC institutions for raising their standard in order to further strengthen them.
- Using the existing resources for establishing consultancy services.
- Organizing more on-campus placement drives.
- Evolving a well-defined policy for transgenders and special students.
- Adopting policies and practices across teaching, research, and community engagement which can maximize contribution to the attainment of sustainable development goals.

- Establishment of a Research Centre for the commencement of Ph.D. programmes in the college.
- Collaborating with industry for funded research.

Institutional Challenge

The institute faces the following challenges to realize the opportunities and overcome some of its weaknesses:

- Increasing the use of the international link language (English) as a medium because of the prevalence of vernacular languages as a medium in most of the schools in the area.
- Increasing funding by the management, industry, and alumni for quality research.
- Developing strategies to motivate and inspire the students to make positive use of social media and wean them away from its negative/time-wasting use.
- Handling students from diverse experiences/backgrounds with greater sensitivity and breaking the barrier between urban and rural students in terms of the initial gap.
- Increasing academic credit mobility among the institutions at the national and international level.
- More tie-ups with industries and institutes of national and international eminence for collaborative research.
- Covering more ground in going paperless.
- Motivating girl students and their parents to accept industry jobs during placement drives.
- Attracting students from North-Eastern and Southern states to further increase the student diversity.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution offers 53 programmes and 1898 courses in the faculties of Basic Sciences, Life Sciences, Languages, Social Sciences, Performing Arts and Liberal Arts, Commerce, Economics and Management, Computer Science, and Vocational Education that cater to the emerging sectors globally and locally. The College is committed to creating holistically developed individuals. In its effort to achieve this objective, the College has been exploring the prospects of academic flexibility provided by the Autonomous College Status and has refurbished the existing courses to include the components of employability, research, skill development and value addition besides introducing new courses.

Apart from the semester system, Mata Gujri College has introduced the Choice Based Credit System from the session 2016-17 in response to the emerging trends. The system provides academic flexibility and facilitates horizontal movement by allowing students to choose elective subjects offered by other streams. The elective options focusing on skill development, entrepreneurship and employability enhance the job prospects of students. Value-added courses are offered to the students to supplement the curricula. Internships, field projects and research projects form an essential component of the curriculum to provide hands-on experience and experiential learning to the students.

The curricula have been designed to embed issues of gender equity, mental well-being, health consciousness, environment protection and sustainability, human values and ethics and social issues. As recommended by the UGC, all UG students undergo a compulsory course on Environmental Studies, Road Safety and Drug Abuse:

Problem and Prevention. Value education has been integrated into the curricula for the holistic development of students. Courses on life skills, job skills and soft skills contribute to this. Social outreach programmes have been designed to benefit society through various activities. Research has been made a prime component of the curricula through assignments, seminars, projects and research publications.

Boards of Studies (BoS) which include representatives from academia, industry and alumni ensure the relevance of the programmes offered. BoS meetings are held once a year to review the syllabi. Feedback from various stakeholders and consultations with experts comprising BoS panels, demand and success analysis, industry needs and academic advancements are used for curricula revisions.

Teaching-learning and Evaluation

Teaching-learning and evaluation at Mata Gujri College are highly student-centric. Every year, an induction programme is organized to enlighten the new students about the College's history, vision & mission, campus culture, rules and regulations, student welfare schemes, support services, infrastructural facilities, extension services, examination, and evaluation process.

The institution has a clearly planned and meticulously executed teaching-learning, and evaluation schedule well integrated into the academic calendar. At the end of each academic year, the Director-Principal holds consultation sessions with the faculty and the examination section to plan the Academic and Activity Calendar for the forthcoming academic year, which is then uploaded on the website. Each department has a well-defined semester activity plan to ensure the inclusion of varied events to be carried out during the semester.

Highly qualified, experienced, and committed faculty is the strength of the college. 81 faculty members have doctorate degree. The teacher-student ratio is 1:22. Students include 2275 girls (49.22% of the total strength), and 370 students from other states. Teachers use ICT tools for the purpose of teaching. Learning through active participation is encouraged through classroom activities. Outreach and exposure programmes, research paper presentations, dissertations, library tasks, industrial visits, internships, summer projects, guided seminars, guest lectures, and workshops, etc. help to enhance the learning experience. Adoption of new pedagogical techniques of shared teaching, flipped-classroom, and role-plays is encouraged.

Due attention is paid to the needs of slow learners and advanced learners. The advanced learners are provided career guidance and coaching for competitive exams. For slow learners, there are provisions of remedial classes, peer learning, and a tutoring system. Mentoring system is used to address the issues of students with a mentor: mentee ratio of 1:30.

Online submission of examination forms for all the regular students was introduced in 2018. The College has an integrated examination platform for the pre-examination, examination, and post-examination processes through the student portal. The efficiency of the evaluation system is ensured through student feedback, periodical academic audit, and peer review. For easy access, the results are uploaded on the college website.

Research, Innovations and Extension

The College has a research committee headed by Dean, Research to promote and monitor the research activities of teachers and students. The College has a well-laid-out Research Policy that guides all the research activities. The policy provides space to pitch innovative ideas and work toward executing them. Through the efforts of the

Research Committee, research culture is building upon the campus. Research has become an integral part of both undergraduate and post-graduate studies. This is reflected in the number of research seminars and workshops organized by various departments and the number of research papers published by the faculty and students.

The College motivates the faculty to take up quality research by providing research incentives. Research facilities like high-speed Internet, provision of seed-money, INFLIBNET, N-LIST, research journals, etc. are made available. Financial assistance to attend and participate in seminars/ workshops/conferences etc. at the regional/state level is also provided.

At present, the College has a faculty strength of 223 out of which 81 are Ph.Ds, 25 faculty members are currently pursuing Ph.D. A total of 407 papers were published in peer-reviewed national/international journals. Many members of the faculty were invited as resource persons for talks, workshops, and seminars. 16 faculty members are recognized as Research Supervisors.

To promote research culture, students are encouraged to take up research projects and present papers in various Regional & National Seminars.

The outreach programme of MGC is specially designed to take the fruits of education to villages, benefitting the people of 07 adopted villages through the Lab to Land activities. Such programmes include talks, workshops, social visits, rallies, rural camps, awareness campaigns on social issues, gender sensitization programmes, medical and blood donation camps, environmental awareness programmes, orphanage visits, visits to the home for the aged and destitute, tree plantation drives etc. Student Associations and Clubs at the department level take up these extension and community outreach activities in order to reach out to the underprivileged and marginalized people of the villages.

Infrastructure and Learning Resources

The institution is spread over 25 acres in a serene environment conducive to academic pursuits. The college building has a total of 8 blocks viz, Science Block, Commerce Block, Management and Computer Science Block, Arts Block, Life Sciences Block, Social Sciences Block, Administrative Block, and Canteen Block. There are 119 classrooms and Seminar Halls, 25 science laboratories, a central instrumentation facility centre, a language lab, 12 computer labs, an auditorium with 450 seats, a weather observatory, an amphitheatre and two central air-conditioned libraries having 69,027 volumes on various subjects, 111 periodicals/ magazines, a medical-room, 2 snack-points, and adequate sanitary provisions in all blocks.

The College has 647 computers, 14 internet systems, 10 LCDs, 5 smart boards, 10 smart classrooms and 17 information kiosks. All the departments have desktops/laptops with a 205 Mbps internet facility. The campus is Wi-Fi-enabled to assist teaching, learning, and research. The college has a sports complex having a 16-station gym, sports fields, a cinder track, and adequate space for outdoor and indoor games. There is one boys' hostel, a sportsperson's hostel and 3 girls' hostels to accommodate 700 students in 201 rooms. There is a 24*7 ambulance facility. There are 5 generators with a capacity of 320, 180, 125, 63, and 25 kVA, a portable 2.5 kVA generator and a 150 KW solar energy system to ensure an uninterrupted power supply. The college has an incubation centre, a mushroom cultivation farm, and a 50-acre agricultural experimental farm. The College offers transport services to the faculty and students from nearby areas.

The College allows the government to use its infrastructure for recruitment exams, Republic-Day/Independence

Day celebrations etc.

The College has a well-curated botanical garden. To make the campus eco-friendly, the College has put into place rainwater harvesting, solid-waste management, vermicompost, bio-gas plant and solar energy harnessing systems.

The campus is rich in bio-diversity and is green audited. For the regular maintenance of the campus, the College employs a set of skilled support-staff comprising electricians, gardeners, janitors, attendants, and security staff on a full-time basis. Servicing of all hardware equipment, fire security, in the college is undertaken periodically for optimum performance.

Student Support and Progression

Holistic development and the welfare of the students are the central concern of the College authorities. The institution comprehensively chalks out various student welfare programmes. It follows an inclusive admission policy and provides adequate infrastructural facilities, for curricular, co-curricular, and extension activities. The College helps economically backward students and encourages meritorious students as well by providing them with fee concessions and scholarships.

There are a number of avenues through which students are actively involved in representative roles as members of various committees, clubs and societies, and as class representatives. This framework provides opportunities for students to imbibe leadership qualities, ensures their holistic development, and helps them work for the benefit of their community as a team. The College has a student council consisting of nominated members only. It represents the concerns of the students and looks after their welfare.

There is also a Dean, Student Welfare to look after the welfare of students. It encourages and monitors the extra-curricular activities of the students and arranges inter-disciplinary student activities.

Students are encouraged by giving financial help through Government Scholarships, Management Scholarships, and Endowment Scholarships. SC/ST students are also encouraged/facilitated to apply for govt. scholarship schemes. 1675 students received government scholarships to the tune of Rs. 25,694,549 while 2540 students received Rs. 2,04,27,219 as management scholarships during the last five years.

The presence of dedicated cells like the Prevention of Sexual Harassment Cell, Students' Grievance Cell, and Anti-Ragging Cell ensure that every student is cared for. The Coordinator of the Placement Cell ensures employment opportunities for the students. 867 students have secured campus placements while 40 students have qualified in entrance and competitive examinations during the last five years. 225 students are pursuing higher studies after their graduation in 2019-20.

The Alumni Association (Regd.) of MGC is highly resourceful and plays a great role in the growth of the institution. All its members have a strong sense of belongingness towards the institute and are involved in a variety of affairs like curricula revision, granting of scholarships to the needy, and meritorious students. The College-Society connect too is strengthened through alumni.

Governance, Leadership and Management

The governing body of the college is the Shiromani Gurdwara Prabandhak Committee, Amritsar, which runs 41 higher educational institutes with more than 32,000 students on their rolls.

The college administration follows the principles of participative governance and collective-leadership, democratic functioning, and transparency. It involves all segments of the workforce. The ethical dimension of treating all equally is adhered to in the decision-making process. The Principal is the executive head of the college and is proficiently assisted by senior faculty members who are active members of key decision-making bodies such as CDC, IQAC, BOS. The College believes in the decentralization of authority and responsibility. Accordingly, managerial, and academic authority and responsibilities have been decentralized and the individuals or committees to whom the authority has been delegated enjoy complete autonomy in decision-making.

The college has a five-year perspective plan for development. Many initiatives have been taken to ensure the welfare of its teaching and non-teaching staff. Education support to their wards, recreational tours, group health insurance, and welfare fund are only a few of these.

The college recognizes the importance of strong leadership in organizational development. Hence, efforts are made to nurture leadership by assigning key positions and responsibilities at various levels to the faculty members in the functioning of the institution. The college follows all the rules laid down by the UGC, the Punjab government, and the parent university in recruitment, promotion, and other service matters.

The College conducts the internal academic audits in a systematic manner. Regular meetings of the management, the Principal, the Vice-principal, IQAC Coordinator, Deans, Controller of Examination, and Heads of Departments are held to discuss academic matters and the designated academic audit committee carries out the audit.

IQAC takes initiatives for promoting a quality culture on the campus. It organizes training programmes for teaching and non-teaching staff. To motivate the faculty members for quality research, seed-money for research projects and financial support to attend conferences and seminars is provided to them. Academic and financial audits are conducted to ensure the quality of academic pursuits and proper management of funds and maintenance of accounts.

Institutional Values and Best Practices

The aim of higher education is to ensure the development of enlightened, socially conscious, knowledgeable, and skilled individuals. Education must form the basis for knowledge creation and innovation and thereby contribute to the growth of the national economy. The core objective of the institution is to promote the employability of its students. It is sought to be achieved through training them to find and implement robust solutions to their own problems. It is the key to the creation of a more vibrant, socially engaged, cooperative community and a happy, coherent, cultured, productive, innovative, progressive, and prosperous nation. In the light of this aim, the institution has adopted vision and mission statements that embody this objective.

The college strives to be a pioneer in bringing about societal changes for betterment. Over the past few years, the institution has initiated and institutionalized the following best practices.

- Gender equity promotion
- Sensitization on climate change and environmental issues

- Financial aid for needy students by the staff through a fund created especially for the purpose
- Curricula embedded value education
- Well lighted and airy classrooms to reduce dependence on electricity
- Measures to minimize the usage of non-renewable resources
- Rainwater harvesting system which helps in recharging the underground water resources
- Harnessing of solar energy as a renewable energy source
- Scientific management of solid and e-wastes
- Maintenance of gardens, tree plantation, discouragement of plastic use, provision of dustbins for promoting a clean and green environment
- Various measures to ensure the safety and security of students on campus
- Provision of facilities like lifts, ramps/rails and permission to have scribes during examinations for differently-abled students
- Provision of in-house medical room and ambulance facility for staff and students
- The importance given to the mentor-mentee system
- Feedback mechanism, feedback analysis, and usage of its inputs for continuous improvement
- Office and examination automation
- Decentralized administration
- Promotion of paperless environment by employing in-house software for administration
- Internal green audit of the campus
- Encouragement to the use of bicycles or public transport system for commutation

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MATA GUJRI COLLEGE (AUTONOMOUS)
Address	Mata Gujri College, State Highway 8, Opposite Main Gurudwara Sahib
City	Fatehgarh Sahib
State	Punjab
Pin	140406
Website	www.matagujricollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Kashmir Singh	01763-504501	9915712370	01763-504504	info@matagujricollege.org
IQAC / CIQA coordinator	Anupreet Singh Tiwana	1763-504527	9779666960	-	anupreetsinghtiwana@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

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

Recognized Minority institution	
If it is a recognized minroity institution	Yes Annexure-II.pdf
If Yes, Specify minority status	
Religious	yes
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1959
Date of grant of 'Autonomy' to the College by UGC	04-05-2010

University to which the college is affiliated		
State	**University name**	**Document**
Punjab	Punjabi University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	13-10-2004	View Document
12B of UGC	13-10-2004	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**
AICTE	View Document	30-04-2020	12	College is running these two courses since nineteen hundred ninety nine

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
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	Mata Gujri College, State Highway 8, Opposite Main Gurudwara Sahib	Semi-urban	25	39487

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,Punjabi	36	XII	Punjabi	600	518
UG	BA,English	36	XII	English	60	12
UG	BSc,Chemistry	36	XII	English	60	43
UG	BSc,Chemistry	36	XII	English	60	20
UG	BSc,Physics	36	XII	English	60	0
UG	BSc,Mathematics	36	XII	English	60	7
UG	BSc,Mathematics	36	XII	English	60	33
UG	BSc,Botany	36	XII	English	60	7
UG	BSc,Zoology	36	XII	English	60	8

UG	BSc,Zoology	36	XII	English	60	17
UG	BVoc,Food Technology	36	XII	English	60	17
UG	BSc,Biotech nology	36	XII	English	60	23
UG	BA,Economi cs	36	XII	English	60	8
UG	BSc(Agricult ure),Agricult ure	48	XII	English	180	128
UG	BVoc,Agricu lture	36	XII	English	50	39
UG	BCom,Com merce	36	XII	English	120	97
UG	BCom,Com merce	36	XII	English	120	118
UG	BCom,Com merce	36	XII	English	60	35
UG	BBA,Manag ement	36	XII	English	120	77
UG	BVoc,Manag ement	36	XII	English	50	20
UG	BSc,Comput er Science	36	XII	English	60	0
UG	BVoc,Comp uter Science	36	XII	English	50	50
UG	BCA,Compu ter Science	36	XII	English	120	99
UG	BA,Journalis m And Mass Communicat ion	36	XII	English	60	33
UG	BA,Social Science	36	XII	English	60	0
PG	MA,Punjabi	24	UG	Punjabi	50	19
PG	MA,English	24	UG	English	50	15

PG	MSc,Chemistry	24	UG	English	50	35
PG	MSc,Physics	24	UG	English	50	20
PG	MSc,Mathematics	24	UG	English	50	22
PG	MSc,Microbiology	24	UG	English	50	14
PG	MSc,Botany	24	UG	English	50	23
PG	MSc,Zoology	24	UG	English	50	19
PG	MSc,Food Technology	24	UG	English	50	21
PG	MSc,Biotechnology	24	UG	English	50	9
PG	MA,Political Science	24	UG	English	50	32
PG	MA,History	24	UG	English	50	0
PG	MA,Economics	24	UG	English	50	5
PG	MA,Psychology	24	UG	English	50	16
PG	MSc(Agriculture),Agriculture	24	UG	English	10	10
PG	MSc(Agriculture),Agriculture	24	UG	English	10	10
PG	MSc(Agriculture),Agriculture	24	UG	English	10	10
PG	MSc(Agriculture),Agriculture	24	UG	English	11	11
PG	MSc(Agriculture),Agriculture	24	UG	English	10	10

PG	MCom,Commerce	24	UG	English	50	41
PG	MBA,Management	24	UG	English	60	55
PG	MCA,Computer Science	24	UG	English	60	21
PG	MSc,Computer Science	24	UG	English	100	15
PG	MA,Fine Arts	24	UG	English	50	15
PG	MA,Music	24	UG	Punjabi	50	8
PG	MA,Journalism And Mass Communication	24	UG	English	50	17
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science	24	UG	English	60	35

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				10				37
Recruited	1	0	0	1	3	7	0	10	11	14	0	25
Yet to Recruit				0				0				12
Sanctioned by the Management/Society or Other Authorized Bodies				5				10				175
Recruited	4	0	0	4	8	2	0	10	48	125	0	173
Yet to Recruit				1				0				2

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	7	1	0	8
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				73
Recruited	41	32	0	73
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	6	0	0	6
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				41
Recruited	37	4	0	41
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	8	4	0	16	26	0	55
M.Phil.	0	0	0	1	3	0	4	7	0	15
PG	0	0	0	2	2	0	5	12	0	21

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	0	0	0	10	12	0	26
M.Phil.	0	0	0	0	0	0	4	5	0	9
PG	0	0	0	0	0	0	19	78	0	97

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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	1757	190	0	0	1947
	Female	1496	92	0	0	1588
	Others	0	0	0	0	0
PG	Male	321	18	0	0	339
	Female	607	69	0	0	676
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	27	0	0	0	27
	Female	7	1	0	0	8
	Others	0	0	0	0	0
Diploma	Male	34	0	0	0	34
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	316	300	266	353
	Female	373	281	272	325
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	2	1	1	0
	Others	0	0	0	0
OBC	Male	436	444	405	454
	Female	376	491	475	499
	Others	0	0	0	0
General	Male	1946	1675	1486	1539
	Female	2196	1931	1843	1451
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		5645	5123	4748	4622

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture	[View Document]()
Biotechnology	[View Document]()
Botany	[View Document]()
Chemistry	[View Document]()
Commerce	[View Document]()
Computer Science	[View Document]()
Economics	[View Document]()
English	[View Document]()
Fine Arts	[View Document]()
Food Technology	[View Document]()
History	[View Document]()
Journalism And Mass Communication	[View Document]()
Management	[View Document]()
Mathematics	[View Document]()
Microbiology	[View Document]()
Music	[View Document]()
Physics	[View Document]()
Political Science	[View Document]()
Psychology	[View Document]()
Punjabi	[View Document]()
Social Science	[View Document]()
Zoology	[View Document]()

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
53	53	55	50	48

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of departments offering academic programmes

Response: 28

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4415	4646	5098	4960	5426

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1534	1451	1934	1825	1619

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4622	4370	4732	4916	5348

File Description	Document
Institutional data in prescribed format	[View Document]

2.4

Number of revaluation applications year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
434	779	1052	1128	1374

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1898	1804	1670	1422	1305

File Description	Document
Institutional data in prescribed format	[View Document]

3.2

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
167	155	149	160	139

File Description	Document
Institutional data in prescribed format	[View Document]

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
238	233	229	227	227

File Description	Document
Institutional data in prescribed format	[View Document](#)

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3002	2547	2266	2349	2672

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1117	1340	1159	1267	1411

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3

Total number of classrooms and seminar halls

Response: 119

4.4

Total number of computers in the campus for academic purpose

Response: 488

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
337.8	419.9	752.2	1560.1	1366.8

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The vision and mission of the college reflect the commitment of the institute towards the holistic development of the students. The college offers 53 undergraduate and postgraduate programmes across varied disciplines. The college has taken the lead in initiating programmes and courses oriented towards meeting the local, regional, national and global developmental needs. Agriculture being the mainstay of the local and regional economy, agriculture courses are in huge demand. The college offers six postgraduate programmes in agriculture along with an undergraduate program. The various postgraduate and undergraduate programmes in sciences, arts, and commerce serve to meet national needs. The professional programmes offered in Business Administration, Computer Applications, and applied Sciences have a global appeal. The curricula are designed to provide relevant learning experiences to students to help them acquire useful knowledge, skills, abilities, and attitudes. Effective curricula delivery enables the students to become global citizens capable of contributing meaningfully to the local, regional and national needs.

The curricula are designed and developed by the Boards of Studies of the concerned departments which include representatives from academia, industry, and alumni. The draft syllabi prepared through departmental meetings are deliberated upon in the Boards of Studies (BoS), modified if need be, and approved. Finally, the syllabi approved by the Boards of Studies are placed before the Academic Council for approval. The syllabi are regularly revised and updated in accordance with the emerging global scenario and rapidly changing job roles.

The autonomous status of the college provides flexibility in the design and introduction of new courses. Apart from the semester system, the college has adopted 'Choice Based Credit System (CBCS) from the session 2016-17 in response to the emerging national and global trends. The incorporation of the components of employability, entrepreneurship, and skill development has enriched the curricula to the benefit of the students.

The expected graduate attributes and desired learning outcomes serve as a guiding light in the design and delivery of programmes and courses. The Course Outcomes (COs) are outlined in alliance with the Programme Specific Outcomes (PSOs) which further ensure the fulfillment of Programme Outcomes (POs). Every department works sincerely towards the attainment of these outcomes through qualified faculty, learner-centric teaching, and the use of ICT tools.

Identification of the extent of compliance of the curricula for the attainment of outcomes is done by assessing student performance through formal and informal methods and analyzing feedback obtained from various stakeholders. The curricula also provide for educational experiences through special lectures, student-centric programmes, student seminars, workshops, training programmes, and field trips which enhance the learning ability of and competencies acquired by the students and provide opportunities for

experiential learning. Outreach activities are specially designed by the college to take education out of the formal bounds of the college campus to the society at large. These activities are carried out by various departments of the college along with organs like the NSS, NCC, Red Cross, Youth Club, UBA, Bharat Scouts and Guides, Mata Gujri Study Circle, and Student Associations/Clubs/Societies.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 98.11

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 53

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 52

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years(Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 30.14

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
609	585	508	413	349

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 10.3

1.2.1.1 How many new courses are introduced within the last five years

Response: 834

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 8099

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 98.11

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 52

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The distinctiveness and strength of Mata Gujri College lie in its value-based education system. Established by a sight-impaired but visionary lady, Bibi Gurbachan Kaur Maan, with a strong desire to serve society, the college has a strong legacy of developing values, ethics, and high moral standards among the students. The issues related to gender, professional ethics, human values, environment, and sustainability form an integral part of the curricula to mould the students into aware, adventurous, responsible, and empathetic citizens. Several courses across the programmes are offered to address these issues. All the UG students undergo a compulsory course on Environment Studies which has an element of Road Safety as well. Environment-related content forms part of many courses offered across different programmes. The college also offers a compulsory course in Drug Abuse: Problem, Prevention, and Management to address the issue of drug abuse in the youth of the region.

In addition to the embedded crosscutting issues of professional ethics, human values, etc. in the syllabi, the college also organizes various activities and programmes to address these issues. The college conducts several activities to raise awareness regarding environmental issues. The NSS and NCC unit of the college undertake activities related to environmental promotion and protection which include plantation drives, cleanliness drives, waste management camps, and awareness rallies and camps. Several activities related to environment protection and cleanliness were also carried out under the *Swacchh Bharat Abhiyan* of the Government of India. The college also has a practice of gifting saplings to guests and students during academic and cultural programmes. Conscious efforts are made to keep the campus plastic-free. The college has taken initiatives to install solar-powered equipment, LED lights, and five-star rated energy-saving electrical equipment to save energy. Environment day is observed every year and various activities are carried out to sensitize the students about the current environmental issues.

The college observes days like *'Gurbani Diwas'* and *'Ardaas Diwas'* to make students aware of the teachings of Sikh Gurus and inculcate moral, ethical, and human values. On these days, students perform *kirtan* and prepare and serve *langar themselves.* During the *'Shahidi Jor Mel'* (a congregation of lakhs of people to commemorate the martyrdom of Baba Zorawar Singh, Baba Fateh Singh, and Mata Gujri ji) at Gurudwara Sri Fatehgarh Sahib, the students of the college perform selfless service and set up a medical camp, a first aid camp, and serve *langar* to the pilgrims. Students also assist the local administration in managing the gathering. The college organizes various extension activities through the NSS and NCC.

Units, the Youth Club, and other cells to promote values of national integrity, patriotism, equality, peace, and universal brotherhood.

Efforts are also made to spread awareness related to gender issues. International Women's Day is celebrated and various events are organized. *Teej* celebration is an annual feature in which a large number of girl students participate. Awareness regarding health and hygiene and other issues concerning women is also spread through guest lectures and other activities.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 33

1.3.2.1 **How many new value-added courses are added within the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	8	3	2

File Description	Document
List of value added courses (Data Template)	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 2.18

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
215	194	74	12	8

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 13.77

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 608

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)
Link for Additional Information	[View Document](#)

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	[View Document](#)
URL for stakeholder feedback report	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 61.07

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1960	2350	2034	2223	2475

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

2019-20	2018-19	2017-18	2016-17	2015-16
3530	4015	3401	3555	3590

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 49.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
699	556	620	587	624

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

After admission to their respective courses, the learning level of students is assessed on the basis of their preceding exam performance, class performance, critical thinking skills, problem-solving skills, language command, reasoning ability, and learning speeds. They are then classified into two groups namely; slow and advanced learners.

Slow Learners: These are students who need more time (as compared to other students) to grasp concepts. However, these students do not have intellectual disabilities, rather they need special instructional pacing, frequent feedback, corrective instruction, and sometimes modified materials, for learning.

Measures taken for improving the academic performance of slow learners:

 The teacher caters to the individual needs of the students. Open discussions are held with the students to know their problems, suggestions, and inputs on the course topics. They are counseled regularly. Individualized learning patterns are adopted, giving them individual attention as slow learners respond better in small groups. Study groups are formed for peer learning. A set of few students is assigned to mentors. Audio-Visual materials for conceptual clarity are incorporated. Home assignments are given to students which help them understand better; take in a few things at a time, thereby reducing stress. Notes are provided so that they can revisit the concept and refresh their memory whenever required. Repetition, revisions are encouraged. Students are encouraged to assert their viewpoints candidly. Confidence-enhancing lectures, personality development lectures are arranged. Remedial classes are conducted for topics where they lag. Wherever possible a practical approach is adopted. Visits to particular sites are arranged to increase their interest.

Advanced Learners:

These are well versed with technical concepts and are inquisitive, willing to attain more knowledge. They are ahead on the learning curve. The learning and knowledge grasping power of these students fall outside the spectrum of the majority of their peers.

Measures taken for improving the academic performance of slow learners:

Advanced learners are encouraged to explore and grab opportunities as per their skills. Students are motivated for extra and co-curricular activities. Their skills are appreciated. They are asked to contribute to

the college magazine. Opportunities are provided to develop their creativity by participating and organizing various inter and intra-departmental competitions. They are encouraged to participate in academic activities like seminars, workshops, symposiums organized on the national and international levels. They are prepared for competitive exams like GATE, GRE, CSIR-NET, CAT, etc. Mock tests, group discussions, and technical quizzes are organized frequently. Teachers motivate them to pursue innovative research work and to take up micro-projects to inculcate research orientation. At the end of the session, some departments like the Department of Food Technology publish their achievements to boost students' morale, for better adaptability, and to increase their scope of enrolling for higher studies abroad or in institutes of immense repute. Diligent students are motivated to get university ranks. Current issues and topics are discussed. Students are encouraged to move from the factual to the conceptual. They are encouraged to enroll in online courses at Swayam.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 26.44

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Learning is an active process. Students do not learn much by just sitting in the classes listening to their instructors, making assignments, memorizing lessons, and spitting out answers. They must talk about what they are learning, write about it, understand the context, relate it to past experiences, know its practical usage and apply it in their daily lives. True learning is the process of gaining deep understanding, becoming more knowledgeable, nurturing, and honing one's skills. The faculty of Mata Gujri College endeavors to make the classes interactive to obtain this goal. Thereby active, voluntary, uninhibited participation of students is encouraged and welcomed. Various associations are formed at department levels to nourish and nurture the learning of students. Visits to other institutes, fields, and educational trips are arranged from time to time. To illuminate their experiential learning, students are encouraged to participate in competitions organised at national and international levels. Seminars, guest lectures, workshops are organized to encourage creativity, innovation, and adaptation of ideas. Students are given individual projects and class assignments, focusing on self-study and independent learning. Internships and

training ensure experimental learning for students. These efforts aim at the enhancement of learning experiences of students to meet the challenges of contemporary society. Classroom discussions, debates, presentations by students, brainstorming activities, creating a mind map and role play facilitate participative learning. Under the supervision of teachers, students take up group projects and practical-oriented research topics. It boosts up their reflective thinking, problem-solving, and logically analyzing skills. The activities such as camps of NSS and Red Cross, Village Adoption, Tree plantation, Swatch Bharat, and Health awareness drives help the students in showcasing their skills, gaining substantial experience, and preparing them to work as a team for the welfare of society. Besides lectures, case study methods are also employed to ensure the active involvement of the students in the teaching-learning process. Students are encouraged to take part in problem-solving activities through continual engagement with issues and challenges of various areas. An annual media fest 'Sahaafat', is organised by Dept. of Journalism and Mass Communication, which provides a platform of media-related events and competitions to celebrate creativity and shared passion for journalism. A YouTube channel named DJMC Mata Gujri College, run by the same department, claims more than 4Ksubscribers. Students of all classes create video clips for the channel which fosters their participative as well as experiential learning. Editing of magazine 'Fatehgarh', gives them a chance to strengthen and polish their skills. Local Weather Reports are prepared by the students of the Dept. of Geography by collecting the weather data from the field and online sources. Department of Agriculture arranges visits, field trips with the aim to groom students in their practical expertise. Students are attached to farmers to obtain an empirical understanding of farming under the scheme of Rural Agricultural Work Experience (RAWE). Students are also attached to private industries as some of the departments make an industrial visit a part of their curriculum.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The role of a teacher has changed from transmitter of knowledge to facilitator of knowledge. It includes new technologies which can be implied to do traditional things in a different and impactful way. As a consequence, teachers are challenged not only to integrate technology with teaching but to also engage students in this emerging trend. ICT provides powerful tools to support the shift from teacher-centered to learner-centered paradigm. Optimum utilization of ICT tools helps in improving the teaching-learning process and assists teachers in performing their role as creators of pedagogical environments. The college encourages intensive use of ICT-enabled tools including online resources for an effective teaching-learning process.

There are various ICT-enabled classrooms on the campus. The seminar halls, Auditorium, conference rooms are well equipped with ICT facilities. Wifi, LAN connected systems are provided. Laptop, LCD projector, desktop, tablet, I-pads, printer, scanner, microphone, the interactive whiteboard are used for effective teaching. Library also offers a wide range of e-resources via remote access facilities to all

stakeholders. Workshops are conducted on regular basis to familiarize teachers with various ICT tools. Special lectures and technical talks are arranged by inviting experts from the industry.

MGC is committed to providing a quick flow of knowledge between teachers and students. Whatsapp groups, Google Meet platform are successfully used. Google Classroom is used to streamline the process of sharing files between teachers and students. In these, relevant research papers, important notes, presentations are uploaded for the students, which they can access whenever they want. Some departments like the PG Dept of Commerce have created YouTube Channel to enhance the knowledge domain of the students. Online guest lecturers have been conducted frequently, and are still being conducted, for the added advantage of students. Online tests and e-assignments are given to monitor students' learning. Pdfs of some books are also provided when needed. The Electronic Resource Packages and Digital Library are available for students. Various research journals are available online and access is provided through a proxy server on the campus.

Virtual labs are used to conduct practicals through simulations. The media lab facility is used to create video lectures and upload them on appropriate platforms for students to use as additional learning resources. Wherever needed, lab manuals are mailed to students well in advance before the experiment is performed. Department of Fine Arts uses special soft wares, tools, and applications such as drawing and painting software, digital still and video cameras, electronic portfolios, scanners, color laser printer, image manipulation, video editing, 3D animation, internet, and web page construction to nurture the artistic expressions of the students. Recorded videos of lectures using OBS and Screencast-O-Matic are shared with the students to clear their doubts. Film adaptations are screened and referred to. Online tools such as hot potatoes are used to create interactive Quizzes, MCQs, jumbled-sentences, crosswords, matching/ordering, and gap-filling exercises, where the faculty monitors students' performance.

File Description	Document
Any additional information	[View Document](#)
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 28.67

2.3.3.1 **Number of mentors**

Response: 154

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Adherence

The institute always aims at ensuring an effective teaching-learning process and effective utilization of the working period. So to achieve this institute prepares an academic calendar at the commencement of the academic session. The institute plans its academic calendar in line with the calendar of the parent university and the academic calendar contains detailed information about the admission schedule, teaching days, various curricular and extra-curricular events to be organized, internal examination, semester-end examination, holidays, etc. The purpose of preparing an academic calendar is to apprise all the stakeholders about the academic, curricular and extra-curricular activities to be taken up during the academic session. This calendar is published on the institute website and communicated to all the heads of the departments. Further, this calendar is displayed on all notice boards of the institute. The college academic calendar provides information about the following activities in the academic calendar.

Admission schedule

The institute strictly follows the admission schedule released by the parent university (Punjabi University, Patiala).

Teaching days

Though the Academic calendar contains the working period including teaching days, admission days, examination days, etc. yet it is planned in such a way that 180 effective teaching days are achieved during the academic year.

Curriculum Activities and Co-Curriculum Activities

The academic calendar contains the plan as well as directions for execution of curriculum and co-curriculum activities like teaching-learning process, mid-semester test, practical examination, etc. to be conducted by the departments. The head of the department ensures that the academic calendar is followed and implemented.

Extra-Curriculum activities

All the departments prepare their departmental activity calendar and submit it with IQAC. THE IQAC then prepares comprehensive plans on the basis of information received from the department and the same is displayed on the institute website. The implementation of the same is ensured by the respective department.

Semester End Examination

Being an autonomous institute, the semester-end examination is scheduled by the controller of the examination keeping in consideration the examination schedule of the parent university. This schedule is communicated to the departments and students well in time.

Holidays / Vacations

Keeping in consideration the holiday schedule of Punjab Govt. and Punjabi University Patiala, the list of holidays/ vacations is also included in the academic calendar.

The finalized academic calendar is duly approved by the Academic Council of the College. The Institute sticks to the approved academic calendar. The departmental activity calendar, Time tables, and Lesson plans of the teachers are designed according to the schedule of the working days as provided in the approved academic calendar. Any changes in the approved academic calendar due to unforeseen developments are incorporated in the academic calendar on the instructions of the Chairman, Academic Council of the college. Though so far there have not been any instances of deviation from the approved academic calendar, yet the Director-Principal conducts review meetings on regular basis to ensure timely and effective implementation of the approved academic calendar.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 66.7

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 3.68

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
12	7	4	3	3

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 8.1

2.4.3.1 **Total experience of full-time teachers**

Response: 1352.44

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 53

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
31	39	56	72	67

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document]
Any additional information	[View Document]
Link for Additional Information	[View Document]

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.07

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
11	35	58	92	65

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document]
Any additional information	[View Document]
Link for Additional Information	[View Document]

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous

Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The conduct of examinations and declaration of results is one of the important activities of the Examination Branch of the College. Examination activities are well planned to ensure smooth conduct and timely declaration of results. The College has taken several initiatives to ensure better standards, improve precision, efficiency, and transparency in the various steps involved in the conduct and declaration of results of examinations, and strictly follows the rules and regulations providing in the Ordinances. Steps are regularly taken to minimize errors and ensure better accuracy and efficiency during paper setting, the conduct of the examination, collection of copies, coding-decoding, and assessment, moderation of answer papers, entry of marks on the answer copies and mark lists, etc. Online filling of examination forms and issue of hall tickets was initiated in 2016 along with online result processing through the Central Campus Management System of the College. The functioning of the Examination Cell has undergoes according to the Academic Calendar. The Semester Examination is held in November-December and May-June in each academic calendar.

The College has adopted a very efficient continuous evaluation system that includes different criteria for Internal evaluation as well as External evaluation during each semester. All the courses run by the college adopts Choice Based Credit System.

The internal continuous evaluation procedure for each course under the Choice Based Credit System (CBCS) has also been an important element in ensuring transparency and assessing progress. The faculty members announce the evaluation criteria at the beginning of the semester along with their respective weightage. The continuous evaluation system offers scope for assessing multi-pronged competencies and monitoring progress. Continuous internal assessment is done through conducting various tests from time to time. Two theory mid-semester exams are conducted for each subject and assignments are given in each semester for all Programs. In between, seminars, group discussions, quizzes, viva-voce, etc activities are also conducted to improve the writing skills, speaking skills of the students. Teachers' remarks and pointers for progress are usually reflected by the improvement shown in the forthcoming continuous evaluation. Presentations and viva have now become an essential part of all programs.

The Internal assessment breakup for UG and PG courses is as follows

i	Two tests will be conducted during the semester. Both the tests will be considered for assessment.	:	50% of the marks allotted for continuous ass
ii	Assignment/ Quiz/ Presentation/ Co curriculum Activities/ Class Test	:	20% of the marks allotted for continuous ass
iii	Class participation & behaviour	:	10% of the marks allotted for continuous ass
iv	Attendance	:	20% of the marks allotted for continuous ass

Various reforms have been undertaken in the last five years that have made a positive impact on examination management:

Reforms in the Examination procedures and their impact

a) Credit system was introduced for the benefit of the students.

b) Continuous Internal Assessment (CIA) includes Mid examinations twice in a semester for each course, periodical assignments/tests/quizzes, etc. to keep the students meaningfully engaged with the subject content throughout the semester.

c) The final year results are declared within one month from the last day of examination to ensure that the students do not miss any opportunity in their professional careers.

d) The student who has to reappear in one subject in any of five semesters of UG course or three semesters of PG Course, then he/she can give Prepone exam of that paper along with their Regular exams of Last semester to provide an opportunity to complete the degree in the stipulated period.

e) Tools of information technology are utilized for most of the activities associated with the conduct of examinations, evaluation, and declaration of results.

Processes integrating IT:

a) Online Examination Forms: The students get their examination form in the student login portal as per the schedule provided by Controller Examination for each semester. All the students fill examination form and submit it online to Examination Branch.

b) Online Hall ticket: After the verification, Hall Ticket (Admit Card) is issued by the Examination Branch which is available to the student in his/her login portal. They can download and print.

c) Online Application of revaluation of answer books: If any student is not satisfied with the result of any subject then he/she can fill and submit the revaluation form online.

c) Online Declaration of Results: The Semester Exam results are declared and notified on College Website. Student gets their provisional result in his/her login portal.

d) Online Application of Reappear-Forms: After the declaration of result, the students who get reappear in any subject then they can fill the reappear form online as per the schedule provided by the Controller Examination in each semester.

e) Online appointment of faculty for Paper Setting: The college has adopted an online mode for the appointment of faculty for paper setting.

f) High-speed printing machines are introduced for the printing of question papers in the examination branch to increase confidentiality.

As the college has a Fully Automized Examination Module so it provides the best services to the students. All kinds of reports are generated with the help of software.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

As per the outcome Based Education model, the program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) have been clearly defined for all the programs and courses offered by the college. Encouraging students to be active learners rather than passive takers of knowledge, the focus is on student-centric learning methods and learning through group activities, games, projects, internships, and participatory methods. The program outcomes are derived from the invariant core values and fundamental concepts guided by the vision and mission of the college. The program-specific outcomes are derived based on societal needs and developmental needs of the students while the course outcomes are derived from the knowledge of specific skills and abilities to be achieved. The achievement of a defined set of outcomes is enabled through experiential and engaged learning, innovative teaching methodologies, technology-enhanced learning, and action research.

The program outcomes and course outcomes are expressed in terms of knowledge, skills, and abilities expected to be gained by the learners at the end of a program or course of study. The POs and PSOs are developed to enable the development of academically bright, socially relevant, employable, and skilled individuals having high moral and ethical values. The course outcomes for the courses taught under the programs offered are designed and developed by the Board of Studies of the concerned department and approved by the Academic Council. These COs are enlisted by every department individually for every course run by the department. These are regularly revisited and improvised with time and with a change in syllabi, or approach or dimensions of the courses.

The institution utilizes every opportunity to communicate POs, PSOs, COs to the students and teachers. The POs, PSOs, COs for all the programs and courses offered by the college are displayed on the college website and are easily accessible to all the stakeholders. The program outcomes and program-specific outcomes are communicated to students through orientation sessions organized by the college at the beginning of each academic session. The departmental faculties also organize orientation sessions for their respective students and communicate the outcomes for their respective programs and courses. The information about all the programs and courses is also available in the prospectus of the college. The course outcomes are communicated to students by the departments through subject teachers at the beginning of the session and also as part of regular teaching throughout the session. The outcomes are stated in the syllabus of all courses and students can get a copy of the syllabi from the department, library, or the college website. Seminars and lectures of subject experts from the industry and alumni of the departments are arranged so that students have clarity as to what all the course offers and where all can it take the student.

The teachers are oriented regarding outcome-based education through training sessions, workshops, and

meetings by internal and external experts. The training helps the teachers to imbibe modern concepts and apply them to frame and revise the course outcomes of their respective subjects.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) as defined for all programs and courses are communicated to students and teachers. The institute works sincerely towards the attainment of outcomes stated for programs and courses through the relevant curriculum, student-centric teaching methods, student engagement, and use of ICT tools. The framing and evaluation of the POs, PSOs, and COs is guided by six levels of Bloom's taxonomy namely remember, understand, apply, analyze, evaluate and create. The quality of curriculum and teaching-learning is continuously monitored and the level of attainment of outcomes is assessed through assessment tools. The performance in assignments, MSTs, and end-term semester final examinations serve as a barometer to gauge the level of attainment of the POs, PSOs, and COs by the student. The assessment is done based on both direct and indirect methods.

Direct Method

In the direct method, the assessment is done based on internal assessment and end semester final examinations The internal assessment is given a 30% weightage while 70% weightage is given to the external examination for assessment of outcomes. The assessment for internal assessment is based mainly on performance in MSTs and assignments. Two MSTs (MST 1 and MST2) are held in each semester and the students are required to submit 2-3 assignments in each course. The final attainment of COs is measured based on the results of the internal assessment and end-semester final examination. For measuring a CO, the percentage of students who achieve a score of more than 40% is calculated. The average of the percentages obtained for each CO in assignments, MSTs, and final examinations is calculated which decides the level of attainment of the particular CO. The level of attainment of COs further decides the level of attainment of PSOs and POs.

Indirect Method

The level of attainment of PSOs and POs is also measured by an indirect method. The feedback obtained from stakeholders including feedback from employers and alumni also helps in assessing the level of attainment of outcomes. The college and the departments try to stay in touch with its alumni and keep a record of their achievements and take their honest and valuable feedback to ascertain the success rates of these desired outcomes. The feedback from alumni is also obtained through alumni meets and BoS

meetings. The interaction with industry experts through BoS meetings also helps to make this assessment. The feedback is obtained from students at the end of each semester about the courses taught in the semester. The feedback regarding course content and related aspects are also obtained through an exit survey which is administered to outgoing final year students which helps to assess the level of the outcomes attained.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 90.72

2.6.3.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 2787

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 3072

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The purpose of the research policy of Mata Gujri College (MGC) is to create a dynamic research ambience among academicians and ingrain research aptitude in students. The policy shall serve as a blueprint to accomplish research distinction and disseminates knowledge in various academic facets. The research policy is the cornerstone for all scholarly inquires and research ethics are undertaken by the institution. The policy is executed by the Research Committee of Mata Gujri College (MGC) to recognize the core areas of research that can be substantial to society in particular and the nation as a whole. The custodian of the research policy for its implementation and updating is the Principal of Mata Gujri College and competent academicians and researchers in the college. The committee intends to foster their assistance and recommendation in research-related matters undertaken by the college.

The principal objectives of the research policy are to cultivate the desired cognizance regarding research among the faculty members of Mata Gujri College (MGC). Secondly, to embolden ethical research culture through organizing workshops/seminars/conferences/ programs. Thirdly, to invigorate academicians to publish research papers in journals of National and International repute and to undertake projects of national imminence. Fourthly, it aims to facilitate research collaborations and partnerships to persuade consultancy and Industry-academic associations.

The Mata Gujri College (MGC) has a profound research quality that serves as a guideline for academicians and research scholars. To succour, the young researchers, a repository of research project funding agencies from the National (UGC, ICSSR, DST) and International level (AICTE, Indian National Science Agency, Alexander Humbolt Foundation) is established. Moreover, the college is committed to the publication of research papers in journals of high standing like SCOPUS / Web of Science/ Springer/ Taylor and Francis.

Research ensues to be one of the front runners aspects of the academic activities which aid the institution to achieve excellence in the educational field. The college promotes a research culture for teachers as well as students. The institution has formulated a special research group on climate change that aims to vitalize faculty members to carry out a research proposal on various facets of climate. In addition to this, the college takes the initiative to conduct faculty development programs, workshops, seminars, faculty induction programs so that academicians can remain acquainted with the latest research avenues. For the students, the college has formulated a publication bureau that aims to publish books and research journals. In addition to this, the college also prints its monthly lab journal named "FATEH", which provides the opportunity for students' to demonstrates their writing skills.

The Mata Gujricollegeadvocates a high standard of responsibility among the faculty members and believes that the occurrence of misconduct is a threat to the basic principles of research integrity. The college is committed to following the guidelines laid by the University Grant Commission (UGC) on good academic practices. The research guidelines' major orientation is to enlighten the faculty members as well as research scholars to engross in ethical and good practices throughout their research journey.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<u>View Document</u>
Any additional information	<u>View Document</u>
URL of Policy document on promotion of research uploaded on website	<u>View Document</u>

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.19

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
2.54	3.417	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	<u>View Document</u>
Minutes of the relevant bodies of the Institution	<u>View Document</u>
List of teachers receiving grant and details of grant received	<u>View Document</u>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<u>View Document</u>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<u>View Document</u>
Any additional information	<u>View Document</u>

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.78

3.1.3.1 **The number of teachers awarded national** */* **international fellowship for advanced studies /**

research year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	0	01	01

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 24.45

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

2019-20	2018-19	2017-18	2016-17	2015-16
24.45	0	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 0.26

3.2.2.1 **Number of teachers having research projects during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Names of teachers having research projects	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 11.98

3.2.3.1 **Number of teachers recognized as research guides**

Response: 20

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 1.82

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

3.2.4.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
22	20	20	20	20

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The Mata Gujri College (MGC) fosters the culture of scientific inquiry and attempts to develop an intellectually disciplined process through critical thinking among academicians and students. The college has established its own Central Instrumental Facility (CIF) lab that incorporates a variety of sophisticated instruments for pushing the precincts of research in science and technology at an optimum level. The instrument mainly pertains to Molecular Biology (Deep Freezer Vertical Model, Lyophilizer- BR Biochemetc) Chromatography Analysis (Gas Chromatography GC580 Model, Ion chromatography), Microscopy (Microscope with a digital camera), and Sample preparation zone (Autoclave, Laminar Air Flow- BR Biochem, Refrigerated Centrifuge).

COMMUNITY ORIENTATION:

The Mata Gujri College (MGC) promotes organic farming as a sustainable form of agriculture that works in harmony with nature rather than against it. The essence of organic farming lies in the fact that it provides consumers with natural farm products. Organic farming is an assimilating farming system that endeavours for the sustainability of agricultural products and enrichment of soil fertility.

INCUBATION CENTERS:

The Mata Gujri College (MGC) is dedicated to promoting innovations vis-a-vis outreach activity for the benefit of the society and in order to suffice this purpose, it has established six Incubation Centre i.e. Agriculture Business Incubation Centre i.e. for the Production technology of Mushroom, Production of Vermicompost, Production technology of Exotic vegetables, strawberry, and Azolla Production. The purpose of these incubation centres is to provide an operative tool for the STAND-UP INDIA and START-UP INDIA initiative of the Indian government to nurture innovation. The ultimate aim of these programs is to create a vibrant ecosystem for startups and give wings to potential young entrepreneurs.

The prime purpose of Mata Gujri College (MGC) is to thrive for an entrepreneurship culture that imitates the epitomes of responsible innovation. The college launched Lab to Land program that intends to

improve the economic condition of small, marginal farmers and landless labourers. This program gives the students first-hand knowledge about the grass-root level problems of the rural community and they undertake initiative for their upliftment in the society. The foremost feature of this program is to expedite the transfer of technology and knowledge to farmers. The Agriculture Technology Management (ATM) expedites the farmers in the production of exotic vegetables and strawberries. In addition to this, the college prides itself on the initiation of Dairy Science courses that will open business avenues for youngsters and generate finances in near future.

The Mata GujriCollege (MGC) plays a crucial role in formulating a conducive environment that appreciates innovative ideas to be effectively generated and developed for an innovation ecosystem. The college also aims to develop facilities for exploring new ideas, experimentation, and working with external collaborators. The college profoundly believes that innovation is the need of the hour not only for innovation's sake but also for student successful life.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 83

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
35	23	16	5	4

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 1.65

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 33

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 20

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.62

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
56	102	97	67	82

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last

five years

Response: 0.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	6	8	8	22

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 2.87

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 7.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	[View Document](#)

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The Mata Gujri College (MGC) is dedicated to fostering extension activities in the form of the National Service Scheme (NSS), National Cadet Corps (NCC), Red Cross programs. These extension programs play a considerable role in holistic personality development and inculcate a sense of brotherhood. The college has adopted seven of the neighbouring agrarian villages in order to sensitize their students about social responsibilities. With the collaborative efforts of NSS and NCC units, various social drives are undertaken like blood donation camps, sapling plantations, cleanliness drives, eye donation campaigns, etc. These programs inculcate a sense of empathy and social responsibility among college students. These

events ensure social justice through equity and access. Moreover, the programs aim to inculcate the idea of social welfare among students and to provide service to society without any bias. The ultimate goal is to teach volunteers that they must imbibe good qualities from the underprivileged people or living life with scarce resources.

The Mata Gujri College (MGC) is dedicated to community service and every year in the month of December, ShaheediJor Mel is held. On this occasion, lakhs of devotees pay their obeisance atGurudwaraFatehgarhSahib to commemorate the martyrdom of courageous younger sons of the Tenth Sikh Guru, Guru Gobind Singh. The college administrations along with student volunteers for frontline service do distinctive arrangements like traffic control, barricading, a special community kitchen for people visiting the sabha.

The Mata Gujri College (MGC) advocates the overall holistic development of personality therefore apart from academics its main focus is on the physical well-being of the students. Every year sports meet is conducted by the college, where students participate in-game with full vigour and zeal. In addition to this, the college also provides a conducive environment so that students' can chisel their technical skills as every year students from the computer science department exhibit their technical dexterity for making websites as well as software.

The Mata Gujri College (MGC) created awareness about the self-monitored drug abuse prevention program for saving youngsters from drug menace. The college administration conducted drug awareness campaigns as well lecturers so that students' can deal with daily stressors of life by inculcating healthy lifestyles. An effort was made through psychological talks so that students should have a hardy personality and be emotionally strong. The main idea was to reach out to the youngest possible level and instill a spirit of healthy living.

The Mata Gujri College (MGC) became the pioneer of online teaching techniques and strategies after the outbreak of the COVID -19 pandemic and efforts were taken by the college to deal with the mental health issues. A number of motivational videos and lectures were delivered by the psychologists to overcome the stressful situation in a resilient manner during the lockdown. Thus the college tries its best to create a blissful premise for the students' for their over round development of personality.

File Description	Document
Upload Any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 8

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	2	1	1

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 177

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
60	63	21	13	20

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 36.9

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
2569	2536	1050	1308	1344

File Description	Document
Reports of the event	[View Document]
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document]

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 30.4

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2019-20	2018-19	2017-18	2016-17	2015-16
59	60	10	15	8

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document]
Copies of collaboration	[View Document]
Any additional information	[View Document]

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 6

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	2	0	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Mata Gujri College can rightly feel proud of the infrastructure and physical facilities that it provides to the students. It continues to add to them to meet the needs of expansion anticipated in future. The College has a spacious and well maintained green campus spread over 25 acres. In addition, it has a 50 acre farm to impart practical knowledge to students of Agriculture Department.

The built up area in the College is divided into the following blocks:

- **The Administrative Block** – The Administrative Block includes the Principal's Office, the Board Room and the Committee Room. In addition there is Main Library and the Reading hall and the E-resource centre. Another library is in the Management and Computer Block. The College reception is close to the Principal's office handles the queries of the students. The Accounts Branch located at the entrance of the College consists of a cash counter and adequate working space for the support staff.
- **The Academic Blocks –** The College has six academic blocks - the Arts Block, the Science Block, the Commerce Block, the Management and Computer Block, the Life Science Block and the Social Science Block. These academic blocks have 80 well-furnished ICT enabled classrooms. In addition, there are 12 computer labs, 25 science laboratories, seminar halls, a language lab,a media centre and a studio room. The Science block also houses the rooms of various activity in-charges like NCC, NSS, Scouts and Guides,Sports department and Medical-Aid.
- **Examination Branch –** The Examination Branch includes the office of the Controller of Examinations, enough space for branch personnel and storage of question papers and answer sheets.

- **Sports Complex -** The College has a sprawling sports complex for organizing sports events and Annual Athletic Meet. It includes a football ground, a hockey ground, and a basketball court. The Students' Centre located on the first floor of the Canteen building has facilities for indoor games.

- **The Central Instrumentation Facility Centre** is well equipped with state-of-the-art infrastructure sufficient to meet students' research needs.
- **There are enough open spaces in the College.** A part of it is used for providing parking facilities. A Rose Garden and a Botanical Garden, Lawns, Polyhouses, a Green House, a Vermicompost unit and a Agrometrological observatory have also been constructed there. The College has two common rooms for girl students and a Students Centre serves as a common room for the boys. The College has a canteen that provides beverages, snacks and lunch to students.
- **Auditorium -** The College has an air-conditioned Auditorium, Conference hall, Amphi-theatre with a seating capacity for 440, 300 and 250 persons respectively. The halls are used for organizing academic events and co-curricular activities.
- **Hostels-** There are five hostels, one for boys, three for girls and one for sports-persons.
- **Transport facility –** The College has 7 buses of its own and 7 more buses are hired, the College

ambulance, a Bolero for the use of the staff and an Innova car for the use of the Director-Principal.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

For students' overall development, the College has adequate facilities for cultural activities, yoga, indoor games, and sports. Students are encouraged to participate in youth festivals, sports, farewell and freshers parties, talent hunt competitions, etc. These events are organised under Dean Sports, Dean Cultural Activities, HODs, and Youth Club, and in-charges of the other co-curricular activities. Cultural activities like Gidda, Bhangra, and Classical dance are carried out with the professional coaches and trainers' support. College teams participate in State and University level competitions. Refreshments are provided to students during their practice sessions. They are also provided scholarships depending upon their achievements at the College, University, and National levels. These cultural activities and community outreach programmes provide a platform for potential artists, sportspersons, and culturally proficient students to showcase their talents. Many of our students are prolific in cultural activities and are torchbearers of Punjab's rich cultural legacy. Following facilities are available in the College:

For cultural activities

Auditorium, Conference hall, Seminar halls, Open Air Theatre, and lawns. There is an Amphitheater, where students participate in talent hunt competitions, cultural programmes, street plays, mimes, etc., under the guidance and supervision of their teachers, which is also used for debates and discussions. Conference hall and seminar halls are used for organising fresher and farewell functions at the department level. Grounds are also used for organising Consumer Hub, and Agri-Fest organised by Management and Agriculture departments. Other facilities include a Recording Studio with an audio-visual facility and a Media center. The district administration also uses facilities available in the College. The College has been participating in all items/events of the Youth Festival for many years.

For Sports and games

The College has adequate facilities for outdoor and indoor games. There are grounds for various sports, like basketball, badminton, kabaddi, kho-kho, tug of war, cricket, and hockey. There is a 400-meter cinder track available for various sports like a sprint, relay race, hurdle race, cycle race, etc. Facilities for indoor games including chess, carrom board, and table tennis are available in the College. These indoor games are organised in the student's center situated on the first floor of the canteen. Sports day is an annual mega event of College that includes flag hoisting, march past, and various events for students, including sprint, relay race, hurdle race, long jump, and high jump, etc. Besides, sports activities are organised for teaching and non-teaching staff also. During the valedictory session, prize distribution is carried along with

a cultural programme. Various competitions are conducted at the inter-departmental level during the academic year, like cricket matches and badminton competitions.

Gymnasium: A gymnasium, equipped with modern fitness gadgets, has been set up where students can train themselves. This facility is available for both students and faculty. The College has a yoga classroom where faculty and students can meditate and even practice yoga.

The College maintains the above facilities through its proactive policies that are executed with various committees' help.

File Description	Document
Upload any additional information	[View Document](#)
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 57.98

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 69

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 45.94

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
42.62622	51.67082	372.51115	1239.66131	1035.96296

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	[View Document](#)
Upload audited utilization statements	[View Document](#)
Link for any additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Mata Gujri College boasts of two libraries plus a reading hall. The main library is situated in a building above the Administrative Block named after Panth Ratan S. Gurcharan Singh Tohra. It provides academic support for teaching, learning and research activities. The library has amassed a rich collection of 69,067 books covering all subjects like agriculture, biotechnology, botany, commerce, statistics, language, mathematics, physics, chemistry, personality development, current affairs, competitive examinations etc. In addition, the library contains valuable reference books, Project Reports, Dissertations, Encyclopedias, Year books, Dictionaries, Journals, Magazines and CDs. The extension library dealing with professional courses like MBA, MCA, BBA, BCA, MSc IT, M.Com, PGDCA, B.Vocational, etc., which was established in 1998, is on the second floor of Bhai Moti Ram Mehra Management and Computer Block. The third section of the library – the Reading Hall - is below the main Library. Keeping in view the changing trends, a digital library has also been established to allow access to electronic resources and Internet services. The digital section of the library is equipped with computers for staff, researchers and students. The library is a member of DELNET & INFLIBNET and N-List Programme which provide access to e-journals and e-books. There are many open source resources available online which can help researchers as well as students. They include National Digital Library, Khan Academy, Open Library etc. Various types of Digital Platforms initiated by the Govt. of India, MHRD, SWAYAM, and e-ShodhSindhu can also be accessed here.

Name of ILMS software	Solitare
Nature of automation	Partial
Version	ILMS module
Year of automation	2012

The Integrated Library Management System software makes it easy for the librarian to maintain records. It helps to oversee the issue and return of books for record-keeping and review purposes as per requirements. It has a simple, straightforward interface for all users. It makes it easy for the library staff to enter new books, to classify books subject-wise and to keep a record of different categories of books. The use of the Bar code Library Management further helps in the circulation of books. The librarian can check the status of any book at any time with the help of software.

The Circulation Desk is a very important part of the library and leaves a lasting impression on the user. It is the first contact point for the faculty and other users with the library. The major activities that it performs

include issue and return of books, attending to the users' queries for effective understanding of library rules and regulations, registration of new members and issue of barcode generated ID Cards to the users.

Efficient functioning of the library cannot be possible without paying attention to the suggestions made by the library users. We at Mata Gujri College take these suggestions very seriously and try to implement them as far as possible. Besides, the library has a book bank facility and a section dedicated to rare books which has nearly 100 rare books in it.

File Description	Document
Upload any additional information	[View Document](#)
Paste Link for additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 16.74

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
6.21	13.65	10.9	28.25	24.68

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 9.19

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 421

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

Response:

1. **Policy covering wi-fi, cyber security, and budget allocation for updating IT facilities**

The College provides a separate budget allocation for providing IT facilities. It has always been the first in the area to provide internet and other technological facilities to all the stake-holders. To provide safe and secure IT facilities, the College has state-of-the-art IT infrastructure capable of providing a platform for all types of IT services and a comprehensive IT policy which covers the management of IT services, network security, software asset management, open source resources, and green computing. The College has also designed a clear framework for the utilization of its IT infrastructure and a mechanism for establishing and maintaining the IT infrastructure.

The College has set up a committee consisting of the system administrator and some faculty members to take decisions regarding the deployment and maintenance of ICT for all academic and administrative functions. IT is used in the Institution for the following purposes:

IT Service Management:

The college has successfully deployed a Central Management System comprising the following modules to

manage the IT facilities:

- Admission and fee accounting module.

- Students' academics module.

- Examination management module.

- Inventory management module.

- Module for managing the web portal for students and parents.

- Library management module.

- Payroll module

- Hostel module

Network Security: To protect the IT network from all kinds of risks and make it secure, the College uses Fortigate 1500D, a next generation firewall. The computers and other network resources of the College campus are permitted to be accessed only by the persons having an account approved and issued by the College authority. The Wi-Fi facility covers every corner of the campus including classrooms, library, auditorium, cafeteria, lawns and hostels. More than 96 Wi-Fi controller based indoor and outdoor access points have been installed to enable the students to have Internet access from any corner of the campus. The College is availing Internet facility with a 205 MBPS Internet lease line.

Hardware and Software Asset Management: The College makes it a point to ensure that the IT and its tools are used effectively to carry out the teaching, research, administrative and service functions. The IT Policy of the College has prepared and approved a list of acceptable system software and application software for teaching and learning purposes.

Open Source Resources: The College encourages the use of open source software for teaching, learning and research activities. This software is available under a legally recognized open license-free arrangement for use and redistribution. The members of the concerned committee pass on their advisory instructions from time-to-time to the users by monitoring the trends and issues regarding developments in open source resources.

Green Computing: The College employs the best available practices to promote green computing by adopting. The College is very particular about using energy efficient CPUs, peripherals, projectors, UPSs and servers to minimize the consumption of power.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 9.05

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 8.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
24.07	70.19241	96.93679	55.1414182	62.80346

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The primary responsibility for developing and maintaining the infrastructure in the College lies with the Governing Body of the College. The College also ensures optimal utilization of the budget allocated for the maintenance and upkeep of the college infrastructure by discussing all plans and projects to be taken up in a session in the meetings of various committees. Meetings are also held to discuss the new policies for the improvement and maintenance of infrastructure. Decisions regarding the construction of new buildings, maintenance and repair of old buildings, purchase and repair of electrical appliances and maintenance of other physical infrastructure of the College are taken by the College Management. The Property Committee and Purchase Committee of the College review all requirements and proposals submitted by the Heads of Departments. Then, quotations are invited, and the work/supply order is given to the vendor with the lowest quote. New buildings are constructed from time to time keeping in view the requirements. Laboratories are upgraded by adding the latest instruments and equipment available in the market. New sports equipment is purchased keeping in view the needs of the sportsmen and the computer network is expanded to meet the needs of the growing number of students. The College also carries out an Internal Financial Audit during which the utilization of the allotted budget is reviewed.

Adequate physical, academic and support facilities, including laboratories, classrooms, seminar halls and computers etc. are made available to the students admitted to the College. The laboratory attendants maintain records of chemicals, glassware and instruments in the labs. The records of goods/equipment/services are maintained by the Heads in the stock register / maintenance register of every department with the help of the lab assistants. Heads of departments undertake a periodical review of their respective department's repairs and maintenance requirements at the end of every financial year. Lab assistants and attendants are responsible for maintaining the laboratories. To ensure proper maintenance of laboratories, physical verification of laboratory equipment is undertaken on yearly basis. Technicians carry out regular repairing, calibration and maintenance of equipment. Stock checking is done at the end of every session by committees constituted for the purpose. This ensures proper maintenance of equipment and disposal of wastes and equipment and glassware no longer fit for use. The chemical purchase committee calls for quotations from various agencies and makes a contract for the supply of chemicals for the whole year at the beginning of every session.

The classrooms and furniture are used regularly by students, but these are also made available to other government and non-government organizations for conducting examinations if not in use. Seminar Halls in the College are used to organize various functions, guest lectures at the college level, and open public gatherings. The College campus is maintained by the beautification committee which makes every effort to keep the campus clean and green. The primary purpose of this committee is to reduce the carbon content in the atmosphere through plantation of new trees and maintenance of the existing trees on the campus. The Property Committee is responsible for maintaining the infrastructure, and recommending the purchase and repair of the existing infrastructure and furniture.

Academic and support facilities include the libraries, the sports complex, and other platforms required for the students' overall development. The College has two libraries and a reading hall with wi-fi facility. Every student is allocated a unique id and a password at the time of admission to access the wi-fi. Students are encouraged to register themselves for the use of e-resources like INFLIBNET, DELNET, NLIST, and NPTEL. Books in the library are arranged in a systematic order with the help of special software. The college management and the library committee ensure the allocation of adequate budget for the maintenance and further enrichment of the library. The Committee tries to make available books in the library as per the requirements of each department.

The sports complex includes a stadium, grounds for different games, a running track and a gymnasium. The running track, the stadium and other outdoor facilities are used by the staff, the students and the general public free of any charges. District level functions are also organized in the college stadium by the district administration. The Sports Committee is responsible for looking after the maintenance of the sports infrastructure.

The College is committed to regularly upgrading the IT infrastructure and associated facilities. There are 12 computer labs including one iMac lab. These labs are equipped with 647 computers. Maintenance of the computer laboratories includes regular repair and up-gradation of computers, servers and laptops. The purchase committee purchases hardware and software for the labs. For the maintenance of computers, outside mechanics are hired for all major and minor repairs. Minor software problems are taken care of by the computer faculty and the lab staff. Non-repairable systems kept in the store are disposed of after going through the proper procedure of writing off and disposal of e-items. The institution purchases new upgraded computer systems from time to time as per needs. The college website is maintained regularly by the system administrator, the software developer, and the faculty of the Computer Science Department. Infrastructure for the development of e-content has also been introduced in the 2019-20 session.

 An automated weather station has been established for monitoring and updating weather forecast information. Maintenance and cleaning of the classrooms, the laboratories and the campus are ensured with the help of the non-teaching staff of the College.

Security guards have been engaged and deployed at appropriate places for the security of the College infrastructure. Several CCTV cameras have been installed to monitor the infrastructure. Technicians maintain the generator, the water tanks, the electric motors and fire extinguishers as per requirement. The staff cabins, the visitor's area, the record rooms, the canteen, the common rooms and the hostels are maintained by the Property Committee. As and when required, outside technicians are also hired for the maintenance of equipment.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 6.79

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
202	270	340	567	296

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 10.78

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
1025	626	283	288	318

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 3.81

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

2019-20	2018-19	2017-18	2016-17	2015-16
253	203	178	147	136

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

08-01-2022 11:09:33

5.1.5 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
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 15.68

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
343	292	248	214	184

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 57.04

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 875

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	07	02	01	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	50	50	50	50

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

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

Response: 98

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
24	11	25	22	16

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	[View Document]()
e-copies of award letters and certificates	[View Document]()

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

STUDENT COUNCIL

There is a Student Council in the College to watch students' interests, to raise their issues with the administration, to help the administration to run the College in the best interests of the students and to inculcate leadership skills, a sense of responsibility and accountability, self-discipline, time management etc. among the students. It acts as a bridge between the students and the administration and helps to make the functioning of the College more student-centric. All the members of the council are nominated by the authorities keeping in mind their competence and merit. They include class representatives, coordinators of different associations/clubs/societies and members of different committees.

The council performs the following important functions:

- It acts as the voice of the students by raising their issues in the appropriate fora, giving feedback about the success or failure of the measures taken by the authorities and the needs and expectations of the students to ensure quality education and adequate student support.
- Its members act as the ambassadors of the administration. They apprised the students of the views of the administration regarding different matters and the intentions behind the measures taken by the authorities and thus help to promote understanding between the students and the administration to ensure the smooth functioning of the College.
- It helps in the organisation and implementation of the programmes of different clubs, associations and societies like the NCC, NSS, Red Cross, Bharat Scouts and Guides etc. and the outreach programmes related to health, hygiene, environment and gender-related issues.
- It helps in collecting material for and publication of the annual College magazine The Fatehgarh and the monthly lab journal The Fateh.

- The Hostel Committee works actively to ensure safety, hygiene and discipline in the hostels and organises the hostel night and other recreational programmes for the hostellers.
- The sports and cultural committee plans and organises different sports and cultural events like the Annual Sports Meet, the Teej celebrations and other cultural functions like the Youth Festival.
- The class representatives actively participate in planning and organizing educational/recreational tours, celebrating major national and international days, organising Freshers and Farewell parties of their respective departments. Events like the Consumer Hub and Vanijya are also planned and organised by student coordinators.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 33.4

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
58	32	29	20	28

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural events / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

ALUMNI ASSOCIATION

The College got its Alumni Association registered on 14th May 2015. It has 4015 registered members. The Association has two chapters: the NRI Chapter and the Indian Chapter. It has established its own office in the College and works actively with commitment and dedication for the welfare of the college and the

society. The Association performs the following noteworthy functions:

Financial assistance: The Association mobilises resources for the college and provides scholarships to the needy and meritorious students.

Academic Contribution: The representatives of the Association on the Boards of Studies help in improving the syllabi through their valuable suggestions and feedback.

Contribution to the Society: The Association provides support to the weaker sections of the society. It regularly provides ration to the inmates of the old age home at Fatehgarh Sahib. It also helps society by donating sewing machines to women to empower them by making them self-reliant and tricycles to the differently-abled citizens to help improve their mobility. It also provides financial help to the farmers affected by natural calamities.

Environment Awareness: The members of the Association hold plantation drives in the nearby villages and also help in the maintenance of public parks. By doing so, they not only help improve the environment but also create environmental awareness among the people.

Contribution during Corona Pandemic: During the period of lockdown following the Corona pandemic, the Association organized awareness programmes, distributed masks and sanitisers to the general public, the police personnel, and the hospitals. It also provided ration to the corona-affected poor families.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: E. <2 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

Mata Gujri College, Fatehgarh Sahib, is a pioneer institution of higher education and driven by a noble mission and futuristic vision.

Vision: "To seek, to strive, to find, and not to yield"

Mission- The mission of Mata Gujri College is to provide the rural youth educational opportunities on a par with their urban counterparts. It pursues the objective of imparting them skills and knowledge that will enable them to cope with a lifetime of social and technological change.

The College, managed by the Shiromani Gurdwara Parbandhak Committee, Sri Amritsar, makes every possible effort to accomplish its mission in letter and spirit. The College seeks to provide quality education to students from rural areas. Though situated in the small town of Fatehgarh Sahib away from any big city, the College has been the first to be awarded the Autonomous status in the entire Northern region.Owing to the able guidance and good governance of the SGPC, the College has been successful in retaining its autonomous status ever since 2010. The College has taken an unbeatable lead in initiating skill-based and employment generating courses in the region.

Facilities for a large number of extracurricular activities are being provided to build the sense of responsibility among students. NCC, NSS, Youth Red Cross, Scouts and Guides, Mata Gujri Study Circle and different Departmental Associations are working hard to achieve this aim. Social Service Events, Cleanliness Drives, Blood Donation Camps, Cycle Rallies, First Aid Training Camps, Free First Aid/ Medicine Camps, etc. are some examples of regular events organized by the college.

The College Governing Body, the Academic Council, Boards of Studies, Deans, Heads of Departments, and faculty members work regularly to devise new and innovative teaching and learning methods to promote and sustain quality education. All syllabi are updated regularly to keep pace with the ever changing needs of society.Being an Autonomous College, the Academic Council of the College is vested with powers to decide all academic matters relating to the formation of syllabi and conduct of examinations. Faculty members representing each Department, student representatives, and representatives from the various walks of life deliberate and decide on all academic matters in the meetings of the Boards of Studies and the Academic Council.

The College believes in decentralization and participative management to ensure smooth functioning. Teachers are involved at every stage of the decision-making process. The Governing Body of the College includes two senior faculty members. All Department Heads are members of the College Academic

Council also besides one Member Secretary and four nominees from the faculty members. Several faculty members act as deans, conveners, and members of various committees such as academic committee, advisory committee, admission committee, research committee, finance committee, academic audit etc. and actively participate in the decision-making process.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Decentralized and participative management is the key feature of the College. Faculty members are entrusted with various curricular, co-curricular and extracurricular responsibilities as Vice-Principal, Deans, Department Heads, Coordinators, Conveners and committee members to supervise various activities such as Academics, Quality Assurance, Research and Development, Career Guidance and Placements, Admissions, Examination and Evaluation, Transportation, Hostel Facilities and many more. The Director-Principal keeps meeting the Vice-Principal, Deans, Heads, and Coordinators frequently to plan, execute, monitor and evaluate the activities, and take corrective measures where and when required.

All the governance and administrative bodies of the College like the Governing Body, the Academic Council and the Boards of Studies are highly participative and democratically structured.

The concept "Deans and Heads are the second line of administration" has been adopted for smooth functioning. Various extracurricular activities such as educational visits, guest lectures, quiz competitions etc. are independently handled by the Heads of Departments.

The College also entrusts students with various responsible positions such as Class Representatives, Office Bearers of Associations, and Coordinators. Students plan and execute numerous activities like Guest Lectures, Educational Visits etc. with help and guidance from faculty members. Students even help in framing the syllabi through feedback channels. As a result of participative management promotion, some events are fully organized by students from the beginning to the end. Annual Athletic Meet, the annual events of the Commerce Association and the Computer Association are a few examples.

Case Study:

The College leadership always encourages decentralization and participative management. The examination branch of the College is a good example. The Controller-Examinations of the College is

authorized to take decisions independently regarding the administration of the Examination Branch. All the documents like date sheets, examination duties, administrative orders etc. are signed by the Controller-Examinations only. Even the provisional Detailed Marks Cards (DMCs) are issued under his/her signature without the counter signature of the Principal. While preparing the date sheet, student inputs routed through the faculty members and HODs are taken into account for a stress-free examination system. The leave applications of the personnel in the Examination Branch are first recommended by the Controller Examinations and then sanctioned by the Director-Principal. All the employees working in the Examination Branch are answerable to the Controller-Examinations.

As a result of the participative mechanism, the College is able to declare the results of the final examinations before the Parent University and other reputed institutions located in the region. Through strengthened MIS of the College, the Examination Branch has successfully reduced paper usage to a great extent. Examination Forms, Roll Number Slips, Provisional Detailed Marks Cards are all provided through the students' portal.

Grievances are redressed in a time-bound manner without involving the higher authorities which saves time. The Moderation Committee, the Result Review Committee etc. work for timely redressal of students' issues. All this makes the examination system stress free and pleasant for the staff as well as the students.

File Description	Document
Any additional informatiom	[View Document](#)
Link for strategic plan and deployment documents on the website	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Mata Gujri College has emerged as a pioneer in achieving milestones and setting an example for other institutions in the neighbourhood. The College has achieved visible growth in the past few years in academic and infrastructural development. The College has initiated a Strategic Planning and Development Programme to speed up the growth. The strategic plan of the College focuses on various aspects of academics, infrastructure, technology, teaching-learning process, governance reforms and environment awareness. The main features of the College Strategic/Perspective Plan are:

- Introduction of the skill-based and employability based programmes.

- Development and up-gradation of physical infrastructure, e.g. setting up of Central Instrumentation

Facility Lab, Experimental Farm and planning new buildings etc.

- Enhanced introduction of the quotient of ICT enabled tools in the teaching-learning process.

- Computerization/digitalization of the functioning/activities of the College.

- Development of a favourable culture for quality research in the College.

- Development of environmental-friendly infrastructure and practices on the Campus.

- Promotion of decentralization and participative management in the College.

Case Study

The strategic/perspective plan has been in place since 2016. It aims at achieving some targets in academics, infrastructure, technology, governance, environment-friendliness etc. As a result, the College has been able to successfully implement some very crucial practices. One such practice is computerization/digitalization of the day-to-day business procedures of the College. The College has successfully developed an In House Management Information System covering almost all critical areas. The MIS of the College comprises different modules dealing with different procedures covered by it.These modules support various areas like online admission, online fee payment, student portal, teacher portal etc.The Examination Module covers online submission of examination forms, online issuance of roll numbers, store management, bill linkages etc. The Accounts Module covers all major accounts related issues like automatic preparation of Ledger Book, Balance Sheet, Cash book and Profit and Loss Account. The Website Module is integrated with the College App, and now the website and College App can be updated simultaneously through the MIS. Digital Document Service for the verification of documents is also available on the College Website which helps in the digital preparation and verification of documents. Only subject marks are required to be entered into the system, after which, the Examination Module automatically processes the results. The Examination Module covers the compilation of results, preparation of marks-sheets and Gazette Reports.

The development of theManagement Information System has enhanced the competitive advantage of the College and has facilitated the simplification of procedures.

File Description	Document
Any additional information	[View Document](#)
Link for Strategic Plan and deployment documents on the website	[View Document](#)
Link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Mata Gujri College follows a transparent, democratic, and inclusive hierarchy.

College Governing Body: The College Governing Body is presided over by President, SGPC, Sri Amritsar. SGPC is the primary Institution of Punjab founded under the parliamentary act of Sikh Gurdwara Act, 1925. It runs many prestigious educational institutions, including Medical Colleges, Hospitals, and many Charitable Trusts. College Governing Body includes Director-Education-SGPC, Amritsar, additional secretary of Local Management Committee, a UGC Nominee, a nominee of parent university, i.e. Punjabi University, Patiala, a nominee of DPI, and two senior teachers from the college faculty. The body is responsible for all the significant decisions regarding financial budgets, promotions, framing the College rules, laws, bye-laws, etc.

College Administration: The Director-Principal of the College is at the top of the administration tree and exercises exclusive powers concerning financial matters. The management has decentralized the authority and responsibility to various faculty members in Controller Examination, Deans, IQAC-Coordinator, etc. Many faculty members are independently handling their respective area's affairs with the least interference from the Principal's office, i.e. Dean-Academic Affairs, Dean-Faculties, Dean-Research, Dean-Training and Placement, Dean-Cultural Affairs, Dean-Outreach Activities, Dean- International Relations, Dean-Alumni, Dean-Sports, Dean-Students, etc. The College has reconstituted the administrative and academic setup and has placed homogeneous departments under different Faculties. Faculty of Commerce, Economics and Management Studies, Faculty of Computer Science, Faculty of Vocational Education, Faculty of Life Sciences, Faculty of Basic Sciences, etc. The office of Member-Secretary of College Academic Council acts in close liaison with the office of Dean-Academics Affairs. Associate Deans have also been appointed to work closely with Dean- Faculties and Heads of Departments.

Administrative Committees: Various committees are established to simplify administrative procedures. The principal forms different committees to monitor and facilitate several activities organized in the College. i.e. IQAC, College Academic Advisory Committee, Examination Branch Committee, Library Committee, Academic Audit Committee, Academic Calendar Committee, IT Advisory/Software Development Committee, Research Committee, Anti-Ragging Committee, Institutional Linkages and MOUs Committee, Cultural Affairs Committee, Internal Complaints Committee on Sexual Harassment of Women at Work Place, , Internal Audit Committee, UGC Committee, Scholarship, Legal Literacy, Unnat Bharat Abhiyan Committee, College Magazine and Publication Bureau, Campus Construction, Repair and Property Committee, Differently Abled Students Service Cell, Mental health & Wellbeing Committee, Campus Beautification Committee, Bus / Railway Pass Committee, Student Induction Programme Committee, SC/ST Grievance Redressal Committee, Student Welfare Committee, Canteen Committee, Time Table Committee, Star College Scheme Committee, Press and Publicity Committee, Discipline Committee, Waste Management/Green Audit/Compost Preparation Committee, OBC Cell, Minority Cell etc. These committees are provided with adequate power and authority to enable them to work smoothly and take decisions independently.

Service Rules, Procedures, and Recruitment: Mata Gujri College follows all the laid rules of UGC, Punjab Government, and parent university, i.e. Punjabi University, Patiala in recruitment, promotion, other service rules, etc.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Teaching:

1. For teaching staff, financial support is provided for attending conferences, workshops and seminars.

2. Seed Money provided for research work.

3. In case of any emergency, personal loan is provided to the staff against salary without interest.

4. The faculty members are eligible for availing Casual Leave as per Punjabi University, Patiala and Punjab Govt noms. Vacation leave for teaching faculty/ Non Teaching staff are as per Punjabi University, Patiala calnder in a year. Duty leave facility for attending workshops /conferences/seminars. Medical Leave is for 15 days with pay. Paid Maternity leave to the women employees, for a period of 24 weeks and paid Paternity leaves for 3 days.

5. Employees Provident Fund: All the staff who are eligible as per the Staffs' Provident Fund legislation shall be enrolled as members. The College shall remit both the contributions of employee and management to the EPF Scheme authorities. The College shall pass on the annual statements pertaining to the Staff, as released by the EPF authorities, to the concerned staff. The College shall endeavor to correspond with the EPF Scheme authorities to obtain the accumulations with interest from the EPF organization and present the payment to the staff at the time of his/her retirement.

6. Group Insurance is provided for teaching and non-teaching staff

7. Gratuity Benefit:The management contributes gratuity to the permanent employees in the college as per Punjabi University, Patiala and Punjab Government noms.

8. A faculty member is nominated as the Staff Secretary. He/she coordinates and conducts various programmes such as Retirement parties, condolence meetings, staff meetings and staff get togather. The Staff Secretary along with the staff members attends occasions such as marriages in the family of faculty members and also pays homage and respect to the deceased member of the family.

9. The Staff Fund Teaching is created with contribution of Rs.200 per month by every Teaching Staff member of the college and is managed by Staff Secretary. staff fund is utlized for financial help to staff member, family members of deceased member. programmes such as Retirement parties, refreshment in staff meetings and staff get togather.

10. Subsidized Canteen Facility

11. Free Medical Centre

12. 24×7 Wi-Fi/Internet

Non Teaching:

1. Advance pay against salary without interest ????

2. Compensation jobs for nominee / family members ?

3. 25% fee concession to the children of college employees

4. Group insurance

5. Wheat loan 8000/- yearly

6. Maternity benefits and Medical Leave

7. Subsidized Canteen Facility

8. Free Medical Centre

9.24×7 Wi-Fi/Internet

File Description	Document
Any additional information	[View Document]
Link for additional information	[View Document]

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

Response: 0.24

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**

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]
Link for additional information	[View Document]

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 2.6

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	2	0	2	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 19.03

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
71	26	12	18	23

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Efficient financial management of the College is ensured by timely and regular audit (internal as well as

external) of accounts.

Internal Audit: The objective of internal audit is to ensure compliance with the rules and regulations related to finances and accurate and timely financial reporting. It also benefits the management by identifying and rectifying weaknesses in financial management before the review of accounts by external auditors. Internal Audit is given due importance in the College. It is performed by the Internal Audit Committee consisting of three faculty members. The Internal Audit Committee's primary responsibility is to ensure the timely recording of various transactions regarding expenses & income and proper utilization of resources. A transparent purchase procedure has been laid down in the College and has to be followed before placing any order. All bills are raised against the physically verified delivery of items and have to be recommended and verified by the Purchase Committee. Bills are vouched by the accounts Department and are accompanied by supporting documents. The Bursar of the College countersigns these bills after verifying and validating the documents. This procedure forms the foundation of the internal audit process. The Internal Audit Committee meets and checks the accounts with the help of the accounts branch staff regularly and ensures the removal of possible objections.The following major areas are covered under the internal audit:

• Budget v/s Actual Performance

• Revenue and Expenditure Audit

• Fixed Deposits and Interest Receipts

• Fixed Assets and Purchases

• Statutory Compliance with TDS, EPF & ESI rules

External audit: The College regularly gets its accounts audited by an external auditor. The external audit of the books of account of the College has been completed upto F.Y. 2019-2020. An independent chartered accountant firm has been appointed for this purpose. The internal audit committee works out the preliminary procedures for the external audit. The External Auditor thoroughly examines the books of accounts of the College. If any doubts are raised, they are clarified by the accounts branch staff immediately by providing supporting documents. The number of objections raised so far has been negligible. When an objection is raised, it is removed as soon as possible. We are proud to point out that there are no pending audit objections against the College.

As the College receives grants-in-aid from different government agencies, they also audit the College accounts. Government Audit of College accounts is carried out by the Indian Audit and Accounts Department, AG (Audit), Punjab as well as Internal Audit Department (Revenue), Punjab from time to time.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 0

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Mata Gujri College keeps exploring various sources for mobilizing and generating funds to stay financially sound and self-reliant. A significant chunk of funds is generated by the self-financed programmes. Salary grants received from the Government are another major source of funds. The College has also been receiving grants from the UGC for various infrastructural and other projects. The College is getting grants from the Department of Biotechnology under the Star College Scheme. The College regularly motivates its faculty members to apply for research grants offered by various funding agencies. The office of the Dean for Research encourages and guides the faculty and students to apply for grants for research projects.

As the College enjoys the patronage of the Shiromani Gurdwara Parbandhak Committee, Sri Amritsar, it also provides financial help to deserving students. This policy helps the College in attracting more students resulting in the collection of more fees.

The College has successfully received a handsome amount in scholarships from governmental agencies and non-governmental agencies. The College enjoys an excellent reputation among philanthropists who donate eagerly to help the students on the rolls of the College. The College students have been beneficiaries of scholarships from Sarbat Da Bhala Trust, Poor Student Aid Fund, Devinder Singh Mangat Scholarship etc., to quote a few.

The College has a strong alumni network and a very active Alumni Association. Many alumni have voluntarily donated substantial amounts to the College from time to time.

In conformance with its mission and being a not-for-profit institution, the College has successfully designed and implemented a very affordable and competitive fee structure vis-à-vis other educational institutions in the area. The College makes every possible effort to generate funds from different sources without burdening the students and utilize the funds mobilized from various sources in an optimal manner.

The College administration ensures optimal utilization of funds through capital budgeting and control procedures. The Purchase Committee of the College follows a very stringent order placing process based on seeking quotations, performing comparative analysis, and accepting the lowest quotes without compromising quality to minimize the cost of acquisition and maximize the College's bargaining power. This process facilitates better utilization of resources. The Finance Committee, the Office of the Bursar and the Internal Audit Committee work under commitment to ensure optimum utilization of scarce resources.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The Internal Quality Assurance Cell of the College consistently strives to maintain and further improve the quality of education provided by the institution. It adopts the following strategies to keep improving the quality of education in the College:

1. **Curricula Enrichment and Development:** Curricula are an essential pillar of an educational institution. As a result of the efforts of the IQAC, the College has emerged as a pioneer in the introduction of market-relevant and skill-based courses and programmes. Ever since the College attained the Autonomous status, it has been following the policy of continuous addition of programmes and improvements in the curricula. Over the last five years, the College has introduced 16 new programmes. The College has also introduced the Choice Based Credit System from the session 2016-17, which has helped to make learning more flexible. Under CBCS system each Department offers a large number of choices in the form of electives, open electives, projects and dissertations. The College is successfully running a wide array of undergraduate and postgraduate programmes. On many occasions, the College has been compared with Universities in terms of the wide range of the programmes it offers. Many Value Added Courses like the Certificate Course in French language, Certificate Course in Computer Applications etc. have been introduced in recent years. The College runs many vocational courses successfully and keeps adding new ones continuously. Meetings of the Boards of Studies are held before the start of each academic session and the approval of the Academic Council is obtained for the proposed changes, if any, well in time for their introduction in the coming session.

Support to Students: The College is proud of its continuous financial support to the deserving and needy

students, providing holistic growth opportunities, and overall development of the students. It has a proud record of successful alumni who have made a mark in various fields like judicial services, civil services, sports, art & culture, teaching and many more owing to the mentoring and patronage culture in the College. College always strives to provide competitively priced education. The College management provides various concessions to economically weaker students, academically deserving students and students excelling in sports and co-curricular activities. Many philanthropists make liberal donations to enable the College provide financial help to the students, which ensures delivery of education to the students coming from the underprivileged communities, parentless students and financially weaker students. As the College strictly follows the rules and regulations of various regulating agencies, the students are eligible to apply for various scholarships given by these agencies. In the past five years, an average amount of Rs.89,68,395 per year has been received by the students of the College in the form of various scholarships (including those applied for) from different agencies and from the College Management. It is worth mentioning here that the Post Graduate Department of Commerce has emerged as a leader in the UGC Rank Holders Scholarship recipients, which varies from Rs.40,000 to Rs.60,000 to a student spread over two years.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The College, through the IQAC, keeps reviewing the teaching-learning process from time to time. The IQAC continuously upgrades the teaching-learning process in response to the changing needs of the society by adopting market-driven syllabi to ensure quality education. Curricula enrichment and course up-gradation is a regular feature of the College. Internships, projects, assignments and presentations are encouraged to motivate the students to gain practical knowledge and hone the necessary skills vital for their professional/career growth. For reviewing the teaching-learning outcomes, the College identifies and implements the following initiatives:

1. **Up-gradation of Infrastructure:** A favourable Teaching-Learning environment is highly dependent upon the availability of adequate infrastructure. The College recognizes the availability of adequate infrastructure as a critical element and has constantly worked towards incremental additions. The primary focus of science streams is on learning by doing and experimentation. This is not possible unless the latest equipment is made available to the students. The College runs many physical sciences, life sciences and computer sciences programmes. The need for well-equipped labs to make them a success cannot be overstated. The College ensures timely up-gradation of all labs to meet the needs of the students. The IQAC of the College sees to it that the latest equipment

is made available in the labs. The award of the Star College Status under the Star College Scheme of the Department of Biotechnology, Government of India, has worked as the icing on the cake in this respect. Eight science departments of the College receive grants under the scheme. The labs of the science departments are well equipped and are continuously upgraded to provide the best facilities to the learners and teachers. Many new instruments like Micro Entrifuge, Rotamantle, Vacuum Pump, Water double distillation unit and many more have been purchased installed in labs. These equipments and instruments are proving to be beneficial for students, and are contributing towards promotion of research activities at campus. The IQAC has successfully shouldered the responsibility of developing an Experiment Farm for the students of the Post Graduate Department of Agriculture. This farm is being used for farming experiments and for facilitating an incubation centre for mushrooms. Many exotic vegetables are also grown here.

The IQAC recognizes the importance of supporting infrastructure very well and keeps pushing for improvements in the classroom infrastructure, the latest subject specific as well as general books in the library, the installation of the latest software in different labs, the maintenance of optimum student-teacher ratio, adequate and satisfactory hostel facilities etc.

1. **Feedback System:** The College constantly endeavours to realize its vision and mission through various long and short-term plans. For the implementation of these plans, getting feedback from the users is important. Feedback facilitates better planning and efficient utilization of resources. Feedback also introduces an element of democratic and participative management and ensures good governance. Feedback from direct and indirect stakeholders is a pre-requisite for reviewing the success of the plans and for the preparation of more plans for the future. The IQAC recognizes the importance of genuine and a well-structured feedback system and keeps working towards continuous improvements in it. Feedback on various aspects like academic parameters, infrastructure, teaching-learning techniques, library facilities, hostel facilities etc. from students is extremely vital for improving the quality of education. Efforts are being made to evolve a comprehensive feedback system. Feedback is collected from the alumni, the parents and other stakeholders through different channels. As an innovative step towards collecting impartial feedback, the IQAC has initiated a mass survey which will collect feedback from all the stakeholders in a very democratic, participative and transparent manner. The Principal frequently holds meetings with the Class Representatives to get feedback on behalf of their classmates. The College uses all formal channels of feedback like emails, questionnaires and meetings of Heads of Departments with students. As a quality initiative, feedback is also received from the students before drafting the syllabi and the suggestions received from them are placed before the boards of studies for discussion and inclusion in the syllabi, if approved by the members.

Faculty members act as a strong pillar of an educational institution. For comprehensive feedback, the College includes the teachers also in the feedback collecting process. Inputs are procured from the faculty members, especially for improvements in the teaching-learning process, curricula enrichment and introduction of new courses/programmes etc.

Another significant aspect of taking corrective measures/action is to pay due attention to the complaints/ suggestions received through various feedback channels. The College pays adequate attention to this part as well, and every effort is made to remove the complaints. As a result of the feedback analysis, many initiatives have been launched to add greater value to the delivery of knowledge.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

In contemporary times, when gender ratio has been a sensitive issue in North-west India, Mata Gujri College ensures an environment conducive to gender equity. The academic ambience of the College promotes sensitivity and respect for every individual. The College takes pride in the fact that its culture of respecting every human being's dignity and integrity and, as a result, harassment of women or any other form of gender-based discrimination does not happen at all. It is worth mentioning that the College has a mechanism to cut the menace of gender discrimination. The census of 2001 highlights the shocking fact that Fatehgarh Sahib has the lowest Child Sex Ratio in the entire country (766 per thousand male children).The founder of the College, Bibi Gurbachan Kaur Mann, was a great determination, dedication and vision whose sole ambition was to promote girls' education in the area. Following her footsteps, the College has contributed to fighting *kudimaar*(girl killers) tag of district Fatehgarh Sahib to emerge as a district with improved CSR in Punjab. Mata Gujri College has maintained a balanced gender ratio with 49% of the female students.

The Institution has contributed to creating awareness for gender equity in surrounding villages since the College's inception. The life skills educational training to the stakeholders has developed a positive and healthy relationship. All new faculty members must undergo an induction program to understand diverse people's needs, concerns, and characteristic attitudes, including women. There is an overall attempt to develop an inclusive environment where gender stereotyping and fixation of gender roles have been minimized. Female students' participation in intra and inter-institutional competitions and cultural activities is unparalleled and is highly acknowledged. For instance, female students from the Institution have been representing the Republic Day parade held in New Delhi since 2017. The College is taking individual-specific initiatives to facilitate gender equity, empowerment of women and their development. Various guest lectures, group discussions and awareness programs about women's health and security are regularly organized. The following committees have been formulated for the same:

- Internal complaint committee on Sexual Harassments of Women at Work
- Redressal of grievances
- Discipline Committee
- Student Welfare Committee
- Anti-Ragging Committee

Links for

- Gender Equity Policy Document

  http://naac.matagujricollege.org/pdf/C7/7.1.1policy-gender-updated.pdf

- Gender Equity Action Plan

http://naac.matagujricollege.org/pdf/C7/7.1.1Gender-Equity-Action-Plan.pdf

- Facilities Provided

  http://naac.matagujricollege.org/pdf/C7/7.1.1Gender-Equity-other-details.pdf

- Gender Equity Promotion Program organized by the institution.

  http://naac.matagujricollege.org/pdf/C7/7.1.1Gender-Equity-promotion-programme.pdf

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7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

  1. **Solar energy**
  2. **Biogas plant**
  3. **Wheeling to the Grid**
  4. **Sensor-based energy conservation**
  5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Mata Gujri College is trying to achieve the concept of "zero waste" through its belief in the ideology of "reduce-reuse-recycle". A prudent budgeting approach is adopted in what we purchase as a first step towards reducing waste. Over the years, the Institution's recycling scheme has included office stationery, electronics, laboratory material and furniture.

- Solid waste: The majority of the plantation on the campus is organically nurtured from the vermin-compost produced from the campus's biowaste. Vermin-compost and manure are produced on the campus from the bio-waste of the College as organic nutrients for the plantations, with the firm

endeavour to promote recycling of waste and disseminate organic farming practice. The eco-friendly waste management system involves the segregation of biodegradable and non-biodegradable waste at the disposal level and fetches manure by decomposing biodegradable waste. Adding more unused paper from used notebooks is recycled to form a new binder provided to needy students.

- Liquid waste: The College adheres to a strict protocol of liquid waste disposal in its laboratories. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The liquid waste is segregated into organic and inorganic waste. Inorganic wastes such as concentrated acidic or alkaline solutions are neutralized before disposal. Sodium bicarbonate or Calcium oxide (lime) is used for the neutralization process so that the neutralized liquid contains no harmful substance. The organic waste yield of the College is limited to date and therefore treated with cow dung for decomposition due to the action of microorganisms. Moreover, the sewage effluents are disposed of as per the protocol of the district municipal council.

- E-waste: The Institution has optimized its vast inventory of computers through re-assembling, modification and up-gradation by the College team of IT Administrator, faculty members and students of the Computer Science stream. There has been a critical endeavour towards E-waste management, ensuring that no discarded computers or printers are lying idle in the office premises. MOU with SPRECO RECYCLING has been signed to ensure the efficient management of E-waste.

- Biomedical waste: Although the amount of biomedical wastes produced by the Institution is limited, it is still disposed-off by a part-time doctor according to medical regulations and directions in her concerned hospital.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

     1. **Restricted entry of automobiles**
     2. **Use of Bicycles/ Battery powered vehicles**
     3. **Pedestrian Friendly pathways**
     4. **Ban on use of Plastic**
     5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

     1. **Built environment with ramps/lifts for easy access to classrooms.**
     2. **Divyangjan friendly washrooms**

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The College is named after divine Mata Gujri Ji, Guru Teg Bahadur's wife, the ninth Guru of Sikhism. Sri Guru Teg Bahadur Ji contributed to ensuring a world based on peace and unity, tolerance and harmony. Following his ideology, the Institution is committed to improving its work culture by taking initiatives in providing an inclusive environment despite the diversities of gender, age, culture, region, language, rural/urban population, disabilities, linguistic, children in conflict zones as well as socioeconomic backgrounds. Integration and involvement are the key ingredients to foster inclusion for which the College has adopted 07 villages to bring overall development by involving the rural strata of the society. Inclusion is a process of addressing and responding to the diversity of needs of all children, youth, and adults through increasing participation in learning, cultures, and communities, and reducing and eliminating exclusion within and from education. Quality education includes two crucial components – the cognitive development of the learner on the one hand and the role of education in promoting values and attitudes of responsible citizenship and creative and emotional development on the other. Understanding, awareness, and support in society about inclusive education is addressed through advocacy and dialogue at regional and national levels for which various activities like the cleanliness of primary schools, the establishment of a library in the village, awareness amongst students and the villagers regarding social problems are conducted frequently. Moreover, Kisan Mela and Agro-Industrial Exhibition are organized every year by the Department of Agriculture to make the farmers aware of the newly designed machinery and introduce new seeds to increase crop production. Camps like blood donation, eye donation, and awareness drives are organized regularly to sensitize students and develop harmony in cultural and social scenarios. National/international and religious days and cultural festivals are celebrated to nourish the students intellectually and socially. Students and faculty are apprised of the challenging social issues and are motivated to establish symbiotic relationships with society. Long-term sustainable economic and social development policies are taken into account in inclusive education as our Institution by providing

scholarships to poverty-stricken students and advanced learners. An integral multi-sectoral and collaborative approach is adopted to guarantee the right to education. Regional and national dialogues are arranged to ensure public understanding; inclusive curricula are updated every year to support flexible learning and assessment. Opportunities for informal and non-formal education are developed in the curriculum. Multiple stakeholders are encouraged to participate in curriculum design; for example, industry experts, alumni, etc., are our BOS members. Teacher-education programmes, for example, FDP workshops and seminars for teachers and non-teaching staff, Training of all education professionals, including members of the community, are reoriented and aligned to inclusive education approaches in order to give teachers the pedagogical capacities necessary to make diversity work in the classroom and line with reformed curricula. The activities, conducted under the NSS wing, help the students develop their leadership qualities, reinforce them ethically, and brace them for social service to make them good human beings.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The advancements in the technological world have posed many threats in the global era. In this globalized mechanical commercial world, expecting the future generation with honesty and commitment is challenging for society. In this context, there is now a growing demand in education to inculcate, nurture and develop values and ethics, particularly among the nation's youth. The Institution believes that one of the essential dimensions of holistic education is the possession of human values and ethics by every individual. It aims to raise social consciousness among the youth with an overall objective of personality development through various activities to increase consciousness about national identities and citizens' rights. Seminars and workshops like "National Youth Empowerment Workshop", International Virtual Conference on the theme "Politics and Ethics: Universal Human Values in Sikhism" have been conducted.

National and International days like Constitution Day, Environment Day, Gandhi Jayanti, World Cancer Day, International Yoga Day, etc., are regularly conducted. Camps like blood donation, eye donation, awareness drives, cleanliness drives, plantation drives, etc. are organized to create awareness about the duties and rights of good citizens by the various units of College under NCC, NSS, Bharat Scouts and Guide, Red cross, Unnat Bharat Abhiyan, Youth club, Ek Bharat Shrestha Bharat Abhiyan, Swachh Bharat Abhiyan, and various departments of the College. These events reflect the strong attachment of the students, employees, and the citizens towards the values of the Indian Constitution. The Institution has also been arranging a plethora of programs covering freedom of expression through which the students get the courage to express themselves freely. Another initiative in this direction is the YouTube channels of Mata Gujri College, which are being run by the Department of Journalism and Media Center.

Furthermore, special lectures and talks are organized about constitutional obligations, national unity, and social harmony in the College and in nearby villages. The College is playing an influential role as a catalyst to maintain peace and national integration. The students visit the Vidhan Sabha, Session Court, Town Council, and other Govt. offices as a part of their study tour. National Voters Day is celebrated to encourage more voters to cast their votes in the elections. The College has adopted 07 villages where activities like the primary school's cleanliness, awareness amongst the students and villagers regarding social problems like sanitization, dowry education, and gender sensitization are regularly conducted under the Swachh Bharat Abhiyan and NSS unit. Anti-Corruption awareness week has been celebrated to inculcate moral values like honesty, dutifulness, etc. The Department of Psychology runs a drug Awareness Programme through the Buddy system. The NCC wing of the College organizes camps, parades, and other activities regularly. Cadets of Mata Gujri College of 23 PB BN NCC ROPAR serve every year for seven days camp at Shahidi Jormel Sabha at Fatehgarh sahib. In this seven-day camp, cadets performed their duty and helped the administration maintain discipline in the city. Cadets also give their services in blood donation camps, free medical camps and participate in various competitions.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The birth and death anniversaries of eminent personalities are remembered and celebrated every year to instill patriotism and moral values. The college also observes days of national or international level to mark important aspects of human life and history like Republic day, Independence Day, World Cancer Day, World Radio day and National Science Day, International Yoga Day, World Wetland day, etc. Students with the faculty members of each department provide their equal contribution for organizing the events and festivals which are rejoiced across the globe.

International Women's Day is celebrated on March 8th every year, a focal point in the movement for women's rights. On this day, students participate in various events like presentations, essay writing competitions, group discussions on women empowerment/ gender sensitization, etc. National Press Day is celebrated by the Department of Journalism and Mass Communication. International Day of Yoga, or commonly and unofficially referred to as Yoga Day, is celebrated annually on June 21st since its inception in 2015 by Cadets of the college's NCC unit. Discrimination day is observed, with a pledge to have zero tolerance to any form of decimation- caste, color, creed, class, gender, religion. National Integration Day is celebrated in remembrance of the birth anniversary of former Prime Minister Indira Gandhi. NCC Day is celebrated in the college every year by NCC D Unit. In addition to this, Many other days such as National Youth Day, District Level Voter Day, World Water Day, World Press Day, World Environmental Day, Legal Literacy Day, Van Mahotsav, Mobile Fasting Day are celebrated every year. 'Vatavaran Chetna March' is an annual feature to create awareness drives in the nearby villages Mandofal, Kotla-Bajwara, Attewali, and Maanupur. A rally against Air Pollution is organized to save the environment by NSS Department every year. Department of Religious Studies and Mata Gujri Study Circle organize 'Gurbani Diwas' dedicated to Martyrdom of Mata Gujri Ji. Ardas Diwas is celebrated every year to pay gratitude to the almighty at the end of the academic session.

Indian Red Cross Society and Mata Gujri College Fatehgarh sahib organize two Days State Level Youth Red Cross Day Programme every year in Bhai Khaniya Ji's remembrance. Different competitions are organized on this occasion. The birthday of Shri Guru Nanak Devji is celebrated to commemorate the teachings of the first Sikh Guru. The Youth Red Cross Unit organizes a three-day First Aid camp every year during Sheedi Sabha in memory of the Martyrdom of the younger Sahibzadas of Tenth Sikh Guru Sri Gugu Gobind Singh, Baba Zoravar Singh, and Baba Fateh Singh. The college organizes a unique program to pay tribute to the Seventh Guru, Sri Guru Har Rai Ji, for the environmental vision he established in his lifetime.

Apart from these, many events and guest lectures are regularly organized to inculcate national pride and gratitude towards the sacrifices of our country's great leaders.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice-1

Title of the Practice: Community Service

Objective

- To create a deeply ingrained urge to be informed about and to be involved in community issues and causes among the faculty and students.
- To foster among faculty and students spontaneous and joyous response to volunteering and social action.
- To enable them to understand and appreciate the role of social involvement as an essential ingredient of personal growth and maturity.
- To impart value-based education by undertaking a holistic and sustainable developmental approach in transforming the students which can develop responsible citizens with emotional stability who shall create value for the nation and the world around.

The Context

Education, in the present context of globalization, has come to be treated as a tradable service/commodity. The resulting cultural crisis and value decay have thrown up a new term 'value education. The goals of education in a society, to be meaningful in the larger sense, need to be aligned with its values. The Institution takes a strong stance in being socially responsible. It actively encourages community engagement of the students and creates a positive impact on its inclusive growth. Students are made aware of the issues in the society that are challenging and are motivated to establish relationships with the society that embody and communicate high standards in it.

The Practice

ShaheediJor Mel is a Congregation organised every year in December at GurdwaraFatehgarh Sahib to pay homage to the martyrdom of Baba Zorawar Singh and Baba Fateh Singh, the younger sons of the Tenth Sikh Guru, Guru Gobind Singh. Lakhs of devotees pay their obeisance at Fatehgarh Sahib on this historic occasion. Our students assist the District Administration to make special arrangements for devotees like

parking areas, controlling the flow of traffic, etc. It becomes our utmost duty and responsibility to inculcate in our students, high standards of morality, culture, and character as taught by Sikh Gurus and laid down in the holy Guru Granth Sahib.

The Institution believes that the important dimension of holistic education is the possession of human values and ethics by every individual. It aims at arousing social consciousness among the youth with an overall objective of personality development through community service.

Evidence of Success

Activities conducted during Shaheedi Jor Mel (2015-2020)

Our students diligently supported the District Administration to make the needed arrangements for approx 10 lakh devotees during the Shaheedi Jor Mel held over 2015-2020. Students assisted the old and physically disabled to pay obeisance. The college organized Langar annually for devotees irrespective of their caste, creed, religion, invoking a sense of unity and equality. The College buses were deputed for free service of old and physically disabled pilgrims up to the permissible distance. Medical camps, Cancer awareness camps, and emergency services were organized by NSS and Red Cross volunteers and Alumni Association.

Fostering Personal and Social Responsibility (2015-2020)

Various activities are conducted throughout the year to promote a sense of personal and social responsibility in the students. The Department of Biotechnology organizes water testing and soil testing camps at adopted villages.

Awareness campaigns against paddy straw burning are conducted by different departments

The Department of Agriculture helps the nearby schools to establish a Kitchen garden and Medicinal garden

Various departments organize sapling Plantation drives in the surrounding villages.

The students regularly participate and conduct awareness promotion rallies, campaigns, and activities like a plastic ban, female feticide, etc.

Various guest lectures and talks to protect the environment are conducted every year.

Each year, the NSS and Red Cross Associations organise blood donation camps where blood is donated to non-profit organisations/blood banks.

The college believes that the best place to start Cleanliness is from the home itself. Therefore, we ensure that our campus and nearby places are neat and clean.

Cancer awareness drives are conducted with an aim of reaching out to the community with the message of cancer prevention.

Visit to old age homes are organized to awaken the sense of responsibility amongst students towards their

parents and grandparents.

Special Lectures on the mental well-being of students and staff are organized.

Special emphasis is laid to strengthen cultural, aesthetic, and moral values

Guest lectures are organized to create awareness amongst students and staff towards our responsibility for societal development.

Problems Encountered and Resources Required

There are often limitations faced in generating the required resources to operate the various outreach programmes. However, a participative culture of voluntary service in the College enables the undertaking of various initiatives to ensure that we fulfill our commitment to our social service programmes.

Best Practice-2

Title of the Practice: Financial Assistance to the Needy Students

Objectives of the Practice:

- To extend financial aid to the poor students especially from the rural areas, which allows us to save them from discontinuation of their studies owing to poverty.
- To extend financial support to all the deserving poor students without any discrimination of caste, creed, or gender.
- To promote 'equality among the students
- To inculcate the values of 'generosity' and a 'sense of social responsibility among the students. The expected outcome is that the students should be able to complete their degrees with good marks.

The Practice

There are many students coming from rural areas with low economic backgrounds. Their parents are unable to provide them with sustained financial support because agriculture, being a gamble with rain in the district is the main source of income for most of the families. The college provides financial assistance in the form of scholarships to the students like Meritorious students scholarships, Ex-servicemen scholarships, Single girl child Scholarship, fee concession, etc. These schemes lead to the participation of the underprivileged section in gaining access to higher education.

Evidence of Success

The college provides financial assistance in the form of scholarships to its students, like Single Girl child Scholarships, Meritorious students' scholarships, Ex-servicemen scholarships, etc. These schemes lead to the participation of the underprivileged sections in gaining access to higher education.

(The year 2019-20)

- All the faculty members voluntarily donated a fixed amount of their salary for the financial support

of the students.

- Poor Student Aid fund contributed Rs. 5,46,890/- from which 133 poor students were benefited.
- 5 percent of the amount payable to Examiners/ Paper Setters etc. was given as a contribution to the Poor Student Fund.
- Old students' association provided scholarships worth Rs. 1,50,000/- to 51 students.
- Sunny Oberoi Scholarships were given by a trust named Sarbat Da Bhala to Meritorious students whose parents were deceased. Scholarships worth a total sum of Rs. 2,88,000/- were distributed to 40 students.
- Financial support in the form of a fee waiver of Rs. 4,13,180/- was given to 94 students depending upon the need of the situation for such students.
- Likewise, financial aid cum fee waiver of Rs. 33, 53,039/- provided to 155students who have brought laurels to the college in sports.
- A total of 199 scholarships worth Rs. 5,43,490/- was given to the needy and the meritorious students in memory of near and dear ones of the present and retired staff of the college.
- The Department of food technology provided financial aid of Rs. 14,000/- to a needy student.
- The college provided a fee waiver of Rs. 11,000/- to a student from Jammu and Kashmir.
- Financial support worth Rs. 2,38,029/- provided to 15 students from the Music Department.
- Financial support of Rs. 3,21,191/- was contributed towards the 22 outstanding students who brought laurels to the college in the cultural activities.
- Fee concession was given to 232 Old Students worth Rs. 9,21,297/-.
- A scholarship worth Rs. 42,973/- was given to the students who were the wards of college employees.
- A special scholarship named Davinder Singh Mangat Scholarship worth Rs. 28,000/- was given to 6 students.

(The year 2018-19)

- The College's registered Alumni Association provided scholarships of Rs. 1, 87,500/- to a total of 47 needy students.
- Poor Student Aid fund contributed Rs. 8,01,000 rupees, from which 195 poor students benefited.
- All the faculty members voluntarily donated a fixed amount of their salary for the financial support of the students.
- 5% of the Examination fund was contributed to the Poor Student Fund.
- Sunny Oberoi Scholarships were given by a trust named Sarbat Da Bhala to Meritorious students whose parents were deceased. A total of Rs 4,24,560/- was distributed as a scholarship to 46 students.
- Financial support in the form of a fee waiver of Rs 89664 was been given to 11 students who had an outstanding performance in cultural activities.
- Likewise, financial aid cum fee waiver of Rs 3233310 provided to 158 students who have brought laurels to the college in sports.
- A total of 32 scholarships worth Rs. 69800/- was given to the needy and the meritorious students in the memory of near and dear ones of the present and retired staff of the college.
- Financial support of Rs. 157547 in the form of fee concession was given to 44 poor and needy students
- Financial support of Rs.2, 77,800 in the form of fee concession was provided to 105 meritorious students.
- Central Sector Scheme of Scholarship for College & University granted financial aid of Rs. 3 70,000/- to 37students.

- The college also facilitated the Post Metric scholarship schemes for Minority students. A total amount of Rs. 4,32,000/- was disbursed to needy students in this Session.

(The year 2017-18)

- The college has a registered Alumni Association which organizes several special lectures, seminars, and workshops through several societies and clubs. Recently, the Alumni Association distributed financial aid of Rs.15,50,000/- among the farmers of village Sangatpura Sodhian whose crops had been burnt. This grant was distributed to every farmer at a rate of Rs. 6000/- per acre.
- The Alumni Association also contributed a grant of 1 lakh rupees to the poor students of the college.
- A Dubai-based trust named Sarbat Da Bhala donated Rs.2,14,500/- rupees for the education of poor students.
- Sarbat da Bhala Charitable Trust distributed scholarships worth Rs. 85,500/- to 10 needy students on April 14, 2018.
- All faculty members voluntarily donated a fixed amount of their salary for the financial support of the students.
- 5% of examination funds were contributed to the Poor Student Fund.
- Students of the Journalism Department started an initiative "Helping Hands" in which they financially helped needy students.
- Commerce Association paid a fee for two students.
- Financial support of Rs. 5,24,600/- from the institution was given to 92 students from the poor student Aid Fund.
- Financial support of Rs. 2,84,952/- in the form of a fee waiver was given to 131 students who excel in sports.
- Financial support from government scholarship for 86 SC/ST worth Rs. 17,38,253/- (applied).
- Grant for 10 BC students of Rs.1,87,077/- applied.
- Post Matric scholarship of Rs. 7,96,000/- for Minority CS students.
- Financial support from other sources: Alumni supported 44 students in the amount of Rs. 2,29,000/-

(The year 2016-17)

- NGO: RISE TO HELP: The students of the college started an NGO (Rise to help): Registration Number: 2260. The funds for NGO were collected as donations from students. The NGO adopted a village Brahman Majra, Dist. Fatehgarh Sahib. The main activities done by the NGO in 2016-17 were:
    - Distribution of food and clothing to the poor (Every third week)
    - Health Check-up camp (particularly skin diseases and gastrointestinal disorders) in the adopted village.
    - Donated classroom boards and mats to Elementary School in the adopted village.
    - Financial support to needy students for pursuing education (Rs 10,000/- to 2 students)
    - Gave memorandum to SSP Fatehgarh Sahib for the need of traffic regulation at bus stand Fatehgarh Sahib to avoid road accidents.
    - Gave memorandum to DC Fatehgarh Sahib to construct a Speed breaker on state highway passing in front of the college to avoid accidents.
- Financial support of Rs. 5,50,800/- for 103 students from the institution to the poor student Aid Fund.
- Financial support of Rs. 26,93,918/- in the form of a fee waiver was given to 137 students

excel in sports.
* Financial support from the government worth Rs. 97,42,749/- for 567 students.
* Financial support from other sources: Alumni of an amount Rs. 2,50,000/- for 15 students.

(The year 2015-16)

* 108 students received an amount worth Rs 5,86,500/- from Poor Student Aid Fund.
* Financial support in the form of fee waiver of Rs. 28,87,631/- was provided to 172 students who excelled in sports.

Problems Encountered and Resources Required

Applications received for financial assistance are quite large in number.

File Description	Document
Best practices in the Institutional web site	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

The distinctive feature of our Institution is that it endeavours to train students to become holistic human beings. The college aims at a synthesis of spiritual values, high moral standards and a scientific spirit of enquiry. We, in this college, firmly believe that physical, ethical and idealistic components of education are as significant as its intellectual component. In order to make our students agents of meaningful social change, we endeavour to provide them with a blend of all these components.

The college has always laid stress on the amalgamation of theoretical and practical knowledge. This comprehensive vision is attained through an emphasis on skill-based curricula, research projects at graduate and postgraduate levels, Internships and Industrial Training. Apart from the prescribed curricula, skill enhancement programmes for personality enrichment, employability skill development, entrepreneurial initiative development, language skill development etc. are organized regularly.

Equal emphasis is laid on the development of ethical and human values. All-out efforts are directed

towards transforming our students into socially committed, compassionate and humane individuals. Tutors and mentors pay special attention to this aspect during tutorial meetings. Leading scholars, sociologists, high-profile social workers and alternative-medicine advocates are invited to inspire the students with inspirational life lessons.

The college uses various platforms to inculcate among the students a sense of responsibility towards the underprivileged, zeal to serve the community and love for secular principles. The college has unfalteringly endeavoured to inculcate the values of equality and fraternity among its students and staff. Despite being a minority institute, equal opportunities are granted to all students irrespective of their religious faith, caste or creed. Any kind of caste or creed based discrimination is prohibited on the college campus. Gender sensitization has been a key component of programmes like guest lectures and awareness rallies.

Students are actively involved in Fund Raising Activities to help the needy during natural calamities. They collect clothes, food items, medicines and other relief material for the victims. Students are encouraged to organize ArdaasDiwas (Prayer Day) and Sahaj Path(Normal recital of Gurbani) at the beginning and end of every academic session. They are motivated to volunteer themselves for frontline service during the local Jor Mel(Religious Congregation) as well as to undertake community service in the adopted villages of the college.

ShaheediJor Mel is an annual feature of Fatehgarh Sahib. It is a religious congregation held in December every year at GurudwaraFatehgarh Sahib to commemorate the martyrdom of the valorous younger sons of the Tenth Sikh Guru, Guru Gobind Singh. Lakhs of devotees throng the place on this historic occasion. Our students assist the District Administration in controlling traffic-flow, providing parking facilities etc. NSS and Red Cross units of the College provide emergency services and also organize Medical, Cancer Awareness and Blood Donation Camps. A special community kitchen is also set up to serve free food to the visiting devotees in order to inculcate the spirit of sharing, service and equality among the students.

Being situated in a rural area with only two small towns in its vicinity, the college is surrounded by villages that are primarily agrarian in character. The people of these villages face several socio-economic and environmental issues. The college has adopted 07 of these villages to sensitize the students about our social realities and also to motivate them to actively fulfil their social obligations.

The Lab to Land programme launched by the institution also enables the students to connect usefully with the community and contribute towards the betterment of the agrarian segment of society. This programme makes it possible for the institution to transfer the benefits of technology and knowledge to the farmers of the neighbouring villages. The ATM (AgriculturalTechnology Management) encourages the farmers to undertake bee farming, cultivation of mushrooms, Azolla and other exotic vegetables and strawberry as well as to prepare vermicompost for use in their fields. By transferring technical know-how and skills to the farmers, students become instrumental in gently pushing the rural youth towards self-employment. Free soil and water testing camps are also arranged to sensitise the farmers about the hazards of excessive and reckless use of chemical fertilisers and pesticides.

Various awareness drives and rallies are organised by the students in association with government and non-government agencies to make the people of these villages aware of environmental degradation and its hazards, social issues such as drug abuse and alcoholism etc. Stubble burning in the villages of Punjab is a cause of grave concern. Students organize Awareness Camps to educate the villagers about the health hazards of stubble burning. Alternate eco-friendly methods to utilize the stubble are recommended and demonstrated. Rallies are organised in these villages to spread awareness about the risks of the use of

plastic. Student surveys on the Mismanagement of Water are conducted in these villages and efforts are made to educate the villagers to minimize water wastage in fields as well as homes.

The Alumni Association also helps the farmers financially in times of crisis. Furthermore, besides undertaking plantation drives and organizing medical camps, it donates sewing machines from time to time to empower the rural women and thus lead them to self-sufficiency.

All such activities elevate the morale of the students by giving them a sense of achievement in being socially relevant and helping in the inclusion of the marginalised sections through empowerment. This enriches their personality, whether academic interest and improves their academic excellence. Besides ensuring social justice through generating equity and giving access to the latest knowledge, it helps the students to find identity, meaning and purpose.

The College makes relentless and concerted efforts in dispensing this three-fold education aimed at developing holistic and responsible individuals to the greatest number. To accomplish this task, the college grants fee concessions to the needy students and provides scholarships from various funds collected by the staff and the clubs and societies of the departments. To encourage meritorious students, the college also grants scholarships and fee waivers to them at the time of admission.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

- The College follows a transparent admission process and has a rich diversity of students.
- The College has been recognized as one of the SWAYAM-NPTEL Local Chapters. This started functioning in the institution in 2019. Many faculty members and students have enrolled in online courses on the SWAYAM portal. Many teachers have completed the ARPIT programme through the portal.
- Consistently good performance of the college in Youth festivals and sports events. The College has made extra-ordinary achievements in cultural, literary, sports, N.S.S. and N.C.C. activities. Motivation to excel in academic, cultural, and sports activities is provided through scholarship and honor to the position holders.
- The College has a unit of PCCTU, the registered teacher's union functioning in Punjab.
- The College provides group health insurance coverage to its employees.
- Implementation of UGC scales for the staff and in-time disbursement of salaries.
- Participation in the *Unnat Bharat Abhiyan* of GoI. The UBA Cell is an active working group consisting of motivated faculty members to carry out the programmes chalked out by the UBA.
- Enthusiastic participation by staff and students in the Swachh Bharat Abhiyan to keep the surroundings clean.
- NCC cadets from the College have represented Punjab in the RD parade held in New Delhi.
- Value-based experiential learning is the sine qua non of the college functioning.
- An induction programme for Ad hoc staff members is organized to apprise them of the work-culture of the college.
- Optimum use of curriculum embedded instruments (Community service during langars, Nagar-Kirtan, Meditation-sessions) to ensure the spiritual well-being of students and employees.
- Social responsibility is inculcated through blood donation camps. Volunteers are motivated to respond to any emergency call for blood from any nearby health facility.
- Medical-camps are organized for the faculty, students, and society in general.
- Cancer-awareness camps and organ-donation awareness camps are organized from time to time.
- Round-the-clock CCTV surveillance for a safe environment.
- Track record of declaration of results within the stipulated time.
- The College has applied for the National Institutional Ranking Framework (NIRF).

Concluding Remarks :

Mata Gujri College is a known name in the field of quality education. The College has been contributing towards creating a knowledgeable society for the last 64 years. The College constantly strives to achieve higher ideals and is putting in enormous efforts to raise the standard of education. It gives prime importance to the development of human resources by equipping the students with skills that help in their personal development and enables them to contribute to national development.

The College recognizes the changing needs of the times and adapts its functioning to the changing scenario. The College utilizes every opportunity to improve its ability to contribute to the overall development of the students and the faculty. The College assesses and analyses its shortcomings, identifies the challenges, and works tirelessly to overcome them and excel. The strengths and the achievements of the system are appreciated,

lauded, and further encouraged. The College assiduously monitors its activities with regard to the community and environment. Any loophole discovered is taken note of and conscious efforts are made to plug it.

The College identifies the strengths of the pioneering institutions at the national and international level and tries to follow their roadmap, modifying and adapting things to suit its needs and thus tries to achieve ever greater heights of excellence. The College religiously and diligently seeks to influence society positively by shaping the character and personality of the students in an ideal manner. Academics, research, co-curricular, extra-curricular activities, placements, FDPs, environment friendly-activities, society-enriching activities, and many more things are taken care of, and the College makes all-out efforts to excel itself in all these spheres.

The College lays stress on the holistic development of its students. It is a matter of pride that every aspect of the College is designed to be student-centric. Societal duties and professional ethics are the key values instilled among the students. The guidelines of the MHRD have been instrumental in the growth of the college. The assessment by the NAAC for the third time will act as a booster dose for the institution's health.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**Percentage of Programmes where syllabus revision was carried out during the last five years.** 1.1.2.1. **Number of all Programmes offered by the institution during the last five years.** Answer before DVV Verification : 53 1.1.2.2. **How many Programmes were revised out of total number of Programmes offered during the last five years** Answer before DVV Verification : 49 Answer after DVV Verification: 52
1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years** 1.1.3.1. **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
1485	1391	1208	959	778 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
609	585	508	413	349	 Remark : as per revised sheet after dvv
1.2.1	**Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.** 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 977 Answer after DVV Verification: 834 1.2.1.2. **Number of courses offered by the institution across all programmes during the last five years.** Answer before DVV Verification : 7916 Answer after DVV Verification: 8099 Remark : 1.2.1.1 updated as per revised proof provided . 1.2.1.2 data not matching with extended profile data.Data updated as per extended profile
1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.**

	Answer before DVV Verification : 53 Answer after DVV Verification: 52 Remark : can't be more than ,what is entered in 1.1.2
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
197	174	70	12	8 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
215	194	74	12	8	
1.3.4	**Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)** 1.3.4.1. **Number of students undertaking field projects / internships / student projects** Answer before DVV Verification : 936 Answer after DVV Verification: 608 Remark : as per revised datasheet
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
81	67	59	53	52 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
12	7	4	3	3	
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 1292

Answer after DVV Verification: 1352.44

Remark : as per proofs provided

2.5.2	**Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years** 2.5.2.1. **Number of complaints/grievances about evaluation year wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	7	11	4	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	35	58	92	65

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years** 3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9569	10539	1050	1308	1344

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2569	2536	1050	1308	1344

3.7.2	**Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)** 3.7.2.1. **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	5	8	3	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	2	0	1

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)* 4.1.3.1. **Number of classrooms and seminar halls with ICT facilities** Answer before DVV Verification : 80 Answer after DVV Verification: 69 Remark : as per proof provided
5.2.2	**Percentage of student progression to higher education (previous graduating batch).** 5.2.2.1. **Number of outgoing student progressing to higher education.** Answer before DVV Verification : 877 Answer after DVV Verification: 875
7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : alternate sources of energy should be in working condition
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : as per proof attached

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of departments offering academic programmes** Answer before DVV Verification : 22 Answer after DVV Verification : 28
2.1	**Number of students year-wise during last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>4622</td><td>4749</td><td>5123</td><td>5645</td><td>5804</td></tr></table> Answer After DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>4415</td><td>4646</td><td>5098</td><td>4960</td><td>5426</td></tr></table>
3.2	**Number of full time teachers year-wise during the last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>223</td><td>207</td><td>228</td><td>226</td><td>224</td></tr></table> Answer After DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>167</td><td>155</td><td>149</td><td>160</td><td>139</td></tr></table>
4.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1117</td><td>1340</td><td>1159</td><td>1267</td><td>1411</td></tr></table> Answer After DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1117</td><td>1340</td><td>1159</td><td>1267</td><td>1411</td></tr></table>
4.5	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>337.76645</td><td>419.94321</td><td>752.17699</td><td>1560.07471</td><td>1366.81131</td></tr></table>

08-01-2022 11:09:52

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
337.8	419.9	752.2	1560.1	1366.8