



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

R. S. D. COLLEGE

OUTSIDE MAKHU GATE, MALLAN WALA ROAD, FIROZPUR CITY

152002

www.rsdcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 1921, RSD College, Firozpur city was an outcome of lofty vision of Late Lala Ram Sukh Das Ji, whose cherished dream was to start a college in this area. He kept apart Rs. 50000 for this purpose. The college was established with the vision of creating human capital that is socially committed, globally competent, and exhibits scientific temperament. In the illustrious journey spanning over a century, the RSD College Trust and Management Society has ensured that the college never wavers in its vision.

The college is NAAC accredited and affiliated to Panjab University, Chandigarh offering UG and PG courses in various streams like Humanities, Science, Commerce, Computer Science and Applications, and Education, etc. The college has also been approved under 2 (f) and 12 (B) of the UGC Act, 1956.

A key strength of RSD has always been its ability to adapt to changes without losing the humanitarian essence that is its founding principle. Keeping in tune with this essence, the college has been consistent in introducing new courses and making the required alterations in the existing ones. In recent years, courses like B.Voc. (Software Development), B.Voc. (MLMDT), and B.A/B.Sc-B.Ed have been introduced in the college to promote the cause of vocational and professional education.

The emphasis is on equipping students with professional aptitude, acquainting them with the state-of-the-art technology, and teaching them soft skills. Concurrently, we also aim to nourish cooperative learning among students to inculcate team spirit to accomplish common learning goals. Hence, the college aims to provide an environment that is safe, productive; and ultimately transformative. Various curricular and extra-curricular activities are regularly undertaken to bring about a complete transformation of the learners and to convert them into responsible citizens. Therefore, college can legitimately boast of an ecosystem that nurtures critical thinking, inculcates life skills, and develops a sense of fraternity among students. At the heart of the ecosystem is the highly qualified and zealously committed staff that is ready to go the extra mile to make the teaching-learning process meaningful.

Vision

The vision and mission of the college are its guiding forces providing blueprint for the areas of operation. RSD College Trust and Management Society, the Principal and the staff work in collaboration to ensure that the policies are formed and executed in such a manner that the vision of the college, which is “To impart meaningful education so as to produce socially responsible, ethically committed and globally competent individuals who can make this world a better place to live in”, is carried out in letter and spirit. Hence, we at RSD believe that the aim of education is to produce comprehensive individuals who are the best combination of intellect, skills, ethics and social obligations.

Mission

"To impart comprehensive education aiming to develop different faculties of personality of students of this border area. The inculcation of scientific temper, humane temperament and development of sensitive outlook towards relevant social issues is a cherished dream of the college. The college also aims to help students acquire skills to successfully face the challenges and complexities of contemporary life."

The mission statement of the college explicitly states the roadmap for modus operandi to be followed. Therefore, on the one hand the institute focuses on academic growth and skill enhancement of the students through a comprehensive teaching-learning-process duly aided by its infrastructure. On the other hand, the college infuses social responsibility and philanthropic attitude through a set of activities. There are ever evolving changes in the teaching-learning-process and the set of activities to cater to the dynamic changes of the society. However, the vision and mission help to retain our core values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The core strength of the college is the longevity of its legacy and the ability to adapt to various changes while maintaining the vision of producing skilled and ethically committed human resources. The thrust area of the college is promotion of cordial relationship among all stakeholders and nurturing of plural and multicultural growth. The student centric approach of the college enables it to cater to educational needs of the marginalized sections of the border belt and help them join the mainstream. The gender friendly premises of the college has led to constant increase in the enrollment of the girl students. From session 2017-18 to 2021-22, enrollment of girl students has increased constantly. The college has the best human resources at its disposal as a lot of teachers have either already completed or are pursuing their doctorate. The infrastructure of the college also caters to various needs of modern educational institute as it consists of adequate facility of internet in the campus, well equipped IT labs, OPEC enabled library, world class medical labs, state of the art science labs, an AC seminar hall, a spacious auditorium, an open stage, a first class music lab, and spacious sports grounds. Ours is an eco-friendly campus as installation of solar panels, a working water harvesting well and proper disposal of the medical and general waste have helped in keeping the environment clean. The college aims at comprehensive development of students who always excel in youth festival, sports activities and academics at various levels. For the same purpose, the college has signed MOUs with various institutions. CCTV cameras have also been installed in the campus for security purposes. The college is well aware of its social responsibility, for this fee concession is granted to economically weak and meritorious students. There is provision for complete fee waiver for the blind students and free books for girl students. Such philanthropic approach is the real strength of the college and motivates us to keep on striving for excellence in every field.

Institutional Weakness

In spite of being the carrier of a century old tradition, the college is very well aware of its weaknesses that need to be improved upon in order to set new goals for itself. The college has to operate from a limited area as there are residential buildings adjoining it. However, there have been constant attempts to expand the area of the college. In 2019, a piece of land was purchased and the building was constructed. The Department of B.Voc (MLMDT) and the Department of Music operate from there. The college is also conscious that in order to compete with the highest standards, the faculty members need to be more research oriented. For that the college has already applied for a research centre. Though the college already has got solar panels installed, there is scope for using more renewable energy in the campus. The college is located on a busy road, hence there is

recurrent problem of traffic congestion. Because of the location of the college in remote belt and on international border, sometimes companies are hesitant to visit the campus. To rope in more companies, constant efforts are being made in the form of recruitment drives. The college has also signed MOUs with various companies so that the exchange programs and internships give better exposure to students. There is also requirement of accommodation for boys' hostel as many male students commute from far off places. However, the paucity of land and inadequate financial help from the government have hampered the project.

The college has to cater to population belonging to relatively backward socio-economic background. To encourage such students to excel in the field of education, the college gives incentives in the form of freeship, free books to girl students, delivery of lectures in bilingual method, organization of seminars, workshop and activities etc. These are some of the foremost weaknesses that the college faces and it is in constant pursuit of overcoming the challenges.

Institutional Opportunity

There are multiple curricular and extra-curricular areas which offer opportunities to the college to set new benchmarks. Education for marginalized sections of the border belt is one area in which the college aims to excel by equipping the students with skills that help them face the challenges of the competitive and ever changing contemporary world. For this, the college regularly organizes activities like group discussion, role play, guest lectures, seminars, placement drives etc. NCC boys' division and girls' wing, NSS unit and various cells/committees of the college are active throughout the year to add to the skills and confidence of the students. There are also opportunities in the field of sports and extra-curricular activities. The college persistently makes efforts in the area and it has been excelling at the zonal, inter-zonal, state and national level in these activities. There are also opportunities available in terms of introducing new courses keeping in view the demands of knowledge based economy. The college is also conscious of opening up of unconventional career avenues. In order to avail the opportunities in the area, visits by personalities from corporate sector, film-making and entertainment world are a constant feature of the college calendar and the college intends to consolidate on this feature. The college waves off total fee of the blind students, but there is opportunity to empower different categories of differently-abled students by offering them quality and affordable education. The college can also use the services of the strong alumni to add to its different features. The ultimate aim of the college is to grab all the opportunities at its disposal through the active participation of all the stakeholders.

Institutional Challenge

The primary challenge in front of the college, like almost all the colleges of the state, is the immigration of students to developed countries. To cope up with the challenge, the college has introduced career oriented and vocational courses like B.Voc. (MLMDT), B.Voc. (Software Development) and B.A.-B.Ed, B.Sc-B.Ed program in recent years. The introduction of such courses asks for regular upgradation of the infrastructure. For this, the college has purchased a piece of land in its vicinity coupled by purchase of world class instruments like UV Visible Spectrophotometer, Automatic Tissue Processor and Laminar Air Flow etc for various labs. In the post-covid period, the college also faces the challenge of blending traditional teaching with online learning. For this, teachers have integrated the usage of technology in their teaching-learning-process, especially the usage of smart class rooms, whatsapp groups, online material etc. Some teachers have already uploaded their lectures for students on you tube. To overcome the challenge of social equity, the college makes constant efforts to

aware SC/ST/Minority/EWS students about various government run schemes in order to help them have access to quality education. To cross the linguistic barrier, teachers are encouraged to deliver their lectures in bilingual or even trilingual mode. To fulfill the requirements of advanced learners, there is provision of counselling, guest lectures by eminent speakers and involvement of such students in innovation projects. Teachers also help weak learners by identifying their areas of weakness. Due to the lack of nearby industry, process of industrial collaboration is a major challenge for the college.

RSD College is conscious of its legacy and its responsibility to the border area. Hence, it is committed to a constant improvement keeping in mind its strengths, weaknesses, opportunities and challenges. We hope to deliver the best results with the active support from PU, UGC, Punjab Government, Government of India etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

R.S.D. College, affiliated to Panjab University Chandigarh plans its course curricula to ensure the best possible outcome for the benefit of the students. The College offers eight Under-Graduate courses and eight Post-Graduate courses. The college frames the academic calendar at the beginning of the academic year as prescribed by the University. The college academic calendar draws the roadmap for all the information related to the schedule of examination, teaching, mid-semester tests, semester break, vacations, sports, and cultural and extramural activities. The college timetable committee designs teacher-wise and detailed timetables for theory and practical classes. The courses include papers having an experiential learning supported through field trips/internships and projects. The teachers use chalk and talk method and ICT tools for teaching purposes. All the teachers maintain their attendance registers and prepare their own monthly schedule of teaching curriculum that includes class tests, seminars, assignments, question bank, etc.

To achieve the pursuit of effective curriculum transaction, the college has tutorials, extra classes, and a mentor-mentee system for students to ensure the smooth and efficient functioning of its teaching process. Assignments/Class tests or other modes of internal assessment are duly conducted by teachers during each semester. The value-added courses and enrichment courses are conducted to add value to the current curriculum. The classes are held and the Internal Assessment is compiled by the teachers strictly according to University academic calendar. The curriculum feedback is collected and analyzed and the action-taken report is framed which is available on the college website.

Teaching-learning and Evaluation

The college offers a well-organized system for the all-around development of students coming from diverse fields and localities. The admission process in the college is managed by the Admission Committee which undertakes the responsibility of designing admission forms and prospectus and also manages the counseling of the students at the time of admission. To fulfill the various needs of the students, different subject combinations are offered so that the students can choose the combination of subjects according to their interests.

The experiential, participative, and problem-solving components in the Teaching-Learning Process are reflected

in the regular organization of seminars, debates, quizzes, workshops, etc. for the students. Creativity and innovation in Teaching- Learning is seen in the use of ICT tools in the college, educational tours, industrial visits, seminars, movie screenings, art and craft workshops, etc.

Reforms in Continuous Internal Assessment include Unit tests, Mid Semester Tests, discussion of evaluated papers in classrooms, result analysis etc.

Transparency of the mechanism of internal assessment is seen in the democratic determination of dates and other modalities pertaining to examinations in Academic-council, Teachers' Council, Examination Committee, and Administrative staff meetings.

Transparency of the mechanism to deal with examination-related grievances is seen in the provision for the Review of papers. All internal examination results are communicated to students through concerned teachers. The college successfully conveys the POs and Cos to students by various means and also calculates their attainment to discuss them with certain committees.

IQAC of the college supported by the senior faculty members monitors all the curricular, co-curricular and extracurricular activities in the college and ensures to provide all the required support for better Teaching and Learning Processes.

Research, Innovations and Extension

The college has a well-defined research policy to promote research culture in the institution. To fulfill the vision and mission of the institution, a research committee including the Principal, research coordinator, and eight other faculty members has been formed. The objective of the committee is to provide adequate facilities to researchers thereby promoting the research culture on the campus. The committee also recommends the revision of research policy every year to promote consultancy and other research-related activities.

R.S.D. College provides a facilitative and friendly environment for the promotion of innovation, creation and transfer of knowledge. Various departments have taken initiatives in organizing many informative talks and interactive sessions with members from the industry and academia of renowned colleges and universities. All necessary facilities are provided.

The competence of any educational institute can be assessed by estimating its ongoing projects, and research work along with the knowledge and work of teachers. Faculty are encouraged to take part in research activities. From time to time the college has organized UGC, ICSSR sponsored national seminars, conferences, and workshops. Several research articles, papers, and edited books have been contributed by our faculty members in various disciplines during the last five years.

For the holistic development of students' departmental associations, the NCC Unit and NSS Unit have been established which motivate the students towards community development and infuse a sense of social

responsibility. Extension activities like blood donation camps, sanitation camps, visits to old age homes, orphanage and blind home are conducted to create awareness about various issues of Swachhta and gender equity.

The institution has collaborations and linkages (MOU) with industry and hospitals for the internship, on-the-job training, project work, and sharing facilities. Field visits and industrial trips are organized to bridge the gap between theoretical and practical application of knowledge.

Infrastructure and Learning Resources

R.S.D. College, Ferozpur City, is spread over five acres of land in the main city. The college has a beautiful campus with imposing buildings and lush green lawns, having 46 classrooms with proper seating arrangements, various well-equipped laboratories, air-conditioned and ICT- enabled computer labs, an air-conditioned seminar hall, a multi-purpose hall, a multi-functional auditorium, and an open stage. There is an ultra-modern girls' hostel in the college, providing secure and enriching accommodation. There is also a well-maintained Gymnasium and a Yoga Centre to cater to the fitness requirements of the students. The college has various dedicated playgrounds where students have the facility to train themselves in multiple games. The college has six ITC-enabled computer labs, two ITC-enabled seminar halls, and one server in order to make students and teachers techno-savvy. In this regard, the college can also boast of six Internet connections, each having a speed of 100 MBPS, and 125 computers, out of which 100 computers are used only by the students for different activities. For the purpose of security, the college is also under the surveillance of 32 CCTV cameras. To add to the intellectual growth of the students, there is a well-stocked and automated library having more than 50 thousand volumes including reference books, competitive exam books, etc., and a well-maintained reading room. The college can also boast of an N.S.S. unit, N.C.C. units for boys and girls, a Women Cell, Legal Aid Cell, etc. Moreover, the up-gradation of the college facilities from time to time according to the requirements, including the library, laboratories, etc. is a continuous process.

Student Support and Progression

R.S.D. College provides the best support to the students to ensure all-around progression in all fields. The institution provides financial support to needy students through a fee concession scheme. The maximum number of students who require financial support get to benefit from government and institution-level scholarships and freeships. The policy for merit holders and needy students provides a clear framework in this area of operation. Other than mentoring by teachers in classrooms, the college also holds regular workshops, seminars, and training programs for skill enhancement, like soft skills, language and communication skills, Yoga, physical fitness, etc. for students. To assist the smooth running of the teaching-learning process, the college has various committees like Anti-Ragging Committee, Grievance Committee, Examination Committee, etc. The college follows a zero-tolerance policy on the issues of sexual harassment and ragging, and complaints, if any, are taken seriously with a timely Redressal mechanism. The college ensures that the students receive maximum support for recruitment and internship opportunities, for that, the Placement drive is organized and students have been placed in many reputed companies. The Internships programs have helped the students to have hands-on experience and provide them the opportunities for personal growth and development. Our cultural societies and sports facilities provide the necessary platform for regular practice and assist students to participate in various festivals and tournaments. The college also provides opportunities for students to take

leadership roles as office-bearers in different societies and work together with teachers who act as mentors. Other than this, the members of the Students' Council are selected with the help of teachers based on students' academic records and classroom involvement, which also allows them to learn democratic values. The college has Alumni Association registered in the name of "Alumni Association of RSD College" under the Societies' Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957. The Alumni Association offers a strong platform for bonding and networking that helps in mutual growth and cooperation.

Governance, Leadership and Management

The Vision and Mission reflect the distinctive characteristics of the hundred-year-old RSD College. The College is having collective and participative decision making which cuts across Management, faculty, staff, and students. This is reflected in a multi-tiered governance in the area which is within the purview of the institution and it tries to meet the vision and mission. The Management of the college along with the Principal, vice principal, Head of Departments, and his team has a dedicated focus on building and strengthening values conducive to social growth and evolution. The institution attempts to empower the students as well as faculty and staff to be a part of the governance structures. Various policies have been framed to provide clear guidelines in different areas. Different administrative and academic cells and committees of the College are managed democratically, and complete alignment with University Calendar and rules is maintained. Mandatory bodies such as IQAC, Staff Council, Advisory Committee, Purchase Committee, Library Committee, SC/ST cell, OBC cell, etc. are operational as per the guidelines of the government. A culture of participatory management is practiced at all levels. The constitution of committees such as the Anti-Ragging Cell, Grievance Redressal Committee, and the Internal Complaints Committee has led to greater participatory management and decentralization. The College has implemented welfare schemes, performance appraisal systems and leave rules as per Government regulations. Each employee is expected to fill out the ACR and submit it to the concerned authority. The Institution has a robust IQAC in place. The IQAC has helped the College to anchor itself to quality enhancement practices, targeted at quantum improvement at the level of performance of faculty, staff, and students. The IQAC has been instrumental in the level of operation and motivation. The IQAC collects feedback from various stakeholders which is discussed and analysed on various platforms. The College conducts internal and external financial audits on a regular basis.

Institutional Values and Best Practices

Ram Sukh Das College was founded and developed with the distinct aim of promoting equity and equality in society. All the students are given equal opportunities, with a special focus on eliminating discrimination based on gender, language, caste, and class. Women Cell of the college sensitizes girl students about their rights and fundamental freedom for equal rights and opportunities. Facilities like Girls' common rooms, free books for girl students, scholarships for 'Single Girl Child', Girls' hostels, and Girls' toilets cater to the need of girl students. The campus is disabled-friendly and provides a barrier-free environment as there is a facility of ramps. The college aims to help visually disabled students realize their full potential by providing them free of cost education.

The installation of a waste management system in the college ensures a clean campus. Wastewater from laboratories is treated in the Effluent Water Treatment plant and is made safe to use for watering the plants.

The college organizes programmes like Van Mahotsav, Go Green Campaign, World Environment Day, etc. for environment conservation and sustainability. There is a ban on using plastic bags, and signboards/posters are

displayed in the college campus to promote a plastic-free environment. NSS & NCC cadets of the college conduct various activities like the plantation of trees and cleaning of the college campus and nearby places to promote a healthy environment. The quality of groundwater is tested from time to time by Punjab Water Supply and Sewage board. There is a well in the college campus to raise water table. The institution has installed LEDs bulbs and tubes in the classrooms to conserve electricity. The installation of Solar panels and Solar water heaters in the college is a testimony of the commitment of the institution towards the conservation of natural resources. All these initiatives are undertaken within the framework provided by different policies of the college related to environmental issues.

The Code of Conduct for the teachers as well as for the students has been displayed on the college website. To promote universal values and ethics among students and teachers, several International Days, National Days, and Festivals are celebrated in the college.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | R. S. D. COLLEGE |
| Address | OUTSIDE MAKHU GATE, MALLAN WALA ROAD, FIROZPUR CITY |
| City | FIROZPUR CITY |
| State | Punjab |
| Pin | 152002 |
| Website | www.rsdcollege.com |

| Contacts for Communication | | | | | |
|----------------------------|-------------|-------------------------|------------|-----|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Ashok Gupta | 01632-502250 | 7901809263 | - | rsdcollege@yahoo.com |
| IQAC / CIQA coordinator | Kapil Dev | 01632-8427064993 | 9464309993 | - | kapilgirdher19@gmail.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|------------|-------------------|-------------------------------|
| Chandigarh | Panjab University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 23-03-1976 | View Document |
| 12B of UGC | 23-03-1976 | 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 |
| NCTE | View Document | 09-10-2017 | 48 | This is ongoing course and the concerned university has given temporary affiliation to the course |

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

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | OUTSIDE MAKHU GATE, MALLAN WALA ROAD, FIROZPUR CITY | Urban | 5 | 7498.79 |

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 | BCom,Commerce | 36 | Plus Two | English,Hindi,Punjabi | 70 | 55 |
| UG | BCom,Commerce | 36 | Plus Two | English,Hindi,Punjabi | 140 | 121 |
| UG | BA,Humanities | 36 | Plus Two | English,Hindi,Punjabi | 198 | 198 |
| UG | BSc,Science | 36 | Plus Two | English | 64 | 64 |
| UG | BCA,Computer Science And Applications | 36 | Plus Two | English | 160 | 73 |
| UG | B.Sc.B.Ed,Education | 48 | Plus Two | English | 25 | 25 |
| UG | B.A.BEd,Education | 48 | Plus Two | English,Hindi,Punjabi | 25 | 25 |
| UG | BVoc,Vocational | 36 | Plus Two | English | 40 | 9 |
| UG | BVoc,Vocational | 36 | Plus Two | English | 40 | 16 |
| PG | MCom,Commerce | 24 | Graduation | English,Hindi | 40 | 24 |
| PG | MCom,Commerce | 24 | Graduation | English,Hindi | 40 | 22 |
| PG | MA,Humanities | 24 | Graduation | English,Hindi,Punjabi | 60 | 7 |
| PG | MA,Humanities | 24 | Graduation | English | 60 | 19 |
| PG | MA,Humanities | 24 | Graduation | Punjabi | 60 | 9 |
| PG | MSc,Science | 24 | Graduation | English | 40 | 27 |

| | | | | | | |
|---|--|----|------------|---------|----|---|
| PG | MSc, Computer Science And Applications | 24 | Graduation | English | 30 | 9 |
| PG Diploma recognised by statutory authority including university | PGDCA, Computer Science And Applications | 12 | Graduation | English | 30 | 8 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 44 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 14 | 0 | 28 |
| Yet to Recruit | 0 | | | | 0 | | | | 16 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 40 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 26 | 0 | 40 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 19 |
| Recruited | 7 | 0 | 0 | 7 |
| Yet to Recruit | | | | 12 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 5 |
| Recruited | 4 | 1 | 0 | 5 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 13 |
| Recruited | 4 | 0 | 0 | 4 |
| Yet to Recruit | | | | 9 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 3 |
| Recruited | 3 | 0 | 0 | 3 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|--------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 2 | 0 | 0 | 8 | 9 | 0 | 19 |
| M.Phil. | 0 | 0 | 0 | 4 | 1 | 0 | 2 | 2 | 0 | 9 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 15 | 0 | 20 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|--------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 22 | 0 | 29 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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 | 961 | 9 | 0 | 0 | 970 |
| | Female | 553 | 4 | 0 | 0 | 557 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 128 | 0 | 0 | 0 | 128 |
| | Female | 131 | 0 | 0 | 0 | 131 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 6 | 0 | 0 | 0 | 6 |
| | Female | 2 | 0 | 0 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 189 | 177 | 194 | 163 |
| | Female | 94 | 85 | 91 | 97 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 4 | 4 | 1 | 1 |
| | Female | 0 | 0 | 1 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 224 | 238 | 236 | 255 |
| | Female | 127 | 170 | 178 | 180 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 687 | 696 | 673 | 698 |
| | Female | 469 | 449 | 477 | 469 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1794 | 1819 | 1851 | 1864 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Being affiliated to Panjab University, Chandigarh, the college cannot design a curriculum on its own as per the requirements of interdisciplinary approach. But it is a multidisciplinary institute and offers various programs and courses in the faculties of Sciences, Commerce, Humanities, Languages, Education, etc. The college also runs add-on courses like a certificate course in guidance and counseling, a diploma in guidance and counseling, and a course on environmental auditing. Students from all streams are eligible to get themselves enrolled in these courses. The aim of such courses is to promote interdisciplinary learning and add to the employability of the students. The college also</p> |
|--|--|

| | |
|--|--|
| | <p>realizes the importance of going beyond conventional discipline boundaries, hence it offers various value-added and enrichment courses to improve the soft skills and life skills of the students. These courses are open to students from all streams and help them get acquainted with multiple domains. The activities like group discussion, roleplay, seminars, guest lectures, and other such activities are part and parcel of the schedule of the college so that students from all streams acquire basic knowledge about various streams.</p> |
| 2. Academic bank of credits (ABC): | <p>Being an affiliated institute, the college is bound to follow the guidelines of Panjab University, Chandigarh in this regard. Whenever the university becomes a part of this scheme and amends rules in terms of course registration, admission, grades to be awarded, credits to be given, nature of the multidisciplinary courses, the governing body of the college will definitely implement the changes formally through the approval of the university.</p> |
| 3. Skill development: | <p>The college is well aware of the importance of skill development to enable students to sustain themselves in a knowledge-based economy. At the time of admission, faculty members help students identify their talents/tastes, and skills. They also endeavor to align the skills with the subjects chosen by the students. Through their constant interaction with students, the teachers also help students to choose their careers as per their inherent abilities. Throughout the year, attempts are made by different departments and cells to inculcate the spirit of entrepreneurship, creativity, and innovation. The college also promotes industry linkages and exposure to academia through activities like workshops, seminars, visits, etc. The college also regularly organizes activities like group discussion, roleplay, debate, mock interviews, written tests, etc. to nurture different skills among students. To stimulate the artistic imagination of the students, activities like poster making and slogan writing are regularly organized. The college also runs various add-on courses, value-added courses, and enrichment courses to help students from all streams acquire language skills, soft skills, and life skills to become employable.</p> |
| 4. Appropriate integration of Indian Knowledge | <p>The college definitely realizes the wisdom and</p> |

system (teaching in Indian Language, culture, using online course):

loftiness enshrined in the Indian knowledge system. Different departments and cells of the college celebrate different days and regularly organize activities so that students get acquainted with the local languages, literature, and art. Most of the faculty members impart their lectures in bilingual mode (English & Vernacular) in order to make learning accessible to students. Excursions and trips to historical places and cultural sites and museums are indispensable parts of the academic calendar. Such activities give first-hand information about our rich cultural heritage so that students come closer to their rich cultural heritage. A show on the topic “An Audio-Visual Presentation on Art and Craft at Shri Harmandar Sahib” was organized to acquaint students with the artistic aspects of the Golden Temple. The Department of Music acquaints students with the rich musical tradition of India by organizing seminars and classroom lectures on different facets of Indian music. The Department of English has opted for the option of Indian Writings in English at the P.G. level in order to expose students to great Indian literary figures. All the festivals are celebrated in the college in accordance with the Indian tradition so that students can have an insight into India's rich culture. The Youth Welfare Department lays a special emphasis on items related to Indian arts and culture. It is because of the hard work and dedication of the teachers that our students always bring glory to the college in these items. Though the college tries to stimulate the Indian knowledge system, arts, and culture; its proper integration will be possible only by instruction from the affiliating body.

5. Focus on Outcome based education (OBE):

The college discourages the traditional approach to education whereby the focus is merely on imparting instructions. In this approach, the students become only exam oriented or score-driven. The college has designed the teaching-learning process in such a way that students not only accumulate credits but also acquire requisite skills related to the concerned domain. Students are imparted learning through experiential learning, participatory learning, and problem-solving methods so that they are able to do more challenging tasks other than to memorize or reproduce what was taught. In addition to the terminal exams conducted by the university, the college undertakes continuous evaluation through

| | |
|---|---|
| | <p>written assignments, tests, ppts, oral presentations, etc. In addition to this, the college has set the program Outcome for UG and PG levels. (UG Level) 1). A comprehensive domain knowledge. 2). The ability to think critically and creatively. 3). Self-awareness, personal development, and communication skills. 4). The ability to adapt to various situations and leadership qualities. 5). Ethical and social understanding. 6). Digital competence. (PG Level) 1) An in-depth domain knowledge of and intellectual grooming in the concerned discipline. 2) Critical thinking and the ability to create, evaluate and recreate. 3) Effective communication skills and the ability to organize and lead. 4) Global outlook and ethical commitment. 5) Digital adeptness. 6) Emotional intelligence</p> |
| 6. Distance education/online education: | <p>Being affiliated to Panjab University, the college cannot run independent online courses. However, it has been striving regularly to integrate online platforms of learning into mainstream learning. In testing times of Covid-19, colleges quickly adopted the digital and virtual methods of imparting knowledge. Faculty members were imparted training by the university as well as the college. Tools like PowerPoint Presentation, smart boards, Google Classroom etc. have been adopted vigorously by teachers. To strengthen online platforms, the college has been trying to develop Online teaching platforms and tools. Teachers from the faculty of Computer Science have developed the college's own OPAC (Online Public Access Catalogue) which facilitates easy access to the library catalog for students, staff, and the general public. The college has also been trying to strengthen digital infrastructure and digital repositories. Since, the college is affiliated with Panjab University, Chandigarh, it does not run any courses in the mode of distance education.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>The college does realize that one of the primary aims of an educational institute is to nurture the ethics of social responsibility and commitment among students. For this purpose, it is imperative to aware students of their democratic rights and</p> |
|--|---|

| | |
|--|--|
| | responsibilities. Active participation of the youth in the electoral process strengthens the roots of democracy in our country. For this purpose, Electoral Literacy Club has been set up in the college. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, the students' coordinator and coordinating faculty members have been appointed by the college. The cell is functional and helps in organizing various activities related to the electoral literacy club. The club is representative as it has both students and teachers as members covering various sections of the society |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The club in association with other cells and bodies of the college organizes activities like the celebration of National Voters' Day, lectures on life and the message of thinkers who have stood for democratic ideals, seminars, group discussions, role-play, etc. The club has been established only recently, the college has been assisting the district administration in various ways. In fact, in association with various govt. bodies, the college regularly organizes various programmes related to elections. The college staff is regularly assigned different duties related to various elections by the district administration. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The district administration has set up three polling booths in the college and BLOs (Booth Level Officers) have been assigned to each booth. The BLOs camp in the college in a month to register new voters and to address various issues faced by the concerned voters. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The college has been encouraging eligible students to get themselves registered as voters. A team consisting of a teacher and two students interact with students and help them get acquainted with the government app Voter Helpline. Students are also provided information about the concerned. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1794 | 1819 | 1851 | 1864 | 2038 |

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

2 Teachers

2.1

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

Response: 119

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

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 80 | 80 | 80 | 81 | 96 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------------------------|---------|---------|-------------------------------|---------|
| 176.2 | 211.9 | 98.1 | 176.8 | 196.6 |
| File Description | | | Document | |
| Upload Supporting Document | | | View Document | |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Ram Sukh Das College is affiliated to Panjab University Chandigarh. It follows the academic calendar and curriculum stipulated by the University. Academic planning, implementation, providing necessary support, assessment and evaluation are the main components of effective curriculum delivery by the college. The college ensures that the curriculum is well-executed while keeping in mind the programme outcomes and course outcomes. Time table committee and IQAC of the college lay down mechanisms for well-planned curriculum delivery and documentation. The college extends the university academic calendar with necessary changes which consists of curricular and co-curricular events and activities as envisaged by college annual activities. Departments prepare their departmental plans before the beginning of every semester. The plans specify academic and other activities which are monitored by IQAC. The individual teachers maintain their dairies which consist of individual time-tables and teaching plans for the current session. This dairy is monitored by the concerned Head of the Department and Principal.

The college follows the procedures prescribed by the university to frame continuous internal assessment of the students. Under the mentorship of IQAC, college teachers adopt continuous evaluation through different teaching strategies which include class tests, oral tests, quizzes, and group discussions. The examination board conducts mid-semester tests. These academic activities form a system of continuous evaluation that enhances students' classroom participation and provide space for remedial action before the commencement of the semester examination. The students are sent for internship/project work/training as prescribed by the university curriculum which promotes experiential learning along with the conventional chalk and talk, technology like computer and internet facility, E-resources are made available to facilitate academic excellence of the students. At the end of the session, the college feedback analysis committee makes an analysis and takes action as suggested by various stakeholders regarding curriculum feedback.

| File Description | Document |
|---|-------------------------------|
| Provide Link for Additional information | View Document |

1.2 Academic Flexibility

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

Response: 26

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

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

Response: 13.47

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 969 | 34 | 73 | 90 | 96 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

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

Response:

Ram Sukh Das College is a co-educational institution that diligently promotes these values that have been intrinsically woven into the college's academic and co-curricular activities to enhance the quality of the curriculum. The syllabi of various courses prescribed by the university include these cross-cutting issues that are relevant to gender, environment, sustainability, human values, and professional ethics. These values are imparted to the students in the classroom. The college is running Foundation Courses, Certificate Courses, and Diploma Courses duly approved by the university. Foundation course 'Human

Rights Education', certificate courses in Environment Auditing and, Guidance and Counselling and a diploma course in Guidance and Counselling integrate above issues. In order to sensitize the students about these issues, the college conducts various Value Added Courses of more than 30 hours duration.

- Communications Skills and Personality Development
- Basic Computer Skills
- Different Perspectives of Music
- Environmental Studies
- Human Rights and Value Education
- Fundamentals of Investment
- E-Banking
- Python Programming
- Economically Important Plants
- Role of Education in Inculcation of Values

In order to endorse gender sensitivity, the college has a Women Cell which is committed to look after the welfare of the girl's students by organizing activities like expert lectures on women's legal right, to promote health and hygiene and to protect their rights for their social development. To promote human values, social service and patriotism, the college has Red Ribbon club, NSS, and NCC wings for boys and girls. They organize various activities which promote the spirit of patriotism in this border belt area and spread awareness regarding drug abuse, tree plantation and organize a blood donation camp which is held every year. Extension and outreach activities are organized to create a sense of empathy by visiting blind home, old age home, orphanage, and nearby schools to promote education and social responsibility. To promote environment and sustainability the college has solar panels, solar heater, effluent treatment plant and contract for disposal of biomedical waste with a private industry. Different departments of the college organize lectures on Swachh Bharat Abhiyan, biodiversity, health and hygiene, stress management, etc. Being located in the border and semi-urban area and catering to rural masses, the college disseminates these issues among the students with the help of supporting activities and events.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

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

Response: 11.09

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

Response: 199

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

1.4 Feedback System

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

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

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 71.02

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 656 | 768 | 855 | 874 | 799 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1052 | 1134 | 1148 | 1162 | 1069 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list as published by the HEI and endorsed by the competent authority | View Document |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

Response: 56.05

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 245 | 271 | 342 | 343 | 299 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 515 | 537 | 560 | 564 | 500 |

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

2.2 Student Teacher Ratio

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

Response: 22.43

2.3 Teaching- Learning Process

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

Response:

RSD College, a pre-independence institution, aims to provide education to its students which helps in their holistic development. The faculty members of the institution keep on learning and updating themselves as per the market needs for adopting the latest teaching-learning methodologies. Student-centric methods are used in teaching:

a. Experiential Learning:

Being an affiliated college of Panjab University, Chandigarh, the college regularly conducts Practical

classes for students along with Theory classes, related to subjects of various courses. The college endeavours to teach students theoretical concepts through practical application of the concepts.

The college undoubtedly helps the students in getting first-hand experience of their programmes through internships and training. For example, Students of M.Com (A&F) M.Com, M.Sc (IT), B.Voc. (MLMDT), B.Voc. (SD), B.A. B.Ed and B.Sc B.Ed. undergo different pieces of training and internships. To familiarise the students about the mechanism of various industries, the college regularly organizes industrial visits. Visits to different religious and historical places are also organized to give the students firsthand knowledge of such places. For the ease of the students, the college has signed a number of MoUs with industries and institutions.

In the college, NCC Unit, NSS Unit, Red Cross, and Red Ribbon Club organize various activities to develop human and social values among the students.

b. Participative Learning:

Role-play activities are conducted for the students by various faculty members to build up their confidence and improve their language fluency, stage presentation, and acting skills. They are also assigned various topics for presentations while using the PPT method. This helps to improve their communication skills and enhance their self-confidence.

The college organizes seminars and lectures by experts related to different fields to provide knowledge and guidance to the students. Techniques like Group discussion and brainstorming are used to enhance the knowledge and communication skills of the students.

Inter-class and intra- classes debates on various topics are organized for students. They get the opportunity to express their thoughts and put forward their perspectives to enhance their participative learning.

Problem-Solving Methodologies:

To develop logical thinking and practical knowledge for problem-solving, the case study method is used in the teaching-learning process.

Several projects related to various topics are given to students of certain classes to present the same in classrooms. The teachers of different departments also give assignments related to particular topics to submit within the stipulated time.

Quiz competitions are organized by various departments to develop the problem-solving abilities of students. They are also provided time for self-learning by sitting in the library in their free lectures and they are also provided opportunities to discuss various topics among themselves.

In the above-mentioned methods of learning, various ICT tools like desktops, printers, scanners, projectors, smart boards, online UPS, etc. are used. For the competent usage of ICT tools, the college has 125 desktops, 6 laptops, 9 online UPS, 7 scanners, and 13 portable projectors.

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

2.4 Teacher Profile and Quality

| | | | | |
|---|-------------------------------|---------|---------|---------|
| 2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years | | | | |
| Response: 96.98 | | | | |
| 2.4.1.1 Number of sanctioned posts year wise during the last five years | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 85 | 85 | 82 | 82 | 96 |
| File Description | Document | | | |
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document | | | |

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

Response: 69.06

| | | | | |
|--|---------|---------|---------|---------|
| 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 59 | 61 | 59 | 56 | 53 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

2.5 Evaluation Process and Reforms

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

Response:

The college has adopted an efficient mechanism to deal with examination-related grievances which is transparent and; the conduction and rectification of grievances is time-bound. This mechanism works at two levels in the institution.

At College Level: - The College adopts an open evaluation system where the students are shown their answer sheets in classrooms. Any student who is not satisfied with the award of marks or the assessment of papers, he or she may approach the concerned teacher. If there is any discrepancy like mistakes in marks allocation, a total of marks, etc., the concerned teacher resolves the discrepancy and the required corrections are made. If a student is still not satisfied with the marks awarded, he or she may approach the concerned HOD who can intervene to make certain corrections. The grievance redressal system has also been kept time-bound.

At University Level: - If students have grievances related to the evaluation of University answer sheets, it is intimated to the subject handling faculty and Head of the Department, if necessary, for further action. The students are allowed to apply for revaluation and rechecking by paying the necessary processing fee to University.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The college provides various courses at Under- Graduate and Post- Graduate levels. POs and Cos for all programmes and courses are coined at the level of the affiliated University and these are well-defined and stated. These POs and COs are displayed on the college website. The students are informed about Programme Outcomes and Course Outcomes of various programmes and courses by the respective teachers during their classes. Moreover, these are displayed on notice boards of respective departments. The Principal with IQAC Coordinator ensures that POs and Cos are being informed to the students well in time.

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

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words**Response:****Attainment of Programme Outcomes and Course Outcomes are evaluated by the institution.**

The college follows the curriculum guidelines provided by the Panjab University Chandigarh for the evaluation of Programme Outcomes and Course Outcomes. After the evaluation of these, the college conveys the same to the students through a formal discussion in the classroom. The institution ensures the attainment of POs, PSOs and COs by adhering to the academic calendar of Panjab University, maintaining academic records of every year and reviewing the students' progression to higher studies and their placement. Considering the necessity of internal assessment for the fulfillment of the COs and POs, the college has created Academic Committee that supervises the effective implementation of the assessment and evaluation process as per the guidelines of the University regarding the attainment of Course Outcomes and Programme Outcomes. The institution also tries to achieve the Course Outcomes and Programme outcomes by engaging the students in various activities like N.S.S. and N.C.C. activities, Panjab University Youth and Heritage Festival, Career Counseling, various intra/inter college level competitions, Health Awareness Programs, poster making competition etc. organized by the college to achieve the POs, PSOs and COs. At the end of the session, a meeting is conducted by College Principal to discuss any problem regarding the attainment of POs and COs and required changes are made.

The Formative and Summative approaches are followed for the assessment and evaluation of the Programme Outcomes and Course Outcomes:

Formative Assessment**1. Class tests**

Class tests are taken by the concerned teacher after the completion of particular topic to evaluate the

Course outcomes and Programme outcomes.

2. Assignments and discussions

The teachers of various departments give assignments related to specific topics and the concerned teachers also discuss it in the class. These assignments help to evaluate their knowledge and understanding of the subject.

3. Mid Semester Tests

The institution also conducts Mid Semester Tests to assess the students' achievement and performance which help to prepare them for the terminal examinations which are conducted by the university

4. Presentations and Project Work

To achieve the COs, the teachers of particular departments assign projects to the students to assess the application of their theoretical knowledge. The teachers also assign topics to students for presentations to check their communication and presentation skills.

Summative Assessment

To ascertain the extent of accomplishment of the pre-determined Programme Outcomes and Course Outcomes, the university conducts terminal semester examinations as per the prescribed schedule with the help of the colleges.

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

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

Response: 87.78

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 493 | 516 | 511 | 484 | 583 |

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

the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 614 | 525 | 520 | 565 | 723 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.67

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1.2 |

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

3.2 Innovation Ecosystem

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

Response:

Today, new ideas and innovative approaches emerge every day out of the experience of the people working in the field, facing different situations and dealing with real life issues. RSD College has created an environment of work where creative ideas flourish throughout the organization at every possible level. At the heart of innovation and transfer of knowledge is, research and allied activities. 20 Ph.D. holder teachers of the college use their research expertise to stimulate students to dwell over new ideas. The college has also established a Research Committee for the promotion of related activities among students and teachers. Various activities like guest lectures and seminars on topics like research methodology, entrepreneurship and investment are part and parcel of the academic calendar. The college has an approved research guide and at present three research scholars are pursuing their Ph.D. under her guidance. Educational trips and industrial visits are regularly organized by the college to provide real life learning to students.

The college realizes the importance of interaction with industry, corporate sector, educational institutions, hospitals and laboratories. Hence, it has signed MOUs with these bodies and various activities are conducted to make these MOUs functional and useful.

The college also conducts activities that give first-hand information about our rich cultural heritage to

students. A show on the topic “An Audio-Visual Presentation on Art and Craft at Shri Harmandar Sahib” was organized to acquaint students with the artistic aspects of the Golden Temple. The department of Music acquaints students with the rich musical tradition of India by organizing seminars and classroom lectures on different facets of Indian music. The department of English has opted for the option of the paper Indian Writings in English at the P.G. level in order to expose students to great Indian literary figures. The college also promotes participation of students in heritage activities in the University Youth Festival. In its journey spanning over a century, the college has been a living reservoir of Indian values and ethos.

To help students unlock their hidden potential in terms of innovative ideas, workshops, training sessions, add on courses, interaction with personalities from industry and visits to different industrial units have been made integral part of the college calendar. Such activities include Drawing and Painting Workshop organized in collaboration with Lalitkala Academy, and various training sessions organized by Department of Music and in the field of Art and Craft. These activities have helped students bag various prizes in different competitions. The activities have also helped different students make career in entertainment industry. Exposure to industry helps students to have first-hand knowledge of the latest development in the field. The college also realizes the importance of acquainting students with new career options. In April 22, 2022 the college organized a seminar on the topic Alternative Career Choices in which Sheenam Dhingra and Muskan, former students of the college working in corporate sector, shared with students new avenues of employment in corporate sector.

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

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

Response: 7

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 0 | 2 | 1 |

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

3.3 Research Publications and Awards

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

Response: 0.24

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 6 | 4 | 13 |

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

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

Response: 0.74

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 2 | 5 | 19 | 8 | 54 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities

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

Response:

Development of human mind and self is possible only living in society. Society moulds our attitude, beliefs, morals, ideals and there by moulds individual personality. Because society is the foundation for our development, it is our primary responsibility to work for the betterment of our society and to maintain a balance between our individual and social lives. R.S.D College ferozepur aims to develop social skills in students in order to make them good citizens of society and to instill in them a sense of social responsibility. During the last five years, the college has done its best to instill positive and productive social changes in students by involving them in a variety of social service activities. Such activities includes sanitation camp, visit to blind home, world environment day, lecture on women health and hygiene, women day celebration, nukkar natak main Punjab bolda haan, awareness campaign on health and hygiene awareness for village ladies, blood donation awareness by N.S.S unit of college in collaboration with different departments: Commerce, chemistry, women cell, red art team and DMC hospital. To address the health and social issues, the NSS unit of the college promotes awareness campaign about AIDS, thalassaemia and awareness of Drugs. Lecture on Child labour and value of education is organized by mathematics department in collaboration with red ribbon club. To raise the standard of living in women, college organized lecture on role of public health sector in life of women in collaboration with red ribbon club. NCC cadets celebrated National integration day to promote the unity and integrity regardless of caste, colour, language, religion and social status. NCC cadets participated in Road rally in ferozepur city 'Say No to Diabetes.' The corona virus disease (COVID-19) pandemic has caused an unprecedented crisis in all areas including the field of education which led to the massive closure of face-to-face activities of educational institutions in order to prevent the spread of the virus and mitigate its impact. Keeping in view the unprecedented circumstances, it was resolved that the departments would be flexible and accommodative in the continuous evaluation of the students which led to a great reduction in the number of

extension activities held during the session. NCC cadets celebrated yoga day by performing yoga at their respective places to encourage students to fight against depression and promote health consciousness. The NCC cadets of the college participated with their family members enthusiastically in the plantation drive. The college organizes blood donation camp every year to promote a feeling among students for service to humanity. The NCC cadet takes part in it enthusiastically and motivates others to be a volunteer blood donor. To infuse patriotism NCC cadets of the college visited army weapon display at Hon. Cap. Sundar Singh Stadium, Ferozepur Cantt and participated in Republic day parade and Combined Army Training Camp-67 with great zeal and also takes part in cleaning historical monument at Hussainiwala on Indo-Pak border. Fit India freedom run rally by NCC cadets promotes fitness activities among students for healthier life.

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

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

Response:

An outreach program creates a partnership between the communities and educational institutions. Such programs build on each other's strengths and develop their roles as change agents for improve learning, promoting civic engagement and strengthening communities through addressing their societal needs. The NSS/NCC unit organized various activities to develop an awareness and knowledge of social realities to have concern for the wellbeing of community and engage in creative and constructive social action. The community members were made aware about the problems regarding stubble burning, decreasing water level, different dimensions of digital payment and precautions regarding social distancing during covid 19. Apart promotion regarding all the above activities appreciation letter were given to college by Gram Panchayat & Municipal Council Ferozepur.

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

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

Response: 73

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

five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 20 | 11 | 12 | 13 | 17 |

| File Description | Document |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.5 Collaboration

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

Response: 17

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

R.S.D. College, Ferozpur City, affiliated to Panjab University, Chandigarh, was established in the pre-independence era. The college is spread over five acres of land in the main city. The college has magnificent infrastructure, including lush green lawns, beautiful trees, herbal plants, and classical buildings that draw the attention of the people. Moreover, the college infrastructure is fully utilized to serve the needs of the students.

The college infrastructure includes the principal's office, the administrative block, the principal's residence, a college guest house, quarters for supporting staff, the general staff room, many staff rooms of respective departments, the girls' common room, the college canteen, separate parking for students and staff members, a dispensary, etc. The college has neat and clean separate washrooms for males, females, staff members, and physically challenged people. There are 41 classrooms, including two smart classrooms, in the college that are well-furnished, well-ventilated, and spacious for conducting classes. Besides this, these classrooms are equipped with adequate facilities. The college has well-equipped labs for physics, chemistry, botany, zoology, and music, as well as a biological museum. Moreover, there are five computer labs, a language lab, an S.S.T. lab, a psychological lab, and an audio-visual room.

The college has a well-stocked library and a reading room. This is the place where students get the required books, newspapers, magazines, journals, etc. The college has an ultra-modern girls' hostel with all the facilities, like air-conditioned rooms, a mess, a recreation room, a guest room, etc.

The college has sufficient ICT facilities, including five ICT-enabled computer labs, an ICT-enabled language lab, an ICT-enabled seminar hall, one server room, etc. The college seminar hall is equipped with required facilities like an LCD projector, whiteboard, raised platform; a public address system with internet facilities, etc., and is fully utilized to conduct seminars, conferences, guest lectures, and workshops. Moreover, the seminar hall has adequate seating capacity. The other ICT facilities include computers, laptops, projectors, bar code scanners, printers, photostat machines, RISO KZ30 machines, fax machines, speakers, cameras, biometric machines, face recognition machines, LED screens, smart boards, etc. Teachers and students can access the internet for academic purposes.

Further, to encourage the students to participate in various cultural, curricular, co-curricular, and sports activities for their holistic development, the college has an auditorium, two multipurpose halls, a playground, and an open stage. In a nutshell, the college has sufficient infrastructure for indoor games and other co-curricular activities.

The college has a well-maintained gymnasium and a yoga center for students to improve their physical and mental health. The college has two N.C.C. units for boys and one unit for girls. The college has a women's cell, a legal aid cell, an N.S.S. unit, and many clubs that help to create awareness about various issues.

Moreover, the upgrading of college facilities like the library, laboratories, etc. is a continuous process. Recently, four classrooms and two labs have been built. Thus, the college has a beautiful campus, and its infrastructure is being improved frequently to keep pace with the changing requirements.

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

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

Response: 24.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34.31 | 51.86 | 0.18 | 26.37 | 95.51 |

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

4.2 Library as a Learning Resource

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

Response:

The R.S.D. College Library has been serving with the sole aim of providing the necessary information and making it available to all its users at the earliest. The present beautiful building of the library is equipped with all the required facilities. At present, the library has a rich collection of more than 55,000 volumes related to different disciplines, a good collection of old books that are also under the process of digitalization, and a majestic reading hall with a capacity of 100 readers, where the readers can sit and consult reference books and other relevant literature. Moreover, a special arrangement is made in the multipurpose hall for the physically challenged students to read newspapers and get books.

The college library is fully automated with E-Granthalaya Library Management Software, developed by the National Informatics Centre, Government of India. The Online Public Access Catalogue of the library can be browsed through the Internet. The institution has subscribed to the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) database, jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre, and INDEST-AICTE Consortium. Through this database, authorised users of the library can get access to more than 1,65,000 e-books and 6,150 full-text electronic journals.

The library has been regularly updating its collection. Our main concern is to select only those books that are directly related to the academic needs of students. However, members are free to recommend new books or journals for the library. During the last consecutive five years, 4655 books have been added to the collection, costing Rs.11,37,32, including 1076 books (costing Rs. 2.09 lakhs), 1197 books (costing Rs. 2.91 lakhs), 937 books (costing Rs. 2.02 lakhs), 542 books (costing Rs. 1.17 lakhs), and 903 books (costing Rs. 3.18 lakhs), respectively.

The library subscribes to various journals and magazines related to different subjects. Besides this, the library also subscribes to 20 daily national, regional, and local newspapers. The college has been spending a good amount of money on the magazine/newspaper. The amount spent in the last consecutive five years is Rs. 60,657, Rs. 53,780, Rs. 63,546, Rs. 29,244, and Rs. 43,242, respectively.

Both students and teachers use the library regularly. The entry register for both the staff and the students is kept at the entrance of the library. On average, one hundred thirty-two students and eight teachers visit the library daily. Users of the library are informed about newly acquired books by displaying book jackets on the "Latest Arrival" board at the library's entrance to draw their attention to them. The library also provides internet access to its users. For this purpose, five terminals are arranged for the users. Students and staff can enjoy the free Wi-Fi facility available to them. To utilize this facility, a digital corner is there to access e-content in the library, although anyone can search for e-content on the entire campus. The scanned copies of the content pages of all the subscribed journals and magazines are being displayed on the Current Contents Board.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

In today's rapidly changing environment, IT has become a necessary ingredient for an institution to succeed in today's dynamic global environment. Expenditure on IT is seen as an investment, not an expense. The plans for IT infrastructure development are given top priority as the college realizes the correlation between adequate IT infrastructure and effective teaching and learning. The institution has adequate IT infrastructure that is fully utilized for the overall development of the students and has been upgraded regularly. The college has five ICT-enabled computer labs, an ICT-enabled language lab, one ICT-enabled seminar hall, two smart classrooms, and one server room. Other facilities include computers, laptops, servers, projectors, bar code scanners, printers, photostat machines, fax machines, speakers, cameras, biometric machines, face recognition machines, jammers, LED screens, and smart boards. Further, the college currently has six Internet connections with a speed of 100 Mbps. The college has 125 computers, out of which 106 are being used exclusively by the students for academic purposes. All the labs are connected to Wi-Fi. The library is also equipped with IT facilities to facilitate the students' learning. The college has a girls' hostel, which is fully supported by IT infrastructure, including CCTV cameras, computers, internet facilities, LED screens, etc. The college is under the surveillance of 32 CCTV cameras. These cameras have been installed in different areas of the campus to ensure security, safety, and surveillance. These cameras help in monitoring the activities in the different areas of the college, like the parking of vehicles, the main gate of the college, etc. This IT infrastructure is very important in the teaching and learning process and in other activities. These facilities are also used for administrative work in the principal's office, college office, library, computer labs, laboratories, etc.

The college regularly improves the IT infrastructure according to the increasing requirements of the institution. Hence, for this purpose, the college purchased 25 computers on September 11, 2018. Similarly, the college purchased two servers on November 9, 2018, two online UPS on November 21, 2018, and software on November 20, 2018. Moreover, during COVID-19, the college made all the required arrangements for the online classes so that the faculty members could deliver their best for the overall development of the students. Through the online delivery of services, the college successfully delivered the content and motivated the students to keep themselves busy and fit physically as well as mentally during COVID-19. To fulfill this purpose, the college purchased a G-Suite on August 31, 2020, and all the other required components, like headphones, mics, cameras, etc., in September 2020.

To change the attendance system from biometric to face recognition, the college purchased face recognition machines on January 15, 2022. All the members of the teaching staff mark their attendance using face recognition machines, while students of the Department of Education and other employees of the college use biometric machines for this purpose. The institution invests regularly to update its IT

facilities on a continuous basis and makes them available to all.

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

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

Response: 16.92

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

Response: 106

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

4.4 Maintenance of Campus Infrastructure

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

Response: 9.24

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10.2 | 20 | 21.2 | 21.5 | 6.5 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 28.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 729 | 447 | 410 | 429 | 628 |

| File Description | Document |
|---|-------------------------------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | View Document |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | View Document |
| Upload policy document of the HEI for award of scholarship and freeships. | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

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

Response: A. All of the above

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

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

Response: 6.12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 165 | 253 | 54 | 55 | 46 |

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

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

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

Response: A. All of the above

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

5.2 Student Progression

| | | | | |
|---|---------|---------|---------|---------|
| 5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years | | | | |
| Response: 17.66 | | | | |
| 5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 68 | 82 | 70 | 87 | 100 |
| 5.2.1.2 Number of outgoing students year wise during the last five years | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 519 | 434 | 361 | 416 | 575 |

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

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

Response: 4.27

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33 | 7 | 12 | 11 | 18 |

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

5.3 Student Participation and Activities

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

during the last five years

Response: 107

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 41 | 00 | 28 | 04 | 34 |

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

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

Response: 13.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29 | 00 | 10 | 11 | 18 |

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

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services**Response:**

R.S.D. college has Alumni Association registered under the Societies' Registration Act (XXI of 1860) as amended by Punjab Amendment Act, 1957. Alumni Association was registered with registration number 4628 on 16, September 2013 . The Students, who have passed out of the college, are eligible for Alumnus status. The mission of the Alumni Association is to inform, engage and inspire Alumni to stay connected to their alma mater as well as to support the college to achieve its vision. The college has some prominent figures as alumni who have added laurels to its legacy. They have also set milestones in their respective fields. The name of these alumni are:

- General (Retd.) Sh. J.J. Singh (PVSM, AVSM, VSM), Governor of Arunachal Pradesh
- Chief of Army Staff Lt. Gen. Faiz Ali Chisti, Pakistan Army.
- Sh. R.M. Aggarwal, Ambassador, Republic of Yemen.
- Justice M.M. Punchhe, Chief Justice of India.
- Sh. Sarbjeet Singh Virk, DGP, Punjab Police.
- Sh. Mehal Singh Bhullar, DGP, Punjab.
- Sh. Rajan Bakshi, ADGP, Jammu & Kashmir.
- Justice B.Rai Punjab and Haryana High Court.
- Justice H.S. Bhalla, Punjab & Haryana High Court, Chandigarh.
- Sh. Bal Krishan Mehta, Additional District, and Session Judge.
- Sh. Surinder Chopra, Session Judge.
- Sh. Ishwar Chander Sharma, IPS IG Police, Punjab. Etc.

As per the laws of the Alumni Association, the President of the College Managing Committee is the Chief Patron of the Alumni Association and the Secretary of the College Managing Committee is the President of the Alumni Association. So the executive committee is working under the president of the Alumni Association Shri S.P. Anand. The College also relies on Alumni to provide mentoring, internships, and career opportunities to students. To achieve its mission, Alumni Association conducts Alumni Meets, Blood Donation Camps, and Extension Lectures on different topics for the students. The alumni association of our college has organized Tree Plantation camp in Oct,2017 and June ,2020 to spread awareness among students regarding environment conservation. The alumni association has also organised Blood Donation camps in 2018 and 2019 in collaboration with college's Red Ribbon Club and NSS Unit. The members of the Alumni Association also interact with students from time to time on various occasions. They are also engaged in the sponsorship of fees for students . Our College's Alumnus Ramesh Vinayk also sponsors scholarship for deserving students of Science stream.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The R.S.D. college has created a special niche for itself in the past century. A pre-independence institution has always stood for the cause of humanity. The vision behind the establishment of the institution was very philanthropic. The founders of this historical institution wanted the people of this border area to have open access to learning, irrespective of caste, color, or creed.

The Vision and Mission reflect the distinctive characteristics of the Institution The vision and mission of the college is a reflection of the objectives of the National policies of higher education, in molding human resources to meet contemporary challenges. The institution follows a three-fold system with academic, co-curricular, and extracurricular programs. The academic design is based on enhancing and empowering the students' knowledge base. The focus is on the recent trends in scientific and cognitive fields. The institution's vital motto is to strengthen the inner potential and emotional quotient of the student folk.

The institution, R.S.D.College is governed by the R.S.D.College Trust & Management Society. The Management, the Principal, the Head of the Departments, and the staff/faculty always step in together for designing and executing the policies coined for quality assurance. The College believes in collective and participative decision making which cuts across faculty, staff, and students, and also in engaging with other stakeholders like alumni, parents, industry, NGOs, etc.

Since RSD College is an affiliated college of Panjab University Chandigarh, The institution has aligned itself with the structural imperatives of the University; for example, syllabus, admission procedures, and evaluation as per affiliating University norms. However, in pedagogical considerations and nurturing the life of the students through the conducive teaching-learning process the institution leaves no stone unturned. The Institution attempts to empower the students as well as faculty and staff to be a part of the governance structures in order to have their voice in the functional governance.

Various administrative and academic units of the College are managed democratically, although complete alignment with University Calendar and rules are maintained. Mandatory bodies like IQAC, Staff Council, Purchase Committee, Women-Cell, Admission Committee, Research Committee, Library Committee, Grievance & Compliant Redress cell, Minority Cell, SC/ST Committee, Internal Complaint cell, etc. are in place. All have well-defined roles to align with the functioning of the College in accordance with its Vision and Mission.

The President and other office bearers of the Managing committee keep on meeting the college staff to discuss various policy matters & its application and adjudication. The Principal ensures that all provisions of the University bye-laws, the Statutes, and the regulations are observed. Enacting technology growth in

day-to-day functioning is also encouraged.

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

6.2 Strategy Development and Deployment

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

Response:

The functioning of the College is in accordance with the Panjab University Calendar/SOP. The Organizational Structure of the College consists of the Management, Governing Body, the Principal, the teaching staff, the non-teaching staff, and the students. The Principal of the college, at the helm of the affairs, has complete autonomy to govern the institution within the purview of the rules and regulations framed by the government. At the beginning of the academic year, a self-mapping exercise is conducted for the staff by IQAC. This exercise exposes the strengths and challenges of each of the personnel to draw a potential map, which gives in sight to the Principal for the distribution of responsibilities. The Head of the institution appoints the conveners for various committees with the consent of the governing body and further nominates the members of committees in consultation with the respective conveners based on the potential map. The Principal is also assisted by the Teachers-in-Charge of the Departments, the Staff Council, and the Non-Teaching Staff. This ensures efficient working of the College.

The principal conducts regular meetings with the staff for the smooth functioning of the departments and to discuss issues and concerns relating to curricular and extracurricular activities. Various committees are constituted for the planning, preparation, and execution of academic, administrative, and extra-curricular purposes. Each committee consists of the Convener and its members and student coordinators actively assist.

The Internal Quality Assurance Cell (IQAC) works towards the attainment of the goals of quality improvement and sustenance of the academic standards of the college. The IQAC plays a significant role in enhancing the internal quality culture of the Institution.

The Anti Ragging Cell, Grievance Redressal Committee, Internal Complaints Committee, SC/BC, and Minority Committee are constituted as per University norms and consistently work towards providing the students a safe and secure campus, where they can work towards attaining their full potential.

The College, being Govt. aided college, follows regulatory bodies for various programs like UGC, NCTE, and its affiliating university Panjab University Chandigarh and the Higher Education Department of Punjab Government for the appointments, service rules, and procedures of its employees.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The strategies adopted by the RSD College for faculty welfare include Career Advancement benefits for those with higher qualifications such as M.Phil and Ph.D. as well as opportunities for those who wish to improve their qualifications. The college follows the welfare schemes implemented by The Punjab Government and the Panjab University

- Leave Benefits (As per University rules)
- Duty leave is given, if applicable
- Retirement Benefits (As per the Punjab Govt./Panjab University/UGC Rules)

Medical Benefits

- Medical Leaves are granted to the teaching as well as Non-teaching Staff as per the Punjab Govt./Panjab University/UGC Rules (These leaves are also known as half-pay leaves and a maximum of 480 half-pay leaves can be commuted into 240 full-pay leaves.
- There is a provision for maternity leave given to the staff.
- Medical allowance is also paid to the employees as per the Punjab Govt. rules
- Faculty Development Programmes Permission is readily granted to participate in Refresher Courses/Orientation Programmes/ Short-Term Courses to the teaching staff for professional development.
- Faculty Enhancement programmes for skill up-gradation and training are organized for both teaching and non-teaching staff.

Facilities

- An insurance policy of LIC named GSLIS is given to the staff members whose premium is automatically deducted from their salary.
- Residence facility for Female teachers (if they wish to stay) in girls' hostel
- Residence facility on the college campus for supporting Staff
- Canteen
- Parking facilities for both teaching and non-teaching staff
- Bank facilities
- Gymnasium

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

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

Response: 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |

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

Response: 17.02

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37 | 22 | 22 | 02 | 05 |

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

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

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

6.4 Financial Management and Resource Mobilization

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

Response:

Being the college a Government-aided college, major sources of institutional funding are-

- Grant in Aid (Few staff members are covered under 95% and Few staff members are covered under 75% Grant in Aid Scheme) from State Government
- Fees from students
- Rent from Canteen Contractor
- Rent from Bank

Utilization of Resources

The financial resources of the college are managed in a very effective and foolproof manner. All financial transactions are carried out with the prior and proper permission of the Principal of the College, who is guided by the Governing Body of the College. There is a fully computerized accounts section in the college. A double entry system is followed to maintain the accounts of the college. The following three types of accounts are created:

- Receipts & Payment Accounts.
- Income & Expenditure Account
- Balance Sheets

The College has a Purchase Committee, Library, and various associated bodies which help in the preparation, division and allocation, and utilization of funds. Funds received from various sources are used efficiently for the development and maintenance of the college. Physical and academic facilities are augmented for students. Library and Sports services are strengthened. Laboratories and IT infrastructure is dynamically enhanced. The Purchase Committee decides the policy and procedure for purchasing items. Each item is purchased by comparing a minimum of three quotations received from vendors. Each and every transaction is supported by the vouchers. All the collections are deposited in the bank and all expenditures, recurring and non-recurring, are incurred through cheques /Online payments. Only duly authorized persons can operate through the bank. For efficient use of the financial resources, the budget is prepared. There are two types of payments/expenditures:

- Recurring
- Capital Expenditure

Internal and External Financial Audits:

For effective checks on the accounts, the two-tier system is followed;

- **The Internal Audit**
- **The External Audit.**

Internal audit is done perpetually. The internal audit committee consists of the bursar, Office Superintendent, and the internal auditor. The internal audit is done by the Chartered Accountant. The audited report by the Internal CA is placed before the Management in the meeting of the R.S.D Trust & Management Society for whetting and rectification, if any. The qualified remarks given by the auditor are taken into consideration in the forthcoming years.

External Audit

At the same time, the institution being an aided college of the Government of Punjab is audited through DPI (Colleges). The DPI (Colleges) deutes its audit team every year to conduct the audit of the grants-in-aid received. There is a 2 tier system adopted by the Govt. of Punjab. In the first tier, the pre-audit is done when the claims are sent and the post-audit is done after receiving the grant. If any objection is made by the audit team then the same is complied in totality before the next claims are submitted.

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

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell of the college contributes significantly to institutionalizing the quality assurance strategies and processes through a set practice. There are regular meetings of the cell in which a comprehensive review of the strategies and processes undertaken in the previous/ongoing semester is made. The academic calendar for each session as per the guidance of the affiliating University and the requirements of the college is presented and sanctioned in these meetings. To cater to the fast-changing world, the recommendation regarding the introduction of new courses and a review of the recently introduced courses is undertaken in these meetings. The cell also acknowledges that in the contemporary scenario, collaborative quality initiatives are must to serve the primary need of education. For this, the college has signed a number of Memorandum of Understanding (MOUs). On the whole, the cell strives to institutionalize various methodologies, strategies, and structures that will help the college in evaluating its

different activities constantly.

The IQAC cell regularly ensures that various proformas related to feedback from different stakeholders are collected and analyzed by various departments and cells. There is special emphasis on collecting and analyzing the Students' Satisfaction Survey (SSS) as per the prescribed proforma of NAAC. The Action Taken Report(ATR) in case of feedback collected from different stakeholders is presented in periodic meetings of IQAC. The cell has institutionalized a continuous evaluation of the teaching-learning process through practices like regular preparation of lesson plans, class tests, and MSTs. The Internal Quality Assurance Cell (IQAC) of the college also realizes that to keep the faculty and students in touch with the latest developments in the field of research and academics, seminars, workshops, field visits, visits by personalities from industry and the corporate sector must be an integral part of the college calendar. Different departments and cells of the college are encouraged by the cell to organize such events regularly. The cell also encourages different departments to conduct training and internship for students in order to expose them to real-life learning. The cell also realizes that it is imperative for any educational institute to develop its human resources. To achieve this aim, the teachers are encouraged to attend Faculty Development Programs and Refresher Courses for their personal development as well as Career Advancement Scheme (CAS). To add to the human capital of the college, the cell also encourages the teachers to pursue research in terms of doctorate and in the form of undertaking various projects

| File Description | Document |
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6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The college believes in the simultaneous development and progress of all genders which is of utmost importance for the overall development of the institute as well as the society. Keeping that in view, the college follows its 'Gender Policy' and undertakes various initiatives to promote gender equity.

- The college very well realizes that an incessant focus on promoting the cause of education among girls of this border and rural belt is must in realizing the dream of a society based on equity and equality. To realize this dream, Staff members' sincere attempts have been bearing fruit as the college has had a considerable strength of girl students in the recent years in spite of there being two women colleges in the same town.
- The institution has a 'Women Cell' to prevent sexual harassment and to promote the general well-being of girl students, female teachers, and non-teaching female staff members of the college.
- Any psychological issues of the students are solved by counselor. Such counseling sessions are often sought for effective counseling of the students/staff members.
- The college conducts Gender Audit on campus with an aim to identify gender patterns of the institutional composition and design policies accordingly.
- The college campus is fully covered with CCTV cameras to ensure the safety of girl students. Surveillance cameras have been installed to monitor the campus. Security guards have been stationed at the main gate.
- The college provides hostel facilities to girl students. To provide a safe and hygienic environment there is a sanitary napkin vending machine facility available in the hostel.
- There is a separate common room for girls and boys students equipped with indoor games facilities. There is a fully functional health center to deal with minor health issues and it also provides a first aid facility.
- To encourage girl students to excel in the field of academics, free books are provided to them every year. This facility gives wings to the dreams of girls who cannot afford expensive books.
- Yoga Day is celebrated to make students aware of the importance of yoga in daily life. Both genders equally participate in the event.
- Female employees get maternity leave. Our institute has a 5:3 female and male ratio.

- To encourage girl students to be part of the National Cadet Corps (NCC), the college organizes an NCC enrollment drive on the college campus every year.
- NCC girl wing of the college develops qualities of character, courage, leadership, and the ideas of selfless service among girls to make them responsible citizens.
- Fee concessions are provided to both genders. Boys and girls are equally encouraged to participate in academic, extracurricular, and cultural activities. Our institute also motivates them to participate in Youth Festival.
- To inculcate the quality of leadership, decision-making, and other life skills among girl students, it is made sure that they actively participate in all the activities
- The admission process of college is also free from gender discrimination.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

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

Response:

Our institute believes in providing an inclusive environment that promotes students' all-round personality development. The college is also committed to upholding harmony with regard to cultural, regional, linguistic, socioeconomic, and other diversities among students, faculty, and staff. The college encourages students to participate in community services and activities to uphold the sense of civic responsibilities. The vision and mission of the college is steeped in values of secularism, social justice and constitution morality, recognizing social plurality and diversity.

- The institution provides free access to all the sections of the society irrespective of caste, creed, religion, language etc. It strictly follows the state reservation guidelines in appointments and admission procedure to ensure equal opportunities.
- The institute provides scholarships / concessions to the needy and meritorious students from the Student Aid Fund and Student Scholarship Fund of the college. The college also promotes several financial assistance /scholarships provided by the state government, national government and others.
- Visually impaired students are granted free admission/fee waiving so that they can pursue higher

education.

- The College Cultural Committee works to develop students' academic and cultural talents, improve their teamwork skills, and increase their level of self-confidence when interacting with their peers and peers, which contributes to the development of the all-embracing personality of the students. Students are active in a variety of extracurricular activities, including dancing, nukad natak, social awareness programs, visual arts, drama, quizzes, debates, rangoli, and more.
- The college celebrates Women's day to appraise the social, economic, cultural and political achievements of women to the students. It promotes the Justice, Dignity, Hope, Equality, Collaboration, Appreciation, and Respect for women. It helps to remove gender inequality from the minds of the young learners and teaches them not to discriminate anybody on the basis of gender or race.
- The various departments of the college conduct seminars, workshops, and outreach programs to promote communal harmony and tolerance.
- The institute sensitizes the students and employees about their constitutional obligations such as values, rights, duties and responsibilities. It takes pride in engaging and educating the community at large about their democratic rights and responsibilities.
- Our college organizes blood donation camp from time to time in which a large number of volunteers donate blood. Apart of this, for developing a sense of social responsibility among students, teachers along with students visit home for blind and orphanage home. They motivate and help these visually impaired, physically challenged persons and orphans.
- Our Institution also generates a patriotic fervor by participating in parade of Independence Day and Republic Day every year. This inspires the students to show gratitude and remember the freedom fighters and their contribution for the sake of the country.
- Different activities of NCC such as participation in "Independence Day Parade at Bhagat Singh Stadium", "Fit India Freedom Run", "Shramdan (Cleanliness drive)", and "Republic Day Celebration", are held to sensitize the students about the duties and responsibilities of citizens.
- Students and employees of college are actively engaged in many environmental welfare measures, philanthropic activities, NSS tasks and health awareness camps such as "Prime Minister Swachh Bharat Initiative", "Sanitation Camp", "Tree Plantation", "World Environment Day" and "Rally on Go Green & Save Environment" etc.

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

7.2 Best Practices

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

Response:

BEST PRACTICE-1

1. Title

Promoting Girls' Education

2. Objectives

- (i) To promote equity and equality in society and to help girl students achieve their career goals.
- (ii) To inculcate the quality of leadership, decision making, and other life skills among girl students.
- (iii) To provide various scholarships to needy students.

3. The Context

Ram Sukh Das College was founded and developed with a distinct aim of serving the youth of this and outlying areas. The college very well realises that an incessant focus on promoting the cause of education among girls of this border and rural belt is must in fulfilling the dream of society based on equity and equality. Girls are lagging behind in education in the region. The higher education institutions in the region face impediments to increase girl students' enrollment. In view of the situation in the region, the college tries to provide every opportunity to girl students in the college.

4. The Practice

Ram Sukh Das College aims to impart education in order to develop different faculties of personality of students of this border and rural area. The college also aims to help girl students realize their full potential by providing them quality education. To realise the dream of society based on equity and equality, the college makes constant attempts to increase the enrolment of girl students. To encourage girl students to excel in the field of academics, free books are provided to them every year.

The college has a 'Gender Policy' to guide in implementing the gender equality practice in every stratum in the campus. Women Cell, Internal Complaint Committee, Anti Ragging Cell, and Grievance and Complaint Redress Cell are working actively to ensure the campus environment is free from violence and discrimination.

Most of the girl students hail from rural background. Parents of girls in the region are not aware of the value of education in girls' life. The members of Women Cell of the college visit nearby villages to make the girls enlightened about their human rights, fundamental freedom for equal rights and opportunities, and the value of education in their life in this fast changing world. Hence, the practice is a tiny attempt on the part of the college to make this world more egalitarian.

5. Evidence of Success

To encourage girl students to excel in the field of academics, free books are provided to them every year. During the last five years (2017-2022), as many as 271, 260, 262, 289, and 305 girls have availed this opportunity respectively. During the last five years (2017-2022), 34% girl students have availed scholarships. In the last five years from 2017-18 to 2021-2022, there has been a growth of 5 % in

enrolment of girl students. Hence, it can be stated that the college is playing its part by making girl students a valuable part of the society.

6. Problems Encountered and Resources Required

Some people from rural backgrounds still hold the opinion that investment in girls' education is completely futile and a waste of money. They think that girls have to travel long distances to reach educational institutions and in the meanwhile they can become a subject of gender based violence. Thus, some parents do not allow their daughters to enroll themselves in educational institutions. To make them aware of importance of education for girls is very challenging task.

BEST PRACTICE-2

1. Title

Adding to Intellectual Progression and Skill Development of Students

2. Objectives

- (i) To produce professionally competent and skilled workforce.
- (ii) To develop soft skills and life skills of students.
- (iii) To encourage students to have in-depth knowledge of their respective domain area.

3. The Context

The college was established with the vision of creating human capital that is socially committed, globally competent and exhibits scientific temperament. In the illustrious journey spanning over a century, the RSD College Trust and Management Society has ensured that the college never wavers in its vision. The motto of the college is to produce professionally competent and skilled workforce that can not only survive but also thrive in a competitive world.

4. The Practice

There is an active 'Competitive Exams and Career Counselling Committee' which helps students to explore and locate the right career options as per their personal aptitude and skills. Our college organizes seminars/interaction sessions by industry experts with students on career choices. The students are encouraged to realize their hidden potentials. The college also realises the importance of training and exposure. Therefore, visits by renowned personalities from IT sector and the field of academics are regular features of the academic calendar. All these activities are undertaken to make students employable.

Placement drive is regularly undertaken to provide adequate job opportunities to students. Collaborations with industries/institutions give students exposure to business world and help them build the essential skills

through which they can compete and succeed in the real world. To improve students' soft skills, teachers organize activities like Group Discussion, Role Play, Mock Interview, and Debate throughout every session. The college also conducts Value Added Courses to improve students' soft skills and life skills.

5. Evidence of Success

After getting the required skills from the college, some of the students have started their own business and have generated employment for others; while some others have got placed in reputed companies. Many students have also qualified competitive exams. Some students of Bachelor of Arts have excelled in Punjabi Music Industry after getting required skills from the college. 15.05 % of the outgoing students have progressed to higher education during the last five years (2017-2022).

6. Problems Encountered and Resources Required

There are inadequate job opportunities for students in the border belt. There is also growing trend among students of Punjab to move abroad in the search of employment and higher education. Motivating students to remain here is also a challenging task. In recent years, the college has started job-oriented courses like B.Voc.(SD), B.Voc. (MLMDT), and B.A./B.Sc.-B.Ed. There is also need to expose students to real life learning through industrial visits etc.

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

7.3 Institutional Distinctiveness

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

Response:

*The core distinctiveness of R.S.D. College has been its ability to adapt to different changes in order to continue to serve as a catalyst of change for this border belt. The college believes that the adaptation to change is fruitful only if it involves different stakeholders and results in better efficiency and effectiveness. The continuous efforts of the college to introduce technology centric changes induced by its teachers and students have been the hallmark of the adaptation. There have been some areas of operation that are manifestations of the distinctiveness of the college.

The college has been striving for automation of different modules in the working of the general office since 2013 under the leadership of Shri Sukhdev Singh, Assistant Professor, Department of Computer Science and Applications. Since 2017, the thrust has been to involve other stake holders like students and office staff. In 2017, 3 students of department of Computer Science and Applications named Shivam, Prince Maini, and Komal Sharma under the supervision of Shri Sukhdev Singh, started working on the above mentioned project and developed a software for various academic and administrative purposes. The staff of the general office has also been an active part of the project as the feedback provided by them has been at the centre of the continuous growth of the project. Over the years, different students of the department of Computer Sciences and Applications have developed a team under the leadership of Shri Sukhdev Singh. The team constantly looks into the needs and requirements of the general office and plans the further development of the program accordingly.

This software facilitates the college in the following processes:

- Admission process
- Fee collection
- Day book and Summary
- Academic history
- Issuance of various certificates
- Fee concession and scholarships
- Text books security
- Message services
- Subject combination reports
- Admission Register and Fee register
- Printing of cheques and generating vouchers
- Online Public Access Catalogue(OPAC)

Applicability of above software to all stakeholders is as follows:

Students aspiring to get admission in this college can get their names registered online with the details of the course they want to study. There are some courses in which seats are limited. In those courses this registration facilitates the admission process.

Previously students had to stand in queue to obtain different certificates like character certificate, tuition fee certificate, and regular student certificate etc. from the college office. Now with the help of office automation these certificates are delivered to students immediately.

A large number of students come from far off places. For availing free bus service provided by the state government, students had to face certain difficulties. Through this automation a proforma has been generated. After filling the required information students submit the same to the college office. This proforma helps in centralization of data and this data is delivered to state Roadways department. In this way, the college manages to get a free bus service pass in the name of students and delivers the same to them.

This software also facilitates the communication among different stakeholders like students, parents and staff members. Now, the College can send any message to students and their parents. For example, messages of pending fee collection, collection of roll number, time period for submission of examination form etc. are conveyed to students within no time. Any message from the college office or principal to staff members is also conveyed instantly.

This software also helps in preparing consolidated list wherein different subject combinations are provided, with which Time Table Committee can prepare the time table accordingly. Academic history of each student in the college is maintained through this software which helps the teacher in assessment of students' caliber.

With office automation fee collection gets credited to 52 different heads like tuition fee, library development fund, college running and maintenance charges, sports fund etc. on a day to day basis. Provident fund collection and employer contribution gets automatically credited to individual teaching and non-teaching employees' accounts. Now expenditure vouchers and cheques are not hand written but details like payee/ amount etc. get typed and chances of error get eliminated.

Now after office automation, college has full details regarding students belonging to SC, ST and minorities. This helps the college to have an easy access to the target cluster of students for various scholarships given by State and Centre Governments. These scholarships include post matric scholarship, minority scholarship etc.

Being true to its commitment to adaptation of change and participation of different stakeholders for better efficiency and effectiveness, Shri Sukhdev Singh has developed a software called Online Public Access Catalogue. The software is available on the website of the college and it enables students and the general public to have access to the catalogue of the library. In 2018, the college library migrated to new library management system named E-Granthalaya.

The office server has been configured by the aforementioned team and is dedicated to automation of office modules. There are three other servers configured by the same team and these are meant for centralized storage and maintenance. During Covid-19, online lectures were recorded on the college server so that students who could not attend the lectures due to network failure or some other problem might access the recorded lectures. These recorded lectures helped the students in self-paced learning.

In a nutshell, this software automates all the processes of the college such as Student admission, Alumni, Digital document procurement, Library, Stock management etc. It takes care of all the stakeholders and provides convenience in working. In this way, the college promotes Digital India and paperless work culture.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Ram Sukh Das College has been founded and developed with the distinct aim of serving the youth of this border and outlying area. The college aims to help visually disabled students realize their full potential by providing them free of cost education. The college offers inclusive education and inclusive classrooms for these students so that they become part of mainstream education. The availability of learning materials is well-organized in order to facilitate their learning. Teachers provide recorded lectures and helpful study material to these students. The college also provides them spare time to complete their work in the classroom and during exams as well. The learning environment is created in such a manner that all students are able to adapt easily and enhance their learning. Hence, the students with and without disabilities learn more. This generates a sense of equality and belongingness among them.

Visually impaired students from different states of India, as well as from other countries enroll themselves in the college. The number of such students is increasing every year. These students hail from various states like Jammu & Kashmir, Haryana, Uttar Pradesh, and Himachal Pradesh. In the session, 2021-22, 29 such interstate students have been enrolled. It is imperative to mention here that one such student from Nepal was part of the college. Hence, it can be stated that the college is playing its part by making these students a valuable part of society.

Concluding Remarks :

The college has been serving as a catalyst in the transformation of this border since 1921. The human capital produced by the college has excelled in various professions and sectors. Its students have also been the agents of social change and the progression of ideas. The college aims to carry on its legacy in the future as well. The ever-changing field of education has thrown some serious challenges in recent times. The college aims to face these challenges through these measures:

- Through further development of a quality system that emerges from conscious and consistent efforts coupled by well-defined policies and their optimum execution.
- Development of ICT infrastructure to aid the teaching-learning process.
- More MOUs with academic institutions, NGOs, and industry to expose students to real-life learning.
- More focus on International, National, and State level conferences, workshops, seminars, etc.
- Promotion of the culture of writing research articles in indexed journals.
- Motivating faculty members to apply for major/minor research projects to the funding agencies like UGC, ICSSR, university research cell, DST, etc.
- To promote extension activities in order to engage teachers and students in effective community interaction.
- More tie-ups and MOUs with NGOs and other organizations active in the field of social service.
- Direct engagement with nearby villages for community programmes
- To assist government and local bodies in community projects.
- To implement extra-curricular and other activities through N.S.S., N.C.C, and different cells of the college to inculcate the spirit of social service among students.
- To invite industry experts for motivating students and providing practical knowledge.

- To invite former students of the college working in the industry/corporate sector to interact with students and to aware them of various opportunities in the field.
- To strengthen the self-developed ERP system of the college by achieving complete automation of the General Office and Library.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|--|--|--|--|--|
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1055</td> <td>1068</td> <td>1144</td> <td>1151</td> <td>1062</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1052</td> <td>1134</td> <td>1148</td> <td>1162</td> <td>1069</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1055 | 1068 | 1144 | 1151 | 1062 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1052 | 1134 | 1148 | 1162 | 1069 | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1055 | 1068 | 1144 | 1151 | 1062 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1052 | 1134 | 1148 | 1162 | 1069 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>245</td> <td>266</td> <td>342</td> <td>343</td> <td>299</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>245</td> <td>271</td> <td>342</td> <td>343</td> <td>299</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>383</td> <td>391</td> <td>433</td> <td>437</td> <td>389</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 245 | 266 | 342 | 343 | 299 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 245 | 271 | 342 | 343 | 299 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 383 | 391 | 433 | 437 | 389 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 245 | 266 | 342 | 343 | 299 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 245 | 271 | 342 | 343 | 299 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 383 | 391 | 433 | 437 | 389 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 515 | 537 | 560 | 564 | 500 |
|-----|-----|-----|-----|-----|

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 85 | 85 | 82 | 82 | 96 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 85 | 85 | 82 | 82 | 96 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 59 | 61 | 59 | 56 | 53 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 59 | 61 | 59 | 56 | 53 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0 | 0 | 0 | 0 | 3.2 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0 | 0 | 0 | 0 | 1.2 |

3.5.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for**

internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :17

Remark : Input edited as per given copies of MoUs.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37.49 | 53.43 | 2.12 | 33.75 | 98.37 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34.31 | 51.86 | 0.18 | 26.37 | 95.51 |

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 00 | 00 | 00 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

Remark : Without proof of payment on financial support for faculty development, mere name-list of the faculty will not considered

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37 | 22 | 22 | 02 | 05 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37 | 22 | 22 | 02 | 05 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : Input edited as per IIQA for 6.3.3.2 metric.

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|---|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 120 Answer after DVV Verification : 119</p> |