



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**KHALSA COLLEGE**

**KHALSA COLLEGE, AMRITSAR G.T. ROAD, AMRITSAR**

**143002**

**[www.khalsacollege.edu.in](http://www.khalsacollege.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Khalsa College, Amritsar, spread over an area of 300 acres, is a leading educational institution of North India. It has served the educational needs and aspirations of thousands of students ever since its establishment in 1892. The college is devoted towards imparting value based education in the areas of Agriculture, Commerce, Humanities and Science.

Khalsa College the first autonomous college of Guru Nanak Dev University, Amritsar since May 2013, was accredited by NAAC with 'A' grade in 2003-04, re-accredited 'A' grade with CGPA 3.41 in 2011-12 and in its third cycle was re-accredited with 'A' grade (CGPA 3.47) in 2017. It also has the honour of College with Potential for Excellence (CPE) conferred in May 2006 by UGC. The college has also been conferred with Heritage Status by UGC, New Delhi. The Department of Biotechnology, Govt. of India has conferred Star College status to the college under which departments of Physics, Chemistry, Botany and Zoology received special grants. The college also receives grants under Funds for Improvement of Infrastructure in Science and Technology (FIST) scheme of Department of Science and Technology, Government of India. The College has been ranked First amongst the Autonomous Colleges of Punjab, Second time in succession by Education World India Higher Education ranking 2022-23 & 2023-24. The college has the honour of hosting the **G20 Summit on Education** during **15-17 March 2023** in the campus. The **Education Ministers from 29 countries** participated in the conclave which was inaugurated by Hon'ble Chief Minister of Punjab. The college organised the Summit meticulously and earned accolades at the highest level. The college students acted as volunteers in the summit and maintained the decorum in a methodical manner.

There are 312 spacious classrooms and seminar halls, 110 laboratories, 20 research labs and 60 ICT rooms and a Main Hall that can accommodate up to 600 persons. The college library is fully computerized with bar coding system and has a rich collection of 2,04,591 books besides journals, magazines, regular newspapers etc. This College is the only educational institution to have within its campus, a Sikh History and Research Department with a museum since 1931. Thiecentre has preserved rich material related to Sikh history, art, culture and religion. rare hand written manuscripts, historical documents, journals and magazines.. A galaxy of sportsmen of Olympics, Commonwealth, Asian and National repute have been the proud products of this college. The college has established a Centralized Research Centre, a Centralized Instrumentation Facility and is also identified as Nodal Centre for Virtual Labs.

### Vision

Khalsa College Amritsar envisages itself among the topmost institutions of the country and across the globe. Progress is our watch word and academic achievement our measure of success. The vision of the college is to strengthen its existing foundation of value-based education that enhances the quality and equity of the learning experience by inculcating scientific temper and moral values to transform students into men and women who can demonstrate integration, compassion in their personal lives and competence, commitment and innovation in their professional lives.

Established with a specific purpose to rejuvenate Sikh Culture and Language and open up new vistas of scientific and technological education, Khalsa College has justified the faith and trust of its founding fathers by

synchronizing tradition with modernity.

## Mission

- To provide higher education with the focus on transformative learning in this era of globalization.
- To provide opportunities for educational, vocational, professional, social, linguistic and cultural development.
- To value originality and vision, encourage initiative and promote creativity.
- To instil a sense of pride and achievement of personal accomplishments.
- To promote morality and sobriety of life, to promulgate and to preach teachings of Ten Gurus as contained in Sri Guru Granth Sahib, to imbibe students of the Sikh faith with idealism and moral disciplines taught by the Gurus and fit them for a way of life that will bring credit to the community and the country, to develop the faculty of meditation and of religious education and to produce worthy citizens of the country.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Khalsa College, Amritsar has 131 years of distinct and glorious record of academic excellence.
- Sprawling campus covering an area of 300 acres conferred with Autonomous status and Heritage status by UGC.
- Conferred CPE status (3rd Stage) and Heritage status by UGC, Star College status by Department of Bio-Technology, Govt. of India and recognition under FIST scheme of Department of Science & Technology, Govt. of India.
- The only college in the region to have Sikh History and Research Centre (established in 1931) having a reference library, gallery of rare manuscripts, rare books, paintings and portraits of historical significance, catering to the research scholars from all over the world.
- The college offers a large number of diversified programmes (71) including research degrees.
- State-of-art, spacious and well stocked library with more than 2 lakh books, reference books, manuscripts, encyclopedia besides 12 departmental libraries.
- 26 functional MOU's signed with prominent institutions, NGOs and foreign establishments
- Extensive use of ICT facilities.
- State of art facilities for teaching, learning, research, sports, cultural activities, skill development courses, hostels, health centre, canteens and food court.
- Highly qualified faculty with 150 Ph.Ds are indulged in research activities contributing more than 512 research papers in the last five years in journals of international and national repute. 279 books have been published by the faculty.
- Social inclusion through Extension Services viz., OPD in Physiotherapy, Farmers' Training Centre and Life Long Learning Centre for deprived and under privileged women of society.

### Institutional Weakness

- The College faculty is not permitted by affiliating University to supervise Ph.D. and start MBA and MCA courses. Hence complete academic autonomy is not yet available to the college.

- Ban on filling of vacant posts by Punjab Government has been a big hindrance in appointment of teachers on regular basis resulting in decreasing number of permanent faculty. To run the courses efficiently, the college has to appoint a large number of regular and adhoc faculty on its own.
- Need to develop a systematic mechanism for documentation of placement, progression of the students and their qualifying number in competitive exams.
- Funding and grants from the government are stagnant which does not help to preserve the public education ethos.
- Need to upgrade Research facilities and provide online access to research journals. Involvement of both teachers and students in interdisciplinary research could be enhanced.
- Research leading to patents, copyrights and in providing consultancy services is inadequate.
- Need for organizing more International Conferences/Seminars and workshops

### **Institutional Opportunity**

- Immense scope for starting new courses, online programs and skill based courses.
- To explore opportunities for collaborations with reputed national/international universities, institutions and industries.
- Introduction of Credit Based Evaluation and Grading System, implementation of National Educational Policy and increased skill component in all the courses.
- Further update of syllabi to meet modern and changing needs of students, society and employability. This will further enhance the scope for placements.
- To expand research activities in coming years so that students are able to participate in more interdisciplinary programmes and have better exposure to research problems and methodology.
- To expose students to quality techniques in terms of hand-on experience to keep up-to-date with changes in technology.
- To start courses in the evening for working people and making optimum use of existing infrastructure.
- To search new avenues for promotion of entrepreneurship, incubation centres and startups.
- To invite advisory participation of the stake holders.
- To attract students from the neighboring states for different courses.
- To have students/faculty exchange programs with reputed Universities and other institutions.

### **Institutional Challenge**

- Delivery of quality service and maintenance of 131 year excellent academic standards in view of the increasing number of students.
- To effectively implement Credit Based Evaluation and Grading system and NEP 2020.
- To attract reputed companies for campus placements and providing necessary training to the students for securing better placements
- To maintain a balance between the pressure of new educational technology and human capacity for moral and personality development.
- Ensuring optimum utilization of existing facilities (including ICT facilities)
- Collaborations with industries and other institutions for research activities/education tours/trainings
- To attract more funds from UGC, CSIR, DST, FIST and other funding agencies
- To ensure quality research facilities for faculty and students

- To motivate students for appearing in state and national level competitive exams.
- To attract the best students with sound academic standards at the entry level in Arts and Humanities

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The academic programmes of the college are in consonance with its vision to emerge as a premier higher learning institution by creating, advancing and disseminating knowledge. The college offers seventy one programmes, i.e. 27 Undergraduate, 40 Post-Graduate and 04 Research Degree programmes in the diverse domains of Science, Commerce and Management, Computer Science, Agriculture, Arts and Humanities, Social Sciences etc. The Academic Council of Khalsa College Amritsar has approved the implementation of National Education Policy-2020 in all programmes w.e.f. session 2023-24.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes are clearly defined for all the programmes and courses. More than 90 percent of the courses address to skill development/employability/entrepreneurship. The institution offers numerous career oriented and skill enhancing programmes that have utility for job placement, self-employment and empowerment of students. The programmes offered have appropriate relevance to Local, National, Regional and Global development according to the need of the hour. Over the last five years students have enrolled in 79 value added courses run by different departments..

The cross cutting issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability form integral part of curricula to encourage students to experience holistic growth and awareness of social contribution. The College encourages students to imbibe human values and develop social responsibility & ethical behaviour as stated in program/course outcomes.

The College provides equal educational opportunity to both men and women students and has created Gender Champion Club which takes care to resolve issues and problems of girl students. This has resulted in a considerable increase in strength of girl students.

Khalsa College promotes Indian Culture especially Sikh Culture by integrating Indian culture & ethical values and traditions along with student curriculum. Organic Farming, Plantation Maintenance of plants, Use of Renewable Sources of Energy, Ground Water Recharge, Efficient Waste Management, installation of Solar Panels are several measures initiated by the College to address environmental challenges.

Khalsa College is the first and only college in the state of Punjab which has resolved to implement NEP-2020 across all its programmes from session 2023-24. The necessary permissions have been granted by Academic Council and Governing body of the college. A committee headed by Dean, Academic Affairs and comprising of all faculty deans as its members has been constituted for the smooth implementation of NEP-2020

### Teaching-learning and Evaluation

Khalsa College caters to the educational needs of rural as well as urban students. The learning level of students is assessed on the basis of profile, performance in Mid Semester Examination, student's teacher interaction,

class tests, assignments, language command and reasoning ability. To uplift slow learners, teachers hold interactive discussions, take remedial classes, and give extra theory & practical lectures. Advanced learners are provided with additional resources, study materials, assignments and are encouraged to participate in different activities.

Khalsa College has adopted the student centric approach by introducing innovative and interactive learning tools & methods that constitute experimental learning, participative learning and problem solving, methodologies. Well-equipped labs, provision for internships and innovations, collaborations, ICT infrastructure and community engagement are some initiatives towards student centric learning.

Teaching, Learning and Evaluation schedule are planned on the basis of Academic Calendar which is prepared prior to the commencement of new academic session. The college follows Semester System of examination except for B.P.T (Bachelor of Physiotherapy) having annual system.

The Examination Branch conducts the whole procedure of examination, evaluation, declaration of results, students' complaints and redressal, revaluation etc with the help of a software BITFIELD. On an average the results are declared within 20.days after the last examination.

To assess and evaluate the student learning and levels of the attachment outcomes, the college observes the pedagogy of Bloom's Taxonomy and course outcomes. In all the courses, the internal assessment is given a 25% weightage while 75% weightage is given to the external examination for assessment outcomes. The internal assessment is based mainly on performance in mid semester assignments, attendance, class conduct, participation in extracurricular and co-curricular activities.

Programme Outcomes and Course Outcomes (CO) are discussed and framed in Board of Studies meeting for all the courses offered by departments. The level of attainment of particular CO is based on average of the percentage obtained for each CO in assignments, MSTs and final examinations. The level of attainment of COs further decides the level of attainment of PSOs and POs.

Khalsa College encourages the intensive use of ICT enabled tools and online resources for an effective teaching-learning process. There are 60 ICT enabled classrooms in the college. The teachers also make use of ICT tools for communication and study material sharing

### **Research, Innovations and Extension**

Khalsa College aims to encourage and motivate faculty members and students and has a well-defined policy for promotion of research. The faculty published 512 research papers in the journals of national and international repute and 279 books/chapters/conference papers. Six faculty got international fellowships for post-doc research abroad.

During the assessment period, the research infrastructure improved considerably and many advanced research instruments were purchased. The college teachers received a grant of 63.13 lakhs from various funding agencies. The college provided seed money amounting to Rs. 29.42 lakhs to teachers for research.

The college has taken initiatives for creation and transfer of knowledge/technology. Sikh History Research Centre of the college provided resource material to 130 doctoral students for their research work, soil testing lab analysed 2146 samples from institutes, research centres and universities; Skill Development Centre trained

more than 2000 students, Life Long Learning Program trained 180 economically poor women, Physiotherapy department organized 13 Covid-19 vaccination camps and vaccinated 1500 people and provided its services to 19,848 patients at a very subsidized cost.

The College has been allotted Skill Hub under Pradhan Mantri Kaushal Vikas Yojna 4.0. The College also signed 26 MOUs with different organizations for mutual collaborations on various projects.

The college has been actively involved in various extension activities, it conducted approximately 565 activities during last five years which included programmes under Village adoption, Gender Equality, Aids Awareness, Swatch Bharat Abhiyan, Women empowerment, Environment Protection, Blood Donation Camps, Farmer Training Camps, Health Protection, Plant Distribution Drives, etc. The college has been awarded 149 awards for various extension activities from NGOs and government agencies. College has provided free training to 620 students and farmers in Mushroom cultivation, Bee Keeping and Vermicomposting to help them establish their own startups.

### **Infrastructure and Learning Resources**

The college lays great emphasis on infrastructure and learning resources to enable the learners righteous blending of knowledge, skills, and values for serving the society. The college has 312 spacious classrooms and seminar halls, 110 laboratories, 20 research labs and 60 ICT rooms and a Main Hall that can accommodate up to 600 persons, one botanical garden, health centre, dairy farm and farmer training centre. The hostels are well designed, provisioned and maintained. The college has 5 boys and 4 girls' hostels with an occupancy of 1264 students. The hostels have internet facility.

The college library is fully computerized with bar coding system and has a rich collection of 2,04,591 books besides journals, magazines, regular newspapers etc. Separate reading room is available for physically challenged, It subscribes to 65 Journals, 32 Magazines, 10 daily newspapers and 5703 back volumes. In addition there are 13 departmental libraries. Rare manuscripts are available in Sikh History Research Centre.

The college also hosts Gymnasium, Dispensary (with First Aid, Inpatient, Outpatient, Ambulance and Emergency Care Facility), Physiotherapy OPD, 65 acres Agriculture Farm, Dairy Farm, 30 acres Student Farm in addition to Farmer Training Centre, Organic Vegetable Farm, Botanical Garden, Nursery, Fruit Orchard, Cricket Stadium, Well maintained sprawling Play Grounds (Hockey, Football, Basketball and 400 meters Athletics Track), Gurudwara, Nursery, Career Guidance Cell, Placement Cell, Student Activity Centre, Vocational Training Centre, Two Girls Common Rooms, one boys common room, two ATMs and one E-Lobby for banking services. The campus has adequate number of washrooms in entire campus.

The IT facilities of the college enhance teaching learning process, the college has 17 Computer labs well equipped with computing equipment. 640 computers are available for students. The entire college campus is Wi-Fi enabled and network is protected using NEBERO UTM.

The total amount spent on the development of infrastructure/maintenance/books during the assessment period was . Rs.54,04,16,540

95 CCTV cameras are installed which act as an additional security measure for smooth functioning of the

college.

Khalsa College, Amritsar has established a state-of-the-art recording studio with production control room, post production setup, outdoor shooting system. Khalsa College TV Media Lab in College plays a major role in providing Lecture capturing system for faculty. Typically, video lectures are recorded using hardware and software in Khalsa College TV Media Lab. The recorded lectures are uploaded on Khalsa College dedicated YouTube channel named KCGC TV.

### **Student Support and Progression**

The college has a well co-ordinated system for student support. Financial aid is provided through approximately 70 scholarships and stipend schemes (academic and sports) apart from the government scholarships and 35 medals and prizes. The college provides free education, hostel accommodation, free meals and scholarships to sports persons. Full fee concession for university toppers is also provided by the college. During the assessment period 16027 students were benefitted by scholarships and freeships provided by government and non-government bodies and an amount of Rs 29.83 crores were given.

The students are supported for the development of career, soft-skills and life skills through Counseling Cell, Career Guidance Cell and Placement Cell. The college provides skill development courses as well as coaching for Civil Services, State Administrative Services, UGC-NET, GATE, and other exams through its Centre for Competitive Examinations. In the assessment period, 238 students cleared NET/Gate/State and National level competitive exams.

After completion of their studies, the students gets placements or go for higher studies. A total of 4397 students got in-campus and off campus placements and progression to higher education during the last five years.

A large number of the students participate in cultural and sports activities and win awards for their outstanding contributions. In the assessment period, the college bagged 700 awards/medals for outstanding performance in sports/cultural activities at inter-collegiate/state/national and international events. There were 73 international awards/ participations, 214 Gold Medals, 150 Silver medals and 164 Bronze medals at National/All India Inter University level in various sports competitions.

The college is overall champion in Sports of affiliating university for the last five years and is Zonal Cultural Champion for last three years. The college has bagged Shaheed Bhagat Singh Trophy from GNDU, Amritsar for contributing maximum points towards MAKA Trophy, for the last five years.

The representation of students on academic and administrative bodies/committees is ensured at every level.

Alumni contributes and engages significantly to the development of institution through academic and other support system. They have contributed Rs.12.53 crores for the upgradation of academic infrastructure and scholarships to needy students during the assessment period.

### **Governance, Leadership and Management**

Khalsa College has a strong organizational structure comprising both of statutory and non-statutory bodies, in compliance with guidelines from the government, UGC and affiliating university GNDU that work together to



align its operations with its vision.

The strategic plan for last five years of the College focused on five thrust areas viz. Curriculum development, Class Room upgradation, Library and Physical Infrastructure, Research Development/Industrial and research collaborations, Resource Management and Waste management and recycling.

The college encourages faculty members to attend conferences and workshops and provide them financial support for the same. The college has provided financial support to 967 teachers during the assessment period. 691 Teachers attended online/face to face FDPs during the last five years .

During the last five years the college has received a significant amount of funds from individuals and philanthropists, amounting to Rs.12.53 crores for supporting infrastructure and another Rs.48.26 lakhs as endowment fund used for scholarships to needy students.

The College has implemented several internal and external audit systems for evolving itself to an institution of academic and administrative brilliance. For external audit the college has engaged M/s Sehgal, Khanna, Mundra, Mehra and Co., a reputable Chartered Accountant firm, who is responsible for conducting the external audit of accounts of the college. The funds received from the other funding agencies like UGC, DST-FIST, ICSSR etc. are expended on the basis of the utilization certificates duly audited and attested by the official chartered accountant of the college.

The college has engaged M/s Eco Paryavaran Laboratories and Consultants Pvt. Ltd. to conduct green audit in the campus and M/s Eco Paryavaran Laboratories and Consultants Pvt. Ltd. to conduct energy audit.

### **Institutional Values and Best Practices**

Khalsa College, Amritsar is known for an inclusive, universal and holistic approach. The College admits students from all religions, castes and creeds and does not discriminate on the basis of region or state. The institution's well-articulated Code of Conduct and Policies on the Divyangjan, Gender Equity, Grievance Redressal and Community Extension Activities are formal efforts to foster inclusiveness. The Value Education provided in the college sensitize students on ethical and responsible citizenship to live ethically and positively by considering the Self, Society, Nation and Entire Nature.

The College, being the leading co-ed college in the region, prides itself on having almost equal strength of girls and boys students for the last five years in succession. The institution believes in promoting equality, inclusivity and dignity to ascertain safe, conducive environment for gender equity which is amply reflected in the composition of students and staff.

Several Workshops/Seminars/Talks have been organized to enhance the awareness of gender equality, to foster changes in individual's behaviour and attitudes; thus making the campus gender responsive.

The college has undertaken various outreach programs such as farmer training centre that trained farmers of the region, providing treatment to 19,838 patients in OPD of physiotherapy at a very subsidized cost, providing financial aid to 16027 students, trained economically weak women, organized various awareness campaigns. Environmental conservation and its sustainability remained the top priority as college promotes plantation of tree, organic farming, use of renewable sources of energy, rain water harvesting, Solar panels, use of LED bulbs for energy conservation and taking appropriate measures for waste management.

The college prides itself on the use of IT for smooth, quick, effective and improved functioning of administration, student management and support, finance and accounts by e-governance modules.

The college has undertaken several steps to achieve “zero waste” through the ideology of "reduce-reuse-recycle". The bio-waste is utilized making Vermi-compost and manure. Papers, cups and bottles after segregation are picked by NGO Finsh for recycling. College. Grasses, leaves and other straw material along with Dairy waste goes to composting unit where it is decomposed as aerobic, anaerobic, and vermi-composting. Biomedical waste includes waste from labs of Botany, Zoology etc. it is collected by an NGO named Finsh for safe disposal as per Govt. rules; E-waste is picked and processed by an government approved company “Attero Recycling”

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KHALSA COLLEGE
Address	Khalsa College, Amritsar G.T. Road, Amritsar
City	Amritsar
State	Punjab
Pin	143002
Website	<a href="http://www.khalsacollege.edu.in">www.khalsacollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mehal Singh	0183-5015511	9988195770	0183-2255619	khalsacollegeamritsar@yahoo.com
IQAC / CIQA coordinator	Taminder Singh	0183-2258097	7009472239	0183-2255619	dr.taminder@khalsacollege.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	05-03-1892

Date of grant of 'Autonomy' to the College by UGC	22-05-2013			
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Punjab	Guru Nanak Dev University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	01-07-1956	<a href="#">View Document</a>		
12B of UGC	01-07-1956	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	17-05-2006
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Science and Technology Govt of India
Date of recognition	10-12-2020

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Khalsa College, Amritsar G.T. Road, Amritsar	Urban	300	58971

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Agriculture	48	Twelfth	English	140	136
UG	BSc,Biotechnology	36	Twelfth	English	40	34
UG	BSc,Computer Science And Applications	36	Twelfth	English	50	41
UG	BSc,Computer Science And Applications	36	Twelfth	English	25	0
UG	BVoc,Computer Science And Applications	36	Twelfth	English	200	174
UG	BSc,Computer Science And Applications	36	Twelfth	English	35	18
UG	BCA,Computer Science And Applications	36	Twelfth	English	200	164
UG	BSc,Chemistry	36	Twelfth	English	20	6
UG	BBA,Commerce And Business Administration	36	Twelfth	English	150	141
UG	BCom,Commerce And Business Administration	36	Twelfth	English	70	63
UG	BCom,Commerce And	36	Twelfth	English	200	161

	Business Administration					
UG	BA,English	36	Twelfth	English	50	32
UG	BSc,Economics	36	Twelfth	English	35	32
UG	BSc,Food Science And Technology	48	Twelfth	English	26	26
UG	BVoc,Food Science And Technology	36	Twelfth	English	60	56
UG	BSc,Fashion Design	36	Twelfth	English	25	17
UG	BVoc,Fashion Design	36	Twelfth	English	20	10
UG	BA,Journalism And Mass Communication	36	Twelfth	English	40	32
UG	BSc,Mathematics	36	Twelfth	English	40	12
UG	BSc,Physics	36	Twelfth	English	15	1
UG	BVoc,Physics	36	Twelfth	English	20	0
UG	BPT,Physiotherapy	48	Twelfth	English	60	53
UG	BA,Social Sciences	36	Twelfth	English	50	21
UG	BVoc,Theatre Studies	36	Twelfth	English	25	18
UG	BSc,Multi Disciplinary	36	Twelfth	English	37	37
UG	BA,Multi Disciplinary	36	Twelfth	English	850	787
UG	BSc,Multi Disciplinary	36	Twelfth	English	46	46
PG	MSc,Agriculture	24	BSC	English	19	19

	ure		Agriculture			
PG	MSc,Agriculture	24	BSC Agriculture	English	8	8
PG	MSc,Agriculture	24	BSC Agriculture	English	8	8
PG	MSc,Agriculture	24	BSC Agriculture	English	7	7
PG	MSc,Agriculture	24	BSC Agriculture	English	6	6
PG	MSc,Agriculture	24	BSC Agriculture	English	15	11
PG	MSc,Agriculture	24	BSC Agriculture	English	8	8
PG	MSc,Agriculture	24	BSC Agriculture	English	20	20
PG	MSc,Botany	24	BSC Medical	English	50	19
PG	MSc,Biotechnology	24	BSC Medical	English	11	11
PG	MSc,Computer Science And Applications	24	BSC	English	12	12
PG	MSc,Computer Science And Applications	24	BSC	English	15	0
PG	MSc,Chemistry	24	BSC	English	10	5
PG	MSc,Chemistry	24	BSC	English	30	26
PG	MCom,Commerce And Business Administration	24	BCOM	English	35	23
PG	MA,English	24	BA	English	40	29
PG	MA,Economics	24	BA	English	20	17



PG	MA,Fine Arts	24	BA	English	10	7
PG	MSc,Food Science And Technology	24	BFST	English	50	29
PG	MSc,Fashion Design	24	BSC	English	15	8
PG	MA,History	24	BA	English	20	13
PG	MA,Journalism And Mass Communication	24	BA	English	10	8
PG	MSc,Mathematics	24	BSC	English	20	3
PG	MSc,Mathematics	24	BSC	English	30	20
PG	MA,Music	24	BA	English	30	10
PG	MSc,Physics	24	BSC	English	10	3
PG	MSc,Physics	24	BSC	English	40	7
PG	MPT,Physiotherapy	24	BPT	English	6	6
PG	MPT,Physiotherapy	24	BPT	English	5	1
PG	MPT,Physiotherapy	24	BPT	English	5	0
PG	MA,Political Science	24	BA	English + Punjabi	25	20
PG	MA,Punjabi	24	BA	Punjabi	10	0
PG	MA,Punjabi	24	BA	Punjabi	30	24
PG	MSc,Zoology	24	BSC	English	50	14
PG	MA,Psychology	24	BA	English + Punjabi	10	0
PG	MA,Sociology	24	BA	English + Punjabi	10	0

PG Diploma recognised by statutory authority including university	PGDCA, Computer Science And Applications	12	BSC	English	60	40
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science And Applications	12	BSC	English	20	0
PG Diploma recognised by statutory authority including university	PG Diploma, Commerce And Business Administration	12	BCOM	English	20	6
PG Diploma recognised by statutory authority including university	PG Diploma, Fashion Design	12	BSC	English	10	6
Pre Doctoral (M.Phil)	MPhil, Commerce And Business Administration	12	MCOM	English	10	2
Pre Doctoral (M.Phil)	MPhil, English	12	MA	English	10	1
Pre Doctoral (M.Phil)	MPhil, Political Science	12	MA	English	5	2
Pre Doctoral (M.Phil)	MPhil, Punjabi	12	MA	English	10	2

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				28				111			
Recruited	0	0	0	0	16	12	0	28	28	35	0	63
Yet to Recruit	0				0				48			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				220			
Recruited	0	0	0	0	0	0	0	0	71	149	0	220
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						115
Recruited	34		2		0	36
Yet to Recruit						79
Sanctioned by the Management/Society or Other Authorized Bodies						341
Recruited	272		69		0	341
Yet to Recruit						0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	14	9	0	31	37	0	91
M.Phil.	0	0	0	1	3	0	2	3	0	9
PG	0	0	0	1	0	0	9	8	0	18
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	19	44	0	63
M.Phil.	0	0	0	0	0	0	6	9	0	15
PG	0	0	0	0	0	0	32	83	0	115
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	6		2		8

**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	2919	241	0	0	3160
	Female	1812	109	0	0	1921
	Others	0	0	0	0	0
PG	Male	223	19	0	0	242
	Female	437	54	0	0	491
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	42	5	0	0	47
	Female	20	3	0	0	23
	Others	0	0	0	0	0
Diploma	Male	258	59	0	0	317
	Female	116	21	0	0	137
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	3	0	0	0	3
	Female	4	0	0	0	4
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	937	809	637	685
	Female	519	469	459	482
	Others	0	0	0	0
ST	Male	5	9	6	10
	Female	4	2	7	10
	Others	0	0	0	0
OBC	Male	518	466	414	382
	Female	402	425	394	382
	Others	0	0	0	0
General	Male	2309	2294	2132	2149
	Female	1651	1893	2062	2202
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		6345	6367	6111	6302

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce And Business Administration	<a href="#">View Document</a>
Computer Science And Applications	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Fashion Design	<a href="#">View Document</a>
Fine Arts	<a href="#">View Document</a>
Food Science And Technology	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Journalism And Mass Communication	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Multi Disciplinary	<a href="#">View Document</a>
Music	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Physiotherapy	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Punjabi	<a href="#">View Document</a>
Social Sciences	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Theatre Studies	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The main objective of NEP-2020 is to focus on the
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development of a student through holistic and multidisciplinary approach. Khalsa College, Amritsar, well aware of this paradigm shift in the education policy, has already prepared itself to implement NEP. The college is already offering a variety of programmes making it a multidisciplinary institution. The interdisciplinary courses have been introduced from session 2022-23. The students in science streams will compulsorily study two papers from non-science streams whereas the students from non-science areas will study two papers from science enabling the integration of humanities and science with STEM. The papers like Environment Science and Drug abuse are already being offered to the undergraduate students. The college is offering B.Voc. programmes with multiple entry and exits at the end of 1st and 2nd years. Khalsa College is encouraging the faculty to go for multidisciplinary research projects. The students are also being allotted multidisciplinary research assignments involving two or more disciplines. The college is offering interdisciplinary papers in many of its programmes such as B.A. Social Sciences, B.Sc. (Hons) Physics, Chemistry, Maths etc. Apart from the regular credit-based courses, all the students at graduation level complete two value added courses, each on drug abuse and environmental studies. Students are also allowed to select elective papers from any discipline (in their second year) of their choice and a total of 71 courses encompassing value added courses, certificate courses and add-on courses have been offered to students. Social service activities mediated by NSS, NCC, relevant clubs and committees in the college play a pivotal role in sensitizing students towards environmental, social and health issues. Khalsa College, Amritsar is well equipped to implement NEP 2020 regulations in its curriculum. The Academic Council and Governing of Khalsa College have adopted the NEP-2020 and resolved to implement NEP 2020 across all its programmes wef session 2023-24. The Governing Body directed the Principal to take necessary steps in this direction. The Principal has constituted a committee to design the syllabi and course schemes for various programmes. The college will be offering flexible curriculum that enables multiple entry and exits as per NEP 2020.

2. Academic bank of credits (ABC):

Another innovative idea in NEP2020 is the concept

	<p>of Academic Bank of Credits with an emphasis on enabling student mobility across Higher Education institutions. The main aim of academic bank of credits is to increase the student's freedom in choosing their courses and academics. It will enable the student to drop out in any year and then exchange the credits earned so far with a certificate/diploma if eligible. They can redeem the credits and rejoin the same or any other institute in the future and continue their education. Academic Bank of Credits shall provide to every student the facility to open unique or individual Academic Bank Account in digital form; and the account holder shall be provided with a unique ID and access to the Standard Operating Procedure (SOP). The ABC will allow students to earn credits from various HEIs registered. Khalsa College, Amritsar has already registered to the Academic Bank of Credits and National Academic Depository. The registration process is complete and the necessary data has been uploaded. Almost all the students have got registered themselves on ABC site and have been allotted unique IDs. Khalsa College has implemented the Academic Credit Bank scheme so that the students of the institution get maximum benefit from this scheme. The institutions has several MOUs with other institutions which have proved beneficial to both faculty as well as students. The teachers are fully involved in framing the curricula within the approved framework. The faculty as the members of the Board of Studies suggest the changes in the syllabi. These suggestions are discussed in the respective Board of Studies and changes if any are recommended to Academic Council for approval. Since the Academic Council and Governing Body of Khalsa College have resolved to implement NEP 2020 from session 2023-24, a major revision of the syllabi is being carried out by the various Board of Studies. The credit-based evaluation and grading system has been implemented across all the programmes from session 2023-24. The newly admitted students have to mandatorily register themselves on ABC and inform about their unique IDs to the authorities. The admission form has a column for ABC registration number so that they can avail the benefit of the credit transfer.</p>
3. Skill development:	Khalsa College is following the National Education Policy on Skill Development devised by the

Government of India to develop employable skills among the youth of the country through learning and producing workers adequately skilled to meet the requirements of industry. Khalsa College, Amritsar has established its own Khalsa Global Reach Skill Development Centre which is offering both short- and long-term courses as per the requirement of the learners. It enables them to explore their potentials on various skills and get better placements in the job sector or become an entrepreneur. Apart from the short duration courses such as Web Designing, Accounting Software, Office Automation, Lab Technology, Mushroom cultivation, Organic farming, Bakery products etc., the college has started Four B.Voc Programmes in Software Technology, Food Processing, Textile and Theatre under National Skills Qualifications Framework. The students enrolled under any course in Skill Development Centre are given both theory and practical training necessary for that course. After completion of the course, the students get a certificate of completion. All courses are being taught by well trained and experienced faculty members. These courses help the students to learn new skills and also to get expertise in various skills. The students enrolled in different skill courses learn new skills in accordance with the demand of work. The Centre also organises Workshops for teaching and non teaching staff of the college. Also the training programmes in Computer, Agriculture and Food Science are being organised by the Centre. The college has been awarded Skill Hub by National Skill Development Corporation to impart skill training under Pradhan Mantri Kaushal Vikas Yojna 4.0. Under this programme, the college is running three skill development courses; Software Programmer, Food Sales Promoter and Self-Employed Tailor. The college is offering the seven online Certificate Courses viz: Stock Market and Trading Operations, Income Tax Filing and Documentation, Web Application Development, Multimedia Animation, Sri Guru Granth Sahib Studies, Artificial Intelligence and Data Science, Digital Marketing with Jagat Guru Nanak Dev Punjab State Open University, Patiala. The centre through its life-long learning programme provides training to Needy women/Girls. With this training, while working from home they can earn more money to support their families.

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

Khalsa College, Amritsar has its roots to the pre independence era and thus understands strongly about the Indian Knowledge System and the culture of the country. The Indian languages are being offered as compulsory, elective and optional courses in all the undergraduate classes. Various events such as Hindi Diwas, Mother Tongue day, Yoga day etc. are celebrated by organising various events. Punjabi is offered as compulsory as well as elective course in undergraduate classes as part of the curriculum. Hindi is offered as one of the optional courses in B.A. Apart from this a certificate course in Urdu is also being run. The Sikh History Research Centre has a vast and precious collection of ancient manuscripts, paintings, artefacts and traditional Sikh weaponry. It also has a collection of newspapers of the last hundred years. The Centre has different galleries in which these items are meticulously placed. The research scholars from various parts of the globe visit this centre to conduct the research and verify historical facts. The central library of the college also has a rich collection of the rare books in the regional and national languages. The college has taken many steps to preserve and promote the Indian Culture and traditions. The Department of Youth Welfare organises a number of cultural events depicting the Indian and regional culture and traditions. The college has a rich tradition to commence the session by organising 'Ardas Diwas' seeking the blessings of Almighty. The session ends with the performing of 'Shukrana Diwas' also. Vaisakhi and Diwali Melas are organised to enrich the students with the Indian traditions. Seven Days Book fair, literary fairs and Arts expos are organised to popularise the Indian culture and literature among the students. The college has adopted several initiatives to foster languages, arts and culture among students. These include: • Use of trilingual method of teaching is used in the classrooms so that the student can easily understand the concepts. • Several of the courses have the provision of taking the examination in any medium (Hindi, English or Punjabi) chosen by the student which is permissible by the affiliating university • College offers elective courses in Hindi, Punjabi, English with vast array of combinations. • The regional language Punjabi is a compulsory subject at undergraduate level • College celebrates Hindi Divas, Maa Boli Divas and Maatri Bhasha Divas with

	<p>great enthusiasm to promote languages among students. • College has been a proud winner of overall trophy of Guru Nanak Dev University, Amritsar Zonal Youth Festival continuously for the last five years showcasing its initiative on preserving our cultural heritage • Language clubs run by various departments – Hindi Sahit Sabha (Hindi), Punjabi Sahit Sabha (Punjabi); Music Society (Music); and English Literary Society organize several co-curricular and extracurricular activities during each session • Each academic session at the college begins with "Ardas Divas" followed by Guru Ka Langar.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Holistic and multidisciplinary education aimed to develop dimensions – intellectual, social, physical, aesthetic, emotional and moral in an integrated manner is the priority of the education policy. Concurrently competency, standard, benchmarks and attainment of targets are the objectives set up on Outcome Based Education in NEP 2020. The designing of curriculum at Khalsa College, Amritsar is as per the regional and global requirements with clearly stated Programme Outcomes and Course Outcomes. It focuses on measuring student performance i.e. outcomes at different levels. In other words, Course Outcomes (COs) are statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course. Adoption of ICT enabled learning, presentations, role plays, industrial visits, expert lectures to strengthen the knowledge and skill enhancement towards the attainment of learning outcomes is a part of teaching pedagogy followed at the institution. Learning beyond the syllabi is encouraged through case studies, voluntary internships, summer trainings, field projects and in-house training sessions to nurture a productive workforce. During the student induction program, the students are given an orientation on Outcome Based Education paradigm and the Program Outcomes are explained to the students. Teaching-learning pedagogy adapted at the college ensures implementation of OBE to transform the youth into responsible citizens. The outcomes have been articulated on the college website. Every faculty explains the course outcomes of each course before the commencement of the same.</p>
<p>6. Distance education/online education:</p>	<p>Distance education or online education is also known</p>

as e-learning and online learning form of education in which the main elements include physical separation of teachers and students during instruction and the use of various information and communication technologies. The baseline for online education was set up during Covid pandemic, when the education system came to a standstill. The ERP solution of the college provided a way for easy access to learning resources even for the remote students. G-suite applications helped reach the distant learners for sharing information. Both teachers and students have gained a first-hand experience of the online classes. Use of e-learning resources like SWAYAM, PG Pathshala, Virtual labs, ND is being promoted. Several students and teachers updated themselves through e-courses offered by NPTEL, Course Era, etc. The college has also collaborated with Jagat Guru Nanak Dev Punjab State Open University Patiala and is offering online skill development programmes.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Khalsa College has always understood its responsibilities towards the Nation and always has taken a lead to prepare the young generation as future leaders. The elections are the backbone of any democracy. The electoral literacy amongst the masses makes them aware to exercise their right to vote judiciously. The college has constituted an Electoral Literacy Club to make the students aware about their electoral rights.</p>
<p>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?</p>	<p>The Electoral Literacy Club works under a teacher in charge with students as its President and Secretary. The students from various departments and disciplines are the members of this club.</p>
<p>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</p>	<p>The club conducts various activities to create awareness among the students about their electoral rights and responsibilities. A special campaign with the assistance and co-ordination of District Election Officer is held to enrol the freshers as voters. While registering students as voters, no discrimination is made on the basis of caste, sex, gender etc. The Voter's Day is celebrated by conducting oath taking</p>

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ceremony. Seminars are organised in which the District Authorities also participate. The teachers and non-teaching staff are appointed as Presiding Officers and Polling Officers by District Election Officer for smooth conduct of polls.</p>
<p>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.</p>	<p>The students of Departments of Social Sciences and Political Science are assigned projects to conduct surveys before and after polls. These surveys cover various aspects and aspirations of voters, knowledge about the voting system, the voter's awareness about the process etc.</p>
<p>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.</p>	<p>The college every year undertakes special campaigns for the registration of new voters. The members of Electoral Literacy Club visit various departments and encourage the students above 18 years to register themselves as voters. Under the directions of district administration, Electoral Literacy Club informs the college students from time to time through notices about voter registration. The Electoral Literacy Club guides and helps the students to fill form no. 6 for voter registration.</p>

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6345	6367	6111	6302	6049
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

##### Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1989	2128	1835	1839	2007
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
311	319	300	331	340
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		



## 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 1601**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3 Institution

## 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1008.9	772.3	783.9	1231.8	1607
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

The autonomous status of the college provides flexibility in the design and introduction of new courses. Hence, it has the liberty to choose and start new courses, restructure its syllabi and conduct examination as per the guidelines of U.G.C and the affiliating University. The college offers seventy one programmes, i.e. 27 Undergraduate, 40 Post-Graduate and 04 Research Degree programmes in the diverse domains of Science, Commerce and Management, Computer Science, Agriculture, Arts and Humanities, Social Sciences etc. which aim at grooming future generations to become competent professionals. Students select a combination of subjects, according to their interest, during their admission. College has also introduced internal assessment in all the courses.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes are clearly defined for all the programmes and courses. The course outcomes of various programmes are mapped to the Programme Specific Outcomes which ensure the fulfilment of Programme Outcomes. The institution also offers many career oriented, skill enhancing programmes under Skill Development Centre that helps in job placement, self-employment and empowerment of students.

The College is committed to the holistic development of its students. Post Autonomy (academic), the college has enriched its curriculum based on a modern pedagogical framework, national and global development requirements by staying abreast with technological advancement, industry needs and national policy. The programmes offered have appropriate relevance to Local, National, Regional and Global development according to the need of the hour. Through Student Projects, field works and Internship, acquired knowledge is transferred to and refined from local needs. Foundation courses in English, Punjabi, Hindi and Urdu expose the students to literature that broadens their world view and enables them to operate efficiently in the multicultural world.

The curricula are designed and developed by the Boards of Studies of the concerned departments which include representatives from academia, industry and alumni. The draft syllabi are prepared through departmental meetings based on the current developments, need based curriculum and feed backs, deliberated upon in the Boards of Studies, which meet bi annually. These syllabi approved by the respective Boards of Studies are placed before the Academic Council for approval. The final approval is accorded by Governing Body and the Syllabi are then notified. The syllabi are regularly revised and updated in accordance with the emerging global scenario and rapidly changing job roles. Seminars, Conferences and Workshops at the Local, National and International levels are organized every year to update students in various fields and provide them opportunities to interact with experts. Environmental

Studies, Drug Abuse and related core courses are offered to ensure that students adopt sustainable alternatives, the importance of biodiversity and a balanced ecosystem. The Value-Added Courses provide opportunity to develop professional competence, excellence and creative thinking.

**Implementation of NEP-2020 :** Khalsa College is the first and only college in the state of Punjab which has resolved to implement NEP-2020 across all its programmes from session 2023-24. The necessary permissions have been granted by Academic Council and Governing body of the college. A committee headed by Dean, Academic Affairs and comprising of all faculty deans as its members has been constituted for the smooth implementation of NEP-2020.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### Response:

Practicing academic flexibility under autonomous status since 2013, Khalsa College believes in justifying the trust of its founding fathers by synchronizing tradition and modernity. The College ensures that curriculum is implemented efficiently and innovatively to groom the future generations as competent professionals. More than ninety percent of the courses address to skill development/employability/entrepreneurship. The institution offers numerous career oriented and skill enhancing programmes that have utility for job placement, self-employment and empowerment of students.

#### Employability

Employability is ensured through:

- Industrial visits
- Research projects
- Vocational courses
- Workshops and seminars
- Personality Development classes
- Career counseling
- Coaching classes
- Placement drives
- Skill Development Courses

The programs at Khalsa College have been designed to cater to the needs of students and desire to help them develop personally and professionally. Human development is encouraged and facilitated through numerous enrichment and outreach incentives. The campus is a living, learning laboratory with departments like Agriculture, Food Science & Technology, Bio Tech, Fashion Designing, Business & Commerce, Computer Science, Skill Development Center, Music, Theatre, Physiotherapy, to name a few, where students can pursue their passions in social innovation, startups, and women led entrepreneurship in laboratories and other immersive experiences.

### Entrepreneurship

Entrepreneurship in Khalsa College is viewed as a way of thinking, doing and being, that can be applied to most aspects of work and life. Entrepreneurship helps students build self-confidence and develop important personal skills in areas like creativity and leadership. Students learn concepts and methods like need finding, opportunity recognition, value creation, design thinking, project planning and management. To spur innovative mindset the college offers the following tools:

- Project based learning
- Team work through subject society
- Use of thinking tools by organizing Quizzes, Debates, PowerPoint presentation and Creative Competition

### Skill Development

Skill Development Centre of Khalsa College is running B.Voc. Courses in Food Processing, Software Development, Theater and Stage Craft, Textile Design and Apparel Technology under National Skill Qualification Frame work (NSQF). The Centre also runs short term courses like Web Designing, Computerized Accounting Software, Fruit and Vegetable Processing, Office Automation, Communication Skills and Personality Development and Basics of Computer Science.

Each department designs the syllabi of its courses, which are placed for approval by the Board of Studies (BOS). The BOS is composed of faculty members, representations from alumni, industry and subject experts. The BOS meets biannually to review and strategize for further enrichment of syllabi and its implementation. It is further placed for approval in the Academic Council. The curricula is finally evolved after incorporating suggestions from the members of the Academic Council. Thus being Autonomous, the college restructures its curricula with due consideration of suggestions taken from stakeholders, which make it relevant to contemporary needs. The curricula finally adopted fulfils the institution's vision, mission, graduate attributes and address the needs of the stakeholders. Seminars, conferences and workshops at the local, national and international levels are organized every year by departments to update students in various fields.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 27.84

#### 1.2.1.1 Number of new courses introduced during the last five years:

Response: 536

#### 1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1925

#### File Description

#### Document

Subsequent Academic Council meeting extracts endorsing the decision of BOS

[View Document](#)

Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

#### Response:

Khalsa College strives to implement its 'mission' which is to "focus on transformative education in the context of globalization, to develop multidimensional personality of students, to provide opportunity for educational, vocational, professional, social, linguistic and cultural development" of students. Thus, issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability form integral part of curricula to encourage students to experience holistic growth and awareness of social contribution.

#### Professional Ethics

The College encourages students to imbibe human values and develop social responsibility & ethical behaviour as stated in program/course outcomes. Courses like **Food Safety and Standards, Business Ethics & Environment Management, Image Processing, Research Methodology, Database System and Quality Assurance** encourage professional ethics. Plagiarism report is mandated for M.Phil. Courses.

### **Gender Sensitization**

The College provides equal educational opportunity to both men and women students and has created **Gender Champion Club** with Dean Student Welfare (Girls) as its Co-ordinator. The Cell takes care to resolve issues and problems of girl students. This has resulted in a considerable increase in strength of girl students which is almost equal to the boys students. **Sociology, Parvasi Punjabi Sahit, Gender Sensitization for empowerment, Punjab History & Culture, Human Resource Management and Society & Culture in India** are some courses which have thrust area on gender sensitisation.

### **Human Values**

Khalsa College promotes Indian Culture particularly Sikh Culture by integrating Indian culture & ethical values and traditions along with student curriculum. The College believes in Sikh Tenets of “Welfare & Wellbeing of All” (Sarbat da Bhala). Lectures, Workshops and Seminars are organised to inculcate the values of peaceful co-existence and universal brotherhood. NSS & NCC inculcate ethics & human values among students. The College curriculum has incorporated Human Values & Ethics through courses like **Human Values & Ethics, Human Rights, Indian Constitution, Political Concepts, Indian Political System and Gurmat Kaav.**

### **Environment & Sustainability**

Organic Farming, Plantation Maintenance of plants, Use of Renewable Sources of Energy, Ground Water Recharge, Efficient Waste Management, installation of Solar Panels are several measures initiated by the College to address environmental challenges. Besides, Environment Studies (compulsory) the College also offers courses like **Farming and Sustainable Agriculture, Environmental Bio technology, Food Packaging Technology, Ecology and Hazardous Chemicals.**

Field visits by Departments of Agriculture, Botany and Zoology, Tree Plantation Drives and seminars/workshops on environmental issues make students aware of eco systems, its conservation and Sustainable development.

### **National Education Policy-2020**

The Academic Council of Khalsa College has approved the implementation of National Education Policy-2020 in all programmes w.e.f. session 2023-24. Vocational Degree Programmes in Food Processing, Software Development, Theatre & Stage Craft and Textile Design & Apparel Technology with multiple exit options are already running successfully with appropriate certifications. The students are already being offered value added, ability enhancement and skill development courses as enshrined in NEP. Khalsa College is registered under National Academic Depository and all the students of the college are registered on the Academic Bank of Credits, where the students' academic data are held and academic awards are stored

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 79

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

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 66.15

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 43

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 65

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>	
<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 84.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2620	2582	2463	2807	2311

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

2022-23	2021-22	2020-21	2019-20	2018-19
3284	3070	2664	3273	2855

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
1172	1001	785	994	732

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

2022-23	2021-22	2020-21	2019-20	2018-19
1172	1001	785	994	732

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the 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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

Khalsa College caters to the educational needs of rural as well as urban students. The assessment of

learning levels of the students initiates right from their admission. The teaching-learning environment at Khalsa College necessitates to impart appropriate training based on the academic needs of the students. The orientation sessions are conducted for all students after their admission. The Principal and Deans of various faculties address the students to motivate and then assess their capabilities. The student data base in the e-governance also help the teachers to identify their various learning needs. As the classroom is a mixture of students with different learning competences and interests, the learning level of the students is assessed on the basis of profile, performance in mid semester examination, student teacher interactions, class tests, assignments, language command and reasoning ability. Progress of the students is closely monitored through the internal assessment, group discussions, quizzes, debates, feedbacks, presentations, assignments, poster presentations etc.

Keeping in view the various learning abilities and differential needs of the students, the teachers prepare the lesson plan based on student's interests, preferences, strengths and academic needs. All the students have the same learning goals but their grasping is different. The teachers use a blend of various methods to cater to the differential learning needs of the students. Apart from the conventional lectures, these methods include:

**Small Groups:** The students in a class are divided into small groups keeping in view their academic needs. The teacher assigns them a particular project which they have to complete in a given time frame.

**Reciprocal Learning:** The students play the role of teachers. They share with their classmates what they have learnt. The cross questioning and interactions sharpen their skills and instil a new confidence in them.

**Continuous Assessment:** The students' strengths and weaknesses are assessed by their continuous assessment. This assessment is conducted in both formal and informal ways. This is done to monitor the progress and knowledge of the students.

**Use of Technology :** Various technological aids are also used to address the needs of both fast and slow learners e.g. the practical sessions, language lab, power point presentations, smart boards etc. are the various tools which the teachers use frequently

**For slow learners,** teachers hold interactive discussions, take remedial classes, and give extra theory & practical lectures to bring them to the pace of other students. Extra classes are assigned in zero period especially in Maths and English for weak students. Audio-visual materials for conceptual clarity are also incorporated. English language lab assists students facing difficulty in learning English.

**Advanced learners** are encouraged to read reference books available in libraries, access more information from internet, share and interact with teachers in their spare time. They are intellectually stimulated with advanced projects, challenging assignments and tasks for their advancement. They are encouraged to present papers, write research articles and assist in the publication of college magazine as student editors and organize fests/events and departmental functions. These students are also encouraged to lead the departmental societies as Presidents and Secretaries.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

**2.2.2****Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 20.4

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Khalsa College has adopted the student centric approach by introducing various innovative and interactive learning tools and methods that constitute experimental learning, participative learning and problem solving methodologies. Well-equipped labs, provision for internships and innovations, collaborations, ICT infrastructure and community engagement are some initiatives towards student centric learning.

**Experiential Learning** is imparted through field visits, industry visits, internships, field projects, research projects for most of the science students. Central instrumentation lab facility is available for the students. NSS & NCC programmes give hands on experience to student in organizing social activities. The college organizes lectures and workshops for career guidance and personality development classes, holds seminars for UG & PG students and engage students in Subject Societies/Clubs for learning, team spirit, leadership and organizational skills. Students are also offered ELM (Experiential learning Module)

**Participative Learning** is practiced through the constitution of various subject societies which are managed by the students themselves. These societies are instrumental in organizing various activities such as seminars, debates, declamations, quizzes etc. The participative learning is also practiced through workshops & laboratory experiments, industrial training, group discussions and peer learning. Specific methods like debates, problem solving, presentations, competitions, discussions, brain storming sessions, case studies peer learning etc. have been incorporated.

The teachers at Khalsa College use different **Problem Solving methods** to develop the skills in students. The College lays emphasis on understanding, observing, analyzing and interpreting the problem posed to find a solution. The students participate in Quizzes, logical games and work on knowledge based projects.

Khalsa College encourages the intensive use of ICT enabled tools and online resources for an effective teaching-learning process. The College is adequately and sufficiently equipped with ICT infrastructure and virtual lab facility to enable all teachers to utilize the latest technology. Workshops, Special lectures and technical talks by inviting experts from the industry are conducted on regular basis to familiarize teachers with various ICT tools.

There are 60 **ICT** enabled classrooms in the college. Seminar halls and Labs are well equipped with ICT facilities: Wi-fi, LAN connected systems, Laptops, LCD projectors, desktops, tablets, I-pads, printers, scanners, sound arrangements like audio-microphones and speakers, the interactive whiteboards etc. are provided for effective teaching. College library also offers a wide range of e-resources.

Khalsa College houses Computer labs, Language lab, Mathematics lab, etc. and have supporting softwares such as TALLY ERP.9, TALLY PRIME, BUSY, STATA, SPSS, WORDS WORTH, MATLAB, SCHRODINGER (Glide and Jaguar Suite) and Magnus Analytics along with MIPS and Magvision Image Analysis Software along with MagCam-DC5.

The teachers make frequent use of ICT tools and learning systems like Google Classroom, Google Meet, Google Suite and You Tube. The faculty members make use of online repositories such as Google scholar, SHODHGANGA, INFLIBNET, Virtual Labs, MOOCS and Swayam.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

**Response:**

The Mentor Mentee Program is an essential component for student centric learning in Khalsa College as

it is helpful in bridging the gap between the teachers and the students. Mentor-Mentee programme in Khalsa College provides an emotional and instrumental support, guidance and encouragement to the students. It is also helpful in creating conducive and better environment in the college. The teacher as a mentor plays a vital role in nurturing students and has a positive impact on students' persistence and academic achievement. A mentee can approach his / her mentor for both educational and personal guidance. It is conducted to help the students to strengthen their varied capabilities and to build an interpersonal relationship between the teachers and students.

The Mentor mentee system at Khalsa College is a structured programme in which each faculty is assigned with the task of mentoring about 15-20 students. After the admission process is over, the Principal directs the heads of the departments to assign mentors to the students admitted. The heads of the departments assign the different faculties as mentors to the admitted students. The mentors interact frequently with the mentees. During the interaction, Mentors document their observations and also develop a shared action plan to guide the students to enhance their professional growth.

The mentors have to perform the following functions:

- To maintain the record of the mentees including their address, contact numbers, overall academic performance and progress. This helps the mentor to keep an eye on the academic growth of the students.
- To talk to the over emotional students and help them to solve their psychological issues.
- To guide the students regarding choice of projects, training etc.
- To guide the students in taking up extra academic and professional activities.
- To guide the students to take up an appropriate value added course.
- To advise the students to become the member of departmental societies and participate in various departmental activities.
- To advise the students in matters of their career.
- To meet the mentees at least twice a month.

The head of the department guides the mentors and helps to maintain healthy relationship between teachers and students by performing the following functions

- Meet all mentors of his/her department at least once a month to review the proper implementation of mentor-mentee scheme.
- Advise the mentors wherever necessary
- Intervene where ever necessary to solve the psychological problems of the students.
- Keep the Principal in loop.

Khalsa College has a well established Health Centre, in which the services of a qualified psychologist/psychiatrist is hired. This specialist takes up the psychological issues of the students and solve them with the help of the administration and the parents are also called, if required.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

#### **Response:**

Khalsa College was established with a mission of imparting qualitative education to the students of diversified nature. All the administrative and academic departments of the College function in collaboration with each other in a composite and interdisciplinary platform. The College strongly follows a transparent method and has a well defined standard operating procedure for conducting the academic and allied activities. An Academic Calendar is a planned document for the faculty members, students, staff and other stakeholders. It includes a complete schedule of commencement of classes, internal evaluation schedule, observation days, co curricular activities, tentative examination schedule, etc.

The Academic Calendar is a source of information and planner for the students, faculty members, support staff, administration and management. Teaching, Learning and Evaluation schedule are planned on the basis of Academic Calendar which is prepared prior to the commencement of new academic session in consultation with the Co-ordinator IQAC, Heads of departments, Controller of Examination (COE). The College plans all academic, co-curricular and extra-curricular activities for the upcoming year. It contains information regarding the start of the academic year, Semester and Mid Term, End Semester Examinations, Class Tests, Holidays, Seminars, Conferences and Workshops. The Academic Calendar is printed in the college prospectus and is available on the website.

Effectiveness of the entire process is maintained by the Office of the Dean, Academic Affairs with the objective of incorporating inquisitiveness and scientific temper among the students through diverse activities. The Academic Calendar is divided into two academic terms for odd and even semesters and contains information regarding the following:

- **Commencement of session:** The session commences with the Arambhak Ardas Diwas and is a part of the Academic Calendar. The academic session ends with seeking blessings of the Almighty by organising Shukrana Diwas (Thanksgiving Day)
- **Working Days:** The Academic Calendar indicates the annual working days, teaching days, admission schedule, examination and evaluation as per college guidelines.
- **Curricular Activities:** It covers the entire teaching and learning process with the teaching plan and transacting the prescribed curriculum effectively.
- **Co-curricular Activities:** Mid term tests, End Semester Examinations, Extension lectures,

**Seminars etc** are included in the calendar.

- **Extracurricular Activities:** The Academic Calendar also includes the activities outside the formal classroom. Talent Search, Sports competitions, Cultural programmes, NCC and NSS activities are also included in the calendar.

### Teaching Plan

- 1.To make teaching effective, syllabi of each class are divided term wise keeping in view the semester and annual examination.
- 2.Work load division is done by the Head of the department.
- 3.House tests, mid semester examination including practical tests, group discussions, seminars, projects as applicable are conducted for the assessment of the students. Teachers split the syllabi as per the requirement and prepare the teaching plan which is communicated to the student. Thus each department has a well defined semester plan and monthly plan to ensure smooth functioning.
- 4.Teachers keep day to day record of the teaching modules in the Teacher's diary provided by the college.
- 5.The extra classes are planned well in advance keeping in view the needs of the students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 89

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

2022-23	2021-22	2020-21	2019-20	2018-19
359	363	342	366	376



File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 49.16**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 787

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 7.13**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2218

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4****Percentage of full time teachers working in the institution throughout during the last five years**

Response: 88.24

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 300

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

Response: 19

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

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

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5.2

### Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	90	0	0	122

#### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5414	5548	5787	5461	5378

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3****IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

**Response:**

The Semester System of examination is followed in Khalsa College Amritsar except for B.P.T (Bachelor of Physiotherapy) which is conducted annually in April/May each year. Semester exams are held as per schedule. For BSc (Hons) Agriculture (from session 2021-2022) and MSc Agriculture (from session 2022-2023), the college follows CBEGS (Credit Based Evaluation and Grading System). For all other classes the evaluation is percentage based.

Khalsa College has two components of evaluation-Summative or Semester End Examinations and Continuous Internal Assessment. This allows to assess the student's performance over a well distributed interval of time in a semester. In addition it also allows scope for mid course corrections, if necessary.

The end semester examinations are conducted in November/December for odd semesters and in May/June for even semester examinations every year as per academic calendar. The date sheets are displayed on all notice boards and on website well in advance before the commencement of the examinations. The examination centres are set up by the examination branch and the examination duties are allotted by the software. All the question papers are set externally. The table evaluation is conducted for the evaluation of examination sheets. The results are declared well within time and uploaded on college website.

The IT infrastructure is extensively used in various examination procedures. The examination branch uses all infrastructural facilities such as computers, printers, scanners, cctv cameras, jammers, exclusive software and rigorous checking mechanism etc. for conducting the examinations and evaluation processes. The whole procedure including enrolment of students for examination, generation of admit cards, display of date sheet for examination, conduct of examination, evaluation of answer sheets, declaration of results, students' complaints and redressal, revaluation etc. is carried out by following the standard procedures. The software used for the complete process is BITFIELD.

Several measures are taken to improve efficiency and minimize chances of error. Strict procedure is followed to ensure secrecy and transparency at various levels. Teachers use examination software to fill up the data pertaining to the awards of house tests, lectures attended, internal assessment. etc. The Final results are displayed on the website. The student can access it after entering his/her particulars. Online forms related to examination are available on the college website.

For security reasons features like distinctive fluorescent Hologram, Watermark and College Logo are placed on the mark sheet.

Khalsa College follows the Continuous Internal Assessment to assess the learning needs of the students. This allows the teachers to evaluate performance of the students in accordance with the learning objectives and outcomes. The internal assessment system is totally transparent which includes ten percent award for attendance, ten percent for the marks obtained in mid semester examinations and five percent are awarded by the class teacher based on student's performance in class related activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### **Response:**

Programme Outcomes (PO) and Course Outcomes (CO) are discussed and framed in Board of Studies meeting for all the courses offered by respective departments. The Course and Programme Specific Outcomes (PSO) are re-formulated and restructured whenever changes in the syllabi are passed by Board of Studies. The same is approved by the Board of Studies and passed in the Academic Council meeting. Course Outcomes are mapped with Programme Outcomes. Hardcopy of the syllabi with POs, PSOs and Cos is maintained in every department and libraries for ready reference.

The course content and learning outcomes are posted on College website and Management Information System. Orientation programmes are conducted for freshers at the beginning of the session. It helps the students to concentrate on the specified objectives and work towards achieving them. Achievements of learning is monitored through Continuous Internal Assessment. The students are encouraged to attend inter-college competitions, workshops and seminars to compare their learning outcomes with others.

To assess and evaluate the student learning and levels of the outcomes, the college observes the pedagogy of Bloom's Taxonomy and course outcomes. The assessment is done by both direct and indirect methods. Direct assessment is based on internal assessment and end semester final examinations. The internal assessment is given a 25% weightage while 75% weightage is given to the external examination for assessment outcomes.

The internal assessment is based mainly on performance in mid semester assignments, attendance, class conduct, participation in extracurricular and co-curricular activities. The internal assessment system is totally transparent which includes ten percent award for attendance, ten percent for the marks obtained in mid semester examinations and five percent are awarded by the class teacher based on student's performance in class related activities.

For measuring a Course Outcome (CO), the percentage of students achieving a score of more than 35% (UG) and 40% (PG) is calculated. The level of attainment of particular CO is based on average of the percentage obtained for each CO in assignments, mid semester examinations and final examinations. The level of attainment of COs further decides the level of attainment of PSOs and POs.

In indirect method feedback from different stakeholders including employers, alumni, teachers and students helps in assessing the level of attainment of outcomes. The feedback from the students, regarding course content and related aspects are obtained through tutorial groups and at the end of the session directly by the Principal to assess the level of the outcomes obtained.

<b>File Description</b>	<b>Document</b>
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 70.89

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1410

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **2.7 Student Satisfaction Survey**

### **2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.8**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

#### Response:

Research promotion policy of the college is to encourage and motivate faculty members to do quality research, write good research papers/articles/reviews, provide necessary infrastructure, environment for quality research and reward them for their contribution towards the promotion of research. As per the policy institutional facilities are frequently updated, faculty members are duly rewarded for their research contributions and are encouraged to involve themselves in quality research.

#### Implementation of Research policies and regulations

- The college **Research Committee** minutely evaluates, modifies and updates fresh research proposals through usual procedures and facilitates research activities. It ensures ethics in research activities, encourage multidisciplinary research and specify procedures for consultancy work.
- For the promotion of research in the college, the '**Best Researcher Award**' and '**Best Teacher Award**' is given to faculty members who make significant contributions in research and teaching culture of the college. Both the awards consist of research grant to the teachers for carrying out quality research. **Seed money grant** has been provided by college management to faculty members for high quality research in the college. Publications in Scopus indexed journals are duly recognized through **incentives and cash awards** to students and faculty members.
- The college has created a Centralised Instrumentation Facility where the common research equipments have been placed. It consists of Nine different laboratories comprising of various sophisticated instruments, One Software lab and One Data Processing lab. The Centralised Instrumentation Facility is headed by a Teacher Incharge who facilitates the use of these equipments by the faculty for their research work.
- The research infrastructure of the college has been improved with the purchase of advanced research instruments and updating of other facilities. The research centre established in the college campus provides space for collaborative research and discussion. In most of the post graduate courses research projects are a part of curricula, for which they are provided necessary library and lab facilities. Seminars, conferences and workshops are organized where students can present their research and learn from others.
- Promoting research and innovation in college has enhanced the development of faculty members, increased the external funding (Research projects of total 63.13 lakhs grant received) for equipment and research facilities. The output in the form of number of research publications and book chapters has increased resulting in 512 research papers during the assessment period. Seven faculty members have visited abroad for post-doc fellowships.
- The college is publishing its own research journals. The journal published by Department of Punjabi "Samwad" has been listed in UGC CARE List. The journal published by Faculty of



Sciences “Current Reports on Science and Technology” is published with ISSN number. Both the journals are printed bi annually and are known for publishing quality research papers. The papers are double peer reviewed and published only after the approval of referees.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

#### The institution provides seed money to its teachers for research

**Response:** 29.42

#### 3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5.89000	6.04160	5.27500	6.01341	6.20157

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.3

#### Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

**Response:** 1.19

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 19

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 156.7562

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.01

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

**Response:** 11

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **3.2.3**

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 2.25

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

**Response:** 7

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

## **3.3 Innovation Ecosystem**

### **3.3.1**

**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:**

Khalsa College has established sufficient facilities that efficiently promote a research-oriented culture and support that prioritize practical skills and innovation. The college fosters innovation, IKS, IPR awareness, operates an incubation centre, and has taken initiatives for creation and transfer of knowledge/technology. College provides plentiful facilities that include:

- **Research Center** and Research Labs to enhance scholarly activities, research dissemination and creative endeavors.
  - **Central instrumentation Facility** for housing high end research equipments at one place and undertaking research work on different equipments under one roof.
  - **Sikh History & Research Center** with a collection of old manuscripts, newspapers, rare books, reference books, and Sikh weaponry for research.
  - **Bio control Laboratory** producing parasitic insects for bio-control, serving as organic alternative to harmful pesticides.
  - **Micronutrients and Heavy Metals Lab** for training farmers and analyzing soil, water, food, geological, and research samples.
  - **Green House** with advanced irrigation, lighting, temperature & humidity control for optimal growth of off-season nursery.
  - 8-acre area allocated for the demonstration of **Organic Farming** of different agricultural crops.
  - **Automatic Weather Station** installed in collaboration with Indian Meteorological Department for recording weather data.
  - **Botanical Garden** with various rare plants used for academic research & ecological studies.
  - Affordable outpatient **Physiotherapy facility** with advanced equipments.
  - **Khalsa Global Reach Skill Development Center** offers skill based courses and also focuses on economically disadvantaged women.
- 
- Khalsa College plays a pivotal role in preserving and promoting Indian culture, making significant contributions to the **India's Knowledge System** with meticulously curated **Museums**.
  - Remarkable contributions to the development of **Punjabi language, literature, and culture** which has produced several eminent writers, scholars and artists.
  - The **IPR Cell** conducts Faculty Enrichment Programs in both offline & online mode to highlight the importance of IPR in the current era, encourage innovation and creativity among the faculty.
  - The college's Incubation Cell offers training and guidance to students who wish to embark on their entrepreneurial journey. The Incubation cell conducted 9 seminars and 5 visits to various industries in collaboration with various departments.
  - **RAWE Programme** and **Farmer Training Center** are the other initiatives taken by the college to make a significant contribution in the **dissemination and development of knowledge** among students and the community. Moreover, the **Competitive Exam Training Center** and the **Training and Placement Cell** of the college are additional initiatives for equipping students with the essential skills and knowledge.

**Outcomes**

- 130 doctoral students used Sikh Research Center for thesis research.
- College shared pest control technology with Batala and Ajnala sugar mills, earning Rs. 4.30 Lakhs.
- Soil Training and Testing lab have trained many farmers and analyzed 2146 samples in 5 years,

earning Rs. 1.57 Lakhs.

- Life Long Learning Program trained 180 economically poor women.
- College has entered into 26 MOUs.
- College designated as Skill Hub under Pradhan Mantri Kaushal Vikas Yojna 4.0.
- 45 workshops/seminars on Research Methodology, IPR, and entrepreneurship conducted to promote innovation.
- Students opened startups in manufacturing of bakery items, tailoring, crop production of exotic fruits, textile factory, farming and coaching institutes under the guidance of Incubation Cell.
- Physiotherapy department organized 13 Covid-19 testing and vaccination camps and vaccinated 1500 people.
- Physiotherapy department earned Rs. 5.60 Lakhs by treating 19,848 patients.
- Training Placement Cell organized 17 seminars and 6 workshops to boost student confidence and interview skills.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.2**

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 1.43

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 10

<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 0.32

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

Response: 512

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

**3.4.4****Number of books and chapters in edited volumes published per teacher during the last five years**

Response: 0.17

**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 279

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

**3.4.5****Bibliometrics of the publications during the last five years based on average Citation index in**

**Scopus/ Web of Science****Response:** 15.46

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6**

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

**Response:** 29.5

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 220.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
30.65	52.86	47.44	49.97	39.98



File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

#### **Response:**

Khalsa College has conducted approximately 565 activities during last five years which included programmes under Village adoption, Gender Equality, Aids Awareness, Swatch Bharat Abhiyan, Women Empowerment, Environment Protection, Blood Donation Camps, Farmer Training Camps, Health Protection, Plant Distribution Drives, etc. The college has been awarded 149 awards for various extension activities from NGOs and government agencies.

**The College sensitizes students about social issues by organising Seminars, Webinars, Onsite Visits, Day Observances, Quizzes, Trainings and through National Service Scheme (NSS units), National Cadet Corps (NCC), Clubs & Societies, Life Long Learning Programme, Farmer Training centre, Rejuvenation camps, Sports tournaments, Covid Care.**

#### **Impact:**

- Khalsa College Amritsar has adopted eight (randomly selected) villages under **RAWE program** for final year students of B.Sc. (Hons) Agriculture students. The students get

familiarized with real life rural situations; status of agricultural technologies adopted by farmers; socioeconomic conditions of the farmers, and problem solving. College has provided free training to 620 students and farmers in Mushroom cultivation, Bee Keeping and Vermicomposting to help them establish their own startups.

- **Gender Champion Club** of the college organizes seminars and workshops on various gender issues and Gender Equality. A **street play on “Gender Equality”** in Khalsa College Chawinda Devi and Loharka Village under the objective of save and educate girl child was also organized. **Red Ribbon Club** of college conducted 06 *seminars* and poster making competition in last five years regarding causes and preventive measures on HIV/AIDS. The Red Ribbon Club of the college was honoured with **NACO Award** by the National AIDS Control Organisation (NACO), on the occasion of World AIDS Day.
- Under the **Lifelong Learning Centre** women from weaker strata of society are given training in tailoring, block printing, embroidery and food processing with the aim to make them self-sufficient. A total of 69 women have received training during this period and many of them have started their own ventures.
- **National Service Scheme (NSS)** comprising of 400 student volunteers every year come out with several ambitious drives viz. Shramdan Day, Flag Day, Seven-day camp under Swatchta Abhiyan, Blood Donation Drives, Tree Plantation Drives, Poshan Pakhwada for nutritional wellness of students, Awareness program on traffic rules and E-pledge against drugs during the last five years. These drives inculcate a sense of empathy and social responsibility among NSS volunteers and help them grow as individuals and develop leadership qualities. Khalsa College NCC Wing (Air, Army and Navy Wings) imparts values of unity, discipline and patriotism by organizing trainings, adventure camps, etc. Students have brought laurels to the college by winning 25 awards and recognitions.
- Every year **Voter Awareness Rallies** are conducted in collaboration with District Voter Office, Amritsar at Khalsa College in which students and staff participate and take the pledge to caste vote freely without any considerations for caste, religion and monetary benefits.
- The sign boards depicting hymns from sacred Gurbani have been fixed at various places in the college for holistic development of the students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 565

**3.6.2.1 Number of extension and outreach programs conducted by the institution through**

**organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
184	122	54	104	101

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**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: 578**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

Khalsa College, Amritsar is a historic leading institution of higher education of Northern India. During the past 130 years, Khalsa College has played its fore-ordained role in shaping the history of the nation. Spacious in dimension the main college building is a masterpiece of architecture, a blend of Mughal Rajput and Sikh styles.

The eco friendly campus of the college covers an area of over 300 acres and provides the best infrastructure required for higher education.

The college has 312 Class rooms and seminar halls, 110 Laboratories, 20 Research labs, 06 Museums, 60 ICT rooms, Central Instrument Facility, Research Centre, Sikh History Research Centre, Central library, 13 Department Libraries, 5 Boys hostels and 4 Girl hostels.

The campus is blessed with Gurudwara Sahib which enlightens the stakeholders every new day to fulfil the vision and mission. The college also hosts Gymnasium, Dispensary (with First Aid, Inpatient, Outpatient, Ambulance and Emergency Care Facility), 65 acres Agriculture Farm, Dairy Farm, 30 acres Student Farm in addition to Farmer Training Centre, Organic Vegetable Farm, Botanical Garden, Nursery, Fruit Orchard, Cricket Stadium, Well maintained sprawling Play Grounds (Hockey, Football, Basketball and 400 meters Athletics Track), Career Guidance Cell, Placement Cell, Student Activity Centre, Vocational Training Centre, Three Girls Common Rooms and branches of two banks with two ATMs and one E-Lobby for banking services. The campus has adequate number of 84 washrooms in entire campus.

#### **ICT Enabled Facilities**

The college has 17 Computer labs well equipped with computing equipments and facilities. All computing systems have licensed software packages which comprises of Matlab, SPSS, Tally, Busy and original operating system installed on them. Nebero Firewall for Networks. Leased line of 250 Mbps bandwidth is catering to the internet needs of stakeholders. The college is also providing facility of virtual labs to students.

#### **Sports Facilities**

Khalsa College has an enormous and extensive sports infrastructure available for the use of students. The college has infrastructural facilities for sports like swimming, judo, cricket, boxing, hockey and football. Besides these the College also provides specialized training and coaching in other games like Martial Arts (Karate, Taekwondo, PencakSilat, Wushu, Gatka etc), Kabaddi, Wrestling F/S, wrestling G/R, Water sports (Canoeing, Kayaking, Yachting, Rowing), water polo etc. More than 30 specialized and qualified coaches are associated with Khalsa College Amritsar for training and coaching the College students.

More than 500 students are admitted in the College on sports basis after their performance in sports trials with total free ship (waiver in college fee, free mess facility for outstation players, special diet, equipment and kit etc). The College is overall Champion of GNDU, Amritsar and has won the over all Shaheed Bhagat Singh Trophy consecutively for last five years for contributing maximum points towards the winning of MAKAT trophy by the affiliating university.

### Cultural Facilities

To promote Cultural Events, the college has following facilities. a) Majestic hall, where regular cultural activities are organized for students. b) Open air theatre for major events. c) Student Centre for the preparation of cultural activities of students for youth festival d) Studio Room for rehearsing music.

Khalsa College is Zonal champion in Youth festivals of Guru Nanak Dev University Amritsar for the last consecutive three years.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

##### Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

**Response:** 35.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
252	32	374	480	766

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 Central library of Khalsa College is fully automated. The repository of books in library is managed through customized software Ez-LIB. All the books are barcoded.

1.	Name of ILMS Software	Ez- Lib (Orbit Technologies)
2.	Nature of automation (Full/Partial)	Fully with barcode
3.	Version	17 (2022)
4.	Year of automation	2005

- Khalsa College Amritsar College has a fully computerized and fully Air Conditioned Amar Saheed Bhai Amrik Singh library. Established in 1955, it is providing academic support for teaching, learning and research activities.
- The total number of books in the library exceeds 2,04,591 covering all subjects. All the books are bar coded, providing excellent features for circulation and stacking of books. The library has seating capacity of 265 at a time.
- It has the distinction of housing one of the finest collections of books like rare book section, encyclopedia, dissertation, dictionaries etc. in its reference section
- It subscribes to 65 Journals, 32 Magazines and 10 daily newspapers. Besides this, it has procured 5703 back volumes of the subject journals for Post Graduate and Research Sections.
- College Library has associate membership of 'INFLIBNET', which facilitates staff and students to have an access to Periodicals & Books on internet.
- The INFLIBNET Consortium subscribes to thousands of electronic journals including full-text

electronic resources and bibliographic databases for its member institutions. All electronic resources subscribed under N-LIST Programme are available from the publisher's website.

- The Library is Wi-Fi-enabled and provided with separate computer section.
- Separate reading room is available for physically challenged persons. Wheel chairs are provided for disabled.
- The library remains open on all working days from 8.00 am to 5.00 pm .There is a separate Research and Reference Section, Periodicals and Magazine Section and General Reading Section.
- Book Bank facility for students is available in library. The teachers and pass out students donate the books to library and are later used by needy students.
- Suggestion Box outside library is kept for suggestions that are used for betterment of library working process.
- Entry point of library is fitted with Automatic Footfall Counter using Students' barcoded ID cards.
- The Library collection is well classified, catalogued and kept on OPEN SHELVES in a systematic way. There is also a Vocational Guidance Center as an allied branch of the Central Library and Sectional libraries for the departments of Agriculture, Biotechnology, Botany, Chemistry, Commerce, Computer Science, English, Physics, Physiotherapy, Political Science and Zoology under the charge of teachers concerned.
- Library Conducts an Information, Literacy, user Education/Orientation Program for the new students in the beginning of the academic Session. The newly admitted students are brought to library in batches and, the new members made to familiarize with resources, services, facilities, policies etc. offered by the library through this programme. Besides this, these awareness programs are also conducted when requested by users from time to time.
- Library is using software EZ-Lib designed by Orbit Technologies.
- Book Fair is organized by the college in collaboration with National Book Trust (NBT), Ministry of Education, Government of India every year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 1.13

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**



2022-23	2021-22	2020-21	2019-20	2018-19
14.08	7.10	4.9	19.4	15.6

  

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

**Internet Leased Line Specifications and Updation**

Year	Company	Bandwidth (in Mbps;1:1)	Revised	Monthly Charges	Annual Charges
2018-19	Quadrant Televentures Ltd.	80	Revised from 60 to 80	Rs. 45,000/- + GST	+Rs. 5,40,000/- + GST
2019-20	Same	155	Revised from 80 to 155	Rs. 40,000/- + GST	+Rs. 4,80,000/- + GST
2020-21	Same	200	Revised from 155 to 200	Rs. 40,000/- + GST	+Rs. 4,80,000/- + GST
2021-22	Same	200	No change	Rs. 40,000/- + GST	+Rs. 4,80,000/- + GST
2022-23	Same	250	Revised from	Rs. 35,000/-	+Rs. 4,20,000/-

200 to 250

GST

+ GST

- The entire college campus is Wi-Fi enabled and network is protected using NEBERO UTM.
- Network Registration is required to authenticate when connecting a device using the college's network. There is Requisition Form for new users to get ID and Password link.

### Surveillance devices

95 CCTV cameras are installed which act as an additional security measure for smooth functioning of the college.

### Digital Boards

College has installed 02 LCD screens in college campus for dissemination of important information.

### Website Updation

- The department of Computer Science is responsible for maintaining the official web site of college i.e. <http://khalsacollege.edu.in> updated on requirement basis by various departments and administrative offices. During admission, online admission and registration portal are opened for students.
- Faculty and students are allotted with email addresses under college domain. New faculty and students can fill Requisition Form for Gmail Account and Password of [khalsacollege.edu.in](http://khalsacollege.edu.in) domain link.

### Online Teaching

- Khalsa College is using Google suite for online teaching.

### ICT Smartboard

- There are 60 ICT enabled classrooms and 11 smart boards in college.

### Hardware and software

- College has 640 computers for teaching and non-teaching staff and 07 Servers for providing services for administration and sharing software resources.
- College has introduced many new editions to its repository of licensed software such as SPSS, Words Worth English Language Lab (Senior License), Matlab, Tally Prime Multi User Gold Version, Busy Sm 17, Stata Version 15, Schrödinger Software, Simulink, Corel Draw Graphics X4, Adobe Photoshop extended, Page maker, Open software packages LINUX / UBUNTO, JAVA, Oracle Database 11g Express Edition, PHP, Python.
- E-Governance and Waste Management Policy
- The college has implemented e-governance system for effective and smooth functioning of college.
- Bio-Metric System is used in college for faculty attendance as a part of e-governance module.
- College IT policy covers e-waste management in secure and safe manner in collaboration with **Attero Recycling**, government approved registered company.

**Media Labs**

- Media labs consists of Audio Visual Centre, Media Centre, Lecture Capturing System and Mixing Equipment & Software for Editing.

**Virtual Labs**

- College has been identified as Nodal Centre for setting up of virtual labs in the departments of Chemistry, Computer Sciences, Botany, Physics and Zoology.
- **E-Transcripts** and results are available online on college website.

**Internal Assessment and Student record Software**

- College utilizes an internal assessment software for computing the internal assessment of students in an easy manner.

**You tube Channel**

- Khalsa College has dedicated YouTube channel named KCGC TV for providing video lectures uploaded by college faculty.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.3.2****Student - Computer ratio (Data for the latest completed academic year)****Response:** 9.91**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:****Response:** 640

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

Khalsa College has established a state-of-the-art recording studio with production control room, post production setup, outdoor shooting system. The whole project is divided into different sections, which fulfil various requirements like Audio Visual Centre, Media Centre, Lecture Capturing System and Mixing Equipment & Software for Editing.

**The Mass Communication Studio** has a broadcast facility installed with integrated professional lights, Tripod, Panasonic AG-AC90A, Still Camera Nikon D3200, Ring Lights, LED light, Collar microphones, HDMI Joints, Hard Drive, WELBORN Nikon Model no. EN-EL3 2800maH (Battery), Nikon EN-EL3e Battery (1500mAh 12Wh), Camera Lens, 03 Computers, Printer, Audio Cable 14mm, DVDs, Diffuser, Reflector, Projector, HDMI Cable and Headphones. The studio is equipped with Chroma key. This key is used to compose visual effects using "green screen" effect. Journalism and Mass communication studio is also used to conduct live interviews, live shoots, debates, discussions and other departmental activities.

**Agricultural Extension and Communication lab** constitutes different audio-visual tools used for communication. These audio-visual aids/tools such as audio recorder, amplifier, mixing console, camera, speakers and all other tools make students aware about the use of these tools for addressing the farmers. These communication tools are used for providing more clarity and high volume of the messages delivered to the farmers. Agricultural extension and communication lab is equipped with Canon 200d II 18-55/55-250 kit(Camera), Speakers 12" 135mm(Speaker), Self-Standing Monopod, Alter amplifier 100 watts (Amplifier), Yamaha MG12XU 12 Channel mixer, Zoom handy recorder HIN (Audio Recorders), Desktop computer and HP LaserJet 1020 plus(Printer).

**Khalsa College TV Media Lab** in College plays a major role in providing Lecture capturing system for faculty. Typically, video lectures are recorded using hardware and software in Khalsa College TV Media Lab. The recorded lectures are uploaded on Khalsa College dedicated YouTube channel named KCGC TV. The entire setup in this lab comprises of INTEL Core i9 Processor 9900 KF computer, USB speakers, Jabra Panacast MS Global-video collaboration camera, Jabra Speak 710 UC USB/BT & Link 370, Jabra Panacast table stand, Jabra, Panacast USB Cable, LG/Monitor/LFT 65 Inch interactive digital board, Spectra OPS i3 8th Gen, Nikon camera Z 50 with 18-140 Lens, Battery EN-EL-25, Rode Wireless

GO Microphone-II, Tripod Stand 880, SD Card 64 GB, HDMI cable, Mini Converter HDMI, LED light, All Light 5g with power cable latest Tech LED light, C-C lamp, Croma Cloth, Quadiux Mark II boom round stand and Light round.

Apart from this, faculty members of college are provided with computer systems and internet at department level to record their live lecture using google meet platform and share the recorded lecture in Google classroom. Students are able to access them through their institutional login ID's. Almost all the classrooms are provided with the ICT facilities. Making use of the available freeware's, faculty members are effectively delivering the content to the students in blended mode.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 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**

**Response:** 39.91

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
417.7	480.7	218.6	477	562.5

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4.2**

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

Khalsa College has adequate system and procedure for maintaining and utilizing physical infrastructure, academic and Sports facilities.

**Maintenance of Physical Infrastructure**

The Governing body of Khalsa College has appointed Secretary (Buildings) for maintenance, repair and construction of new buildings. The college has its own Works and Maintenance Department, which has a regular staff under the supervision of Manager Project who supervises the maintenance of buildings. Under his supervision, a team consisting of three A.E., three junior engineers, two supervisors, one electrician, nine electrician helpers, one carpenter helper, one mason helper are involved in maintenance of infrastructure.

- Each department including college office has stock register and an annual stock verification is carried out.
- The upkeep of college infrastructural facilities are performed by Technicians, Masons, Plumbers, Carpenters and Painter etc.
- There are security men on 24 hrs duty in college campus to ensure the security of whole infrastructure, entry points which are also under CCTV surveillance for safeguarding the assets.
- CCTV, Solar Power System, UPS, Air Conditioners, Lifts and Fire Safety Equipment are regularly maintained.
- The routine maintenance and cleaning of the campus is done by sweepers and peons.
- The campus is utilized for public and government requirements like Campus Drives, Central and State competitive exams during holidays and weekends
- Restricted use of the College infrastructural facilities like College grounds, Auditorium, Class Rooms and Seminar halls are allowed for the outsiders on daily rental basis without disturbing the academic activities with legitimate permissions from authorities.
- Adequate number of color-coded dustbin facilities are available throughout the campus for the segregation of bio- degradable and non-degradable waste.
- Generators are available and maintained regularly for electricity back up.
- Solar panels have been installed in the campus for generating the clean energy.

**Hostel infrastructure**

- The responsibility of periodic repair of the hostel infrastructure is vested with the Wardens of Boys and Girls Hostels.
- An admission register, complaint book and movement register are kept in the hostel office and

entries are reviewed.

### Maintenance of Academic Facilities

- Annual Maintenance Contract (AMC) for electronic equipment, electrical equipment, college website and other facilities are regularly renewed.
- Hardware/Software Installation and Maintenance is performed by Technical Staffs in the college
- A Technical Committee comprising of four faculty members is responsible for the maintenance of Google Learning Management System (LMS) and training the teachers.
- An E-Governance Committee comprising of one faculty member and two technical staff members are responsible for maintaining E-Governance system of the college.
- E-Waste strategies are followed for obsolete IT equipment Laboratories
- Maintenance and augmentation of the library facilities are regularly done and annual auditing and stock checking of Libraries are regularly conducted
- Pest management is executed as a Preventive Maintenance in Library
- The librarian has to confirm the entry of the new books to the stock register.

### Maintenance of Sports Infrastructure

Physical Education Department maintains Sports Infrastructure.

- Annual stock verification is performed.
- The Ground Markers maintains the play Grounds and supply of the play kits.
- A prior written permission from the Governing body/Principal is required for the use of the College sports facilities by the personnel other than Khalsa College students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:** 51.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
3635	2986	2732	3432	3242

#### 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 (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

Khalsa College provides an environment which prepares the students to face the upcoming challenges. The students are counselled to choose right career path by Career Counselling Cell which works under a senior faculty member as Director. The cell organizes a series of events for Career Counselling and



Guidance of the students. The college is providing guidance for competitive examinations through its Centre for Competitive Examinations. During the assessment period

- Seminars and Workshops were conducted on ‘Personality Development and Placement Training’ to prepare students for upcoming Placement Drives.
- Various Sessions on ‘Mental Ability and Quantitative Techniques’ were conducted for the students to enhance their numerical ability, mental math and quantitative techniques required in various competitive exams.
- Seminars on “Career Guidance and Road Map for Competitive Exams” were organized to motivate the students to take competitive exams more seriously. These seminars aimed at making them aware of the requirements for competitive exams like IAS, SSC, Banking Sector, Railways, CDS Exams and domain specific like Agriculture to get into the government jobs.
- A series of Career Guidance Lectures on the topic of “Current Affairs” were piloted from time to time.
- Seminars on the topic “How to become an IAS and Success Mantra for competitive exams” were conducted in collaboration with IBT Group, Amritsar with drive to concoct students for IAS competitive exams by polishing their skills and guiding the students about Success Mantra for Competitive Exams. During these seminars, the paper pattern and syllabi of IAS and Civil Services Exams were discussed and Mock Tests were conducted to provide the knowledge of Civil Services Exams.
- The Centre for Competitive Examinations housed in Skill Development Centre provides coaching for competitive examinations such as IAS, PCS, Bank PO, NDA, CDS, SSB, SSC and other competitive examinations
- Lectures on “Career after Graduation” for IT students were organized to acquaint the students on the scope of career and opportunities in IT Sector. These lectures covered the topics to improve the computer skills and exhilarated them to take up the challenges for the IT world.
- A number of Workshops on “Effective Resume Building and Interview Skills Preparation” were conducted by Professional Training Agencies to make the students aware about improving communication skills and grooming their personality by following “Corporate Training Capsule Programme’ and motivated the students to have a clearly defined objective for future by doing their own SWOT Analysis.
- Seminars on “Study and Work in Canada as a Physiotherapist” were organized. The main idea of such seminars was to enlighten the students about various career options to be considered while planning to migrate to Canada.
- Seminar on “Future Career in Digital Marketing” was organized to highlight the scope and recent trends in digital marketing for making a sound career. The information and knowledge gained by the students really helped them to improve their professional skills.
- A Workshop on “International Education System” in collaboration with IDP was also conducted to motivate the students about the importance and scope of international education that will assist the students to build a strong foundation for their future career.
- A Webinar on "IPR Awareness Programme" under NIPAM was organized to nurture and encourage innovation and creativity among students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

**Response:** A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 44.88

**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1177	911	665	868	776

### **File Description**

### **Document**

Institutional data in the prescribed format (data template)

[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 out of the**

**graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 2.43**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
54	119	21	24	20

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 events during the last five years****Response:** 497**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
125	165	4	98	105

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

The decision making process in Khalsa College Amritsar has the active participation of its stakeholders particularly the students. The representation of students on academic & administrative bodies/committees of the institution is ensured at every level. The following academic and administrative bodies have student representatives:

- **IQAC Committee:** IQAC committee has student representatives as its member. The committee takes feedback and suggestions from all the college students about available facilities, social environment, and academics through its class representatives. The feedback of student representatives helps to plan further action in improving teaching learning outcomes.
- **Library Advisory Committee:** The Library advisory committee includes teachers and students from different faculties as members. The inputs from students on policy matters concerning services, resources and facilities helps in providing better facilities and academic environment in the library.
- **Student Societies/Clubs:** Students play an active role in Subject Societies/Student Clubs formed at the departmental level. The student members of the respective Subject Society elect their own President, Secretary and Finance Secretary. Participation of student representatives in various decision making, academic, discipline and administrative committees is encouraged. The student societies of departments play a key role in organizing the quiz competitions, literary competitions, academic seminars, sports meet, cultural activities and educational trips etc. They assist the teachers in planning, organizing and executing various student oriented activities.
- **Hostel Administration:** Each wing of girls/boys hostel has a head girl/boy and a Prefect who acts as a bridge between the wardens and hostellers to maintain discipline and resolve the day to day problems. Mess Committee, Canteen Committee, Discipline Committee are constituted with students as members for smooth running of hostel affairs.
- **Physio Club:** The Physio club in the department of Physiotherapy encourages the students to participate in service activities like organizing camps, lectures on awareness regarding health & sanitation, education, and environmental awareness in the neighboring areas as a social

responsibility. These students develop a rapport with the villagers to understand and resolve some of their health related problems such as pain in knees, back, shoulder etc.

- **Rotaract Club:** Rotaract Club, Khalsa College (RCKC) works in collaboration with the Rotary Club, Civil Lines, Amritsar to develop skills and leadership qualities in students as a part of the strategy to mitigate local and global challenges through community service projects. Its major areas of thrust include peace-building and conflict prevention; disease prevention and treatment; sanitation and hygiene; maternal and child health; basic education and literacy; and community economic development.
- **Gender Champions Club:** Gender Champions Club is formed in the college as per the guidelines issued by Ministry of Women and Child Development and Ministry of Human Resource Development. The broad mandate of this club is to make young boys and girls gender sensitive and create positive social norms that value the girls and their rights.
- **Red Ribbon Club:** Red Ribbon Club in Khalsa College Amritsar educates youth with correct, concise and adequate information and heighten their level of awareness about HIV/AIDS/STI/sexuality and other related issues.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

**Response:** A. All four of the above

<b>File Description</b>	<b>Document</b>
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 1253.46

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
674.26	4.65	115.84	346.96	111.75

<b>File Description</b>	<b>Document</b>
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4.2

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

Khalsa College has always looked forward to a significant and important relationship with its alumni. College has a registered Alumni Association. The main objective of the Association is to communicate with alumni and strengthen their bond with the college and update the relevant information. The Alumni have been nominated as member of various academic bodies of the college, thus, contributing towards the curriculum development etc.

The alumni are invited for various College events and programs organized from time to time and the alumni meet, conducted every year. Interactive meetings with the alumni are also organized by the departments, where alumni interact with students to make them aware about the career options and future choices pertaining to academic pursuit or vocational engagement. As a result of continuous efforts, our Alumni has provided scholarships for needy students during the last five years.

Khalsa Global Reach Skill Development Centre of Khalsa College constructed with financial aid provided by one of the alumni Dr. Bakhshish Singh Sandhu, provides skill development training to the students. The Centre is at present running short term certificate courses. So far more than 2000 students have been trained from this center. The SDC has been granted Skill hub under PMKVY 4.0.

The Centre for Competitive Examinations housed in SDC Centre provides coaching for competitive examinations such as IAS, PCS, Bank PO, NDA, CDS, SSB, SSC and other competitive examinations

The postgraduate meritorious alumni are nominated as member of Boards of Studies of the college. Their feedback and suggestions serve as an objective tool to introduce need based changes in the syllabi and help in further strengthening of the academic environment. A long list of renowned and eminent alumni who have made a mark in diverse fields and have contributed for continued development of their alma mater. Some of the renowned alumni of the college in different fields are:

<b>Padmasree Awardees</b>	<ul style="list-style-type: none"> <li>• Balbir Singh Sr. (Hockey)</li> <li>• Bahadur Singh (Athletics)</li> <li>• Kartar Singh (Wrestling)</li> <li>• Bishan Singh Bedi (Cricket)</li> </ul>
<b>Arjuna Awardees</b>	<ul style="list-style-type: none"> <li>• Parveen Kumar (Athletics)</li> <li>• Gurbaksh Singh (Volleyball)</li> <li>• Balwinder Singh (Athletics)</li> </ul>
<b>Olympians</b>	<ul style="list-style-type: none"> <li>• Balbir Singh Sr. (Hockey)</li> <li>• Bahadur Singh (Athletics)</li> <li>• Kartar Singh (Wrestling)</li> <li>• Bishan Singh Bedi (Cricket)</li> <li>• Gurbhachan Singh (Athletics)</li> <li>• Balwinder Singh Shammi (Hockey)</li> </ul>



	<ul style="list-style-type: none"> <li>• Parveen Kumar (Athletics),</li> <li>• Gurbaksh Singh (Volleyball)</li> <li>• Balwinder Singh (Athletics)</li> </ul>
<b>Academicians</b>	<ul style="list-style-type: none"> <li>• Dr. Khem Singh Gill, Former VC, PAU, Ludhiana ,</li> <li>• Dr. B.S. Dhillon Former VC, PAU, Ludhiana.</li> <li>• Dr. K.S. Aulakh, Former VC, PAU, Ludhiana.</li> <li>• Dr. BS Samundri, Founder VC, GNDU, Amritsar.</li> <li>• Dr. H.S. Soch, Former VC GNDU, Amritsar.</li> <li>• Prof. Arvind, VC, Punjabi University, Patiala.</li> <li>• Dr. S.S. Negi, VC, Horticulture University, Solan.</li> <li>• Dr. N.S. Randhawa, Former DG, ICAR</li> <li>• Dr. Rabinder Kumar Rampal Former Director Agriculture, Punjab</li> <li>• Dr. K.S. Thind, former Registrar, GNDU, Amritsar.</li> <li>• Dr. Gurbaksh Singh Shergill, Former Chairman, Punjab School Education Board.</li> <li>• Prof. S.S. Sekhon</li> <li>• Mulk Raj Anand</li> <li>• Ishwar Chander Nanda</li> </ul>
<b>Theatre</b>	<ul style="list-style-type: none"> <li>• Bhasham Sahni (Noted Film Actor)</li> <li>• Rajeev Thakur ( Standup Comedian)</li> <li>• Kewal Dhaliwal (Theatre)</li> <li>• Atamjeet Singh (Theatre)</li> <li>• Yash Sharma (Films)</li> <li>• Parveen Kumar ( Film &amp; TV Artist)</li> <li>• Lakhwinder Wadali (Singer)</li> <li>• Arwinder Singh Bhatti (News Reader &amp; Cine Artist)</li> <li>• Amrinder Gill (Singer)</li> <li>• Ranjeet Bawa (Singer)</li> </ul>
<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:**

Khalsa College, Amritsar envisions itself among the topmost institutions of the country and across the globe. The vision of the college is to strengthen its existing foundation of value-based education that enhances the quality and equity of the learning experience by inculcating scientific temper and moral values to transform students into men and women who can demonstrate integration, compassion in their personal lives and competence, commitment and innovation in their professional lives. The college has experienced sustained institutional growth over the years, driven by its unwavering commitment to academic excellence and holistic development of its students. The college's focus on innovation, research and community engagement has helped it maintain its position as a premier educational institution in the region.

The implementation of NEP 2020 and sustainable institutional growth match well with the vision and mission of College to “focus on transformative education in the context of globalization and to provide opportunities for educational vocational, professional, social, linguistic and cultural development of students”.

The Academic Council and Governing Body of the College has resolved to implement the visionary National Education Policy (NEP) 2020, which aims to reform higher education by incorporating transformative and progressive changes in college curriculum from academic session 2023-24. The four year undergraduate research degree course with multiple entry and exit options as per NEP 2020 have been introduced from session 2023-24. The college has also adopted credit-based evaluation and grading system (CBES) across all programmes. All these measures have a common driving force of delivering quality, need based and practical education to stimulate critical thinking, creativity and scientific temperament and thereby transforming students into individual who are ready to take on immediate challenges posted by the world outside.

The administration is decentralised to a great extent by the delegation of responsibilities to Dean Academic Affairs, Deans of various faculties, Registrar, Heads of various departments, Co-ordinators and Directors. There are various committees to run the affairs of the college with teachers and students as its members. These committees meet periodically to plan, execute, monitor and review the activities of the college.

The process of decision making in the college involves the statutory bodies such as Governing Body, Academic Council, IQAC and Departmental Board of Studies. The college ensures the participation of teachers in different decision-making bodies to promote inclusive governance. The representative faculty members are thus involved in various stages of administration, consultation, planning and execution. The

syllabi and curriculum are reviewed periodically to deliver quality education to the students. The faculty members, alumni, industry experts and students as members of the statutory bodies are actively involved in the review of various syllabi and curricula.

To further encourage collaborative decision-making, teachers are assigned administrative duties in addition to their teaching work loads. These include Dean Academic Affairs, Deans of Faculties, IQAC Coordinator, Controller of Examinations, Heads of Departments, Placement Officer and members of other institutional committees.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Khalsa College, Amritsar has a visionary plan for its expansion and diversification which focuses on overall development with the upgradation of various facilities and infrastructure. Khalsa College has well laid down policies for its smooth functioning. All of these policies have been framed as per directions of Academic Council and Governing Body in line with the guidelines of affiliating university, state government and UGC. The institution takes its responsibility for social well-being seriously through well-formulated policies on environment, anti-ragging, HR, Research, Student Support, Welfare Measures, IT, Infrastructure and Code of Conduct etc. The policies are regularly reviewed and revised using feedback analysis reports, ensuring a systematic and high-quality functioning of the college.

The College has laid down well-drafted five year Strategic/Perspective plan from 2018-2023. The plan drives its inspiration for achieving greater glory and progression for its stake holders. The thrust areas of the plan include

- **Curriculum Development**
- **Up gradation of Class Rooms, Library and Physical Infrastructure**
- **Research Development/Industrial and Research Collaborations**
- **Resource Management**
- **Waste management and Recycling**

The college has a strong organizational structure comprising both of statutory and non-statutory bodies that work together to implement policies and procedures in compliance with guidelines from the government, UGC, Academic Council, Governing Body and affiliating university. The statutory bodies including the Governing Body, Academic Council and Finance Committee are responsible for overseeing the college's overall functioning and decision-making processes. The non-statutory bodies which include Internal Quality Assurance Cell, Grievance Redressal Cell, Anti Ragging Cell along with other committees ensure effective implementation of policies and procedures to instil a safe and inclusive learning environment for all its stakeholders.

- The **Governing Body** provides strategic guidance and ensure effective governance.
- The **Principal** provides visionary leadership to the institution.
- The **Dean, Academic Affairs** provides academic leadership and ensures that the college's academic policies and procedures as directed by Academic Council and Governing Body are effectively implemented.
- The **Registrar** manages the administrative and operational activities of the college and ensures compliance with regulations and policies.
- The **Internal Quality Assurance Cell (IQAC)** plays a vital role in maintaining and enhancing the quality of education.
- The **Controller of Examination** is responsible for the smooth conduct of examinations ensuring fairness and transparency in the evaluation process.
- The **Bursar** oversees the college's financial operations and ensures that the college's financial resources are effectively managed and utilized.
- The **Academic Council and Board of Studies** oversee and ensure that the curriculum meets the highest standards of quality education.
- The **Administrative staff** members provide essential support services.

The college has a well-defined recruitment and promotion policy for its teaching and non teaching staff. The staff under Grant-in Aid Scheme of Punjab government is governed by service rules and regulations of the University/State Government and UGC. The institution also manages Human Resource development through its IQAC based on norms laid down by affiliating University or UGC/DPI/Government. The selection, recruitment and promotion of the staff are in accordance with the State Government/UGC/University norms. The new faculty appointments are made giving preference to Ph.D. candidates.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** A. All of the above

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

### 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:**

Khalsa College , Amritsar follows a comprehensive mechanism of appraisal of teaching staff thorough a well-documented performance-based appraisal system (PBAS). The process includes self-evaluation, student feedback, peer evaluation and evaluation by expert committee. The performance of the faculty is assessed on the parameters of Teaching Abilities, Research Contributions, Administrative responsibilities etc.

The non-teaching staff is assessed by respective heads of departments on the basis of their competence, behaviour, quality and time bound work performance. The recommendations are forwarded to the competent authority of the college and based on the performance, increments, promotions and subsequent job assignments are given.

The college efficiently implements the following welfare schemes for the both teaching and non-teaching faculty.

- Duty leave for pursuing higher degree, for attending Conference,

- Permission to attend FDP's such as Orientation programmes, Refresher courses and short term courses etc..
- Contribution by management in Provident Fund, gratuity and Leave Encashment for the employees of the institution.
- Group Insurance Scheme
- Staff Club for various welfare measures
- Periodical Organization of Orientation/Enrichment programs, Seminars, Guest lectures, Workshops and Conferences.
- Honouring of staff with awards and monetary incentives for their contributions in Teaching and Research.
- Medical Facility at Health Centre and OPD facility at Physiotherapy department of the college
- Providing Wi-Fi facility, computer and printing facility and staff rooms for faculty members
- Automation of attendance and leave using biometric system
- Provision of Smart boards in classrooms for facilitating the faculty to use latest technology for delivering the lectures effectively
- Encouraging non-doctoral staff members for Ph.D. program
- Providing an official Email ID to all staff members for official communication (college domain name)
- Advanced and licensed software's are provided for enhancing the professional skill sets of the faculty
- 24 hour power back-up (100%) through solar power plants, Gurudwara Sahib, ATM Facility, Canteen facility at subsidized rates and free Parking for college staff.

Khalsa College, Amritsar provides all the assistance to its faculty for career progression. The Faculty Development programmes and Capacity Building trainings are conducted for teaching and non teaching staff. There are regular workshops on ICT tools for effective teaching-learning. The teachers are encouraged to publish their research findings in the journals of repute. The faculty is promoted to higher grade through Career Advancement Scheme as per State Government/UGC/University norms. The annual increments to all faculty members are given as per UGC/State government norms

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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:** 60.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	166	117	299	223

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

#### Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

**Response:** 43.16

##### 6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
163	129	128	132	139

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

#### **Response:**

Khalsa College, Amritsar deploys all the strategies for the mobilisation of funds other than salary and fees. The College has a committee which is in a constant pursuit of looking in at various government resources. The committee applies for grants to different funding agencies viz. UGC, DST, SERB, DBT, CSIR, ICSSR, ICAR etc. These initiatives stemmed the generation of UGC's grants worth **Rs. 4.5 lacs from XII Plan, Rs. 4.9 lacs for construction of women hostel under XI Plan, Rs. 13.18 lacs from Parmarsh scheme, Rs. 1.5 crores from UGC-CPE Phase-III scheme.** Khalsa College was also sanctioned a grant of **Rs. 70 lacs under DST-FIST scheme. ICSSR grant generated a corpus of Rs. 50 thousand for funding its research journal SANVAD, Rs. 1.75 lacs as travel grant and another Rs.1.5 lacs as research grant. DST under SERB scheme** has also funded the college with research grant. The faculty is also encouraged to apply for the research projects to the various funding agencies.

Khalsa College has also received donations from its well-established **alumni.** This is evident from their contribution of **Rs.12.53 crores for supporting infrastructure** and another **Rs. 48.26 lakhs as endowment fund for scholarships** to needy students.

The College also generates funds through the following

1. The College allows using its infrastructure to various agencies conducting examinations. These manoeuvres attract periodic generation of funds for the college.



2. Contractual lending of canteens, food courts, hostel mess, parking spaces, shops etc. are periodically reviewed and rented to mobilize funds.
3. The College has created enough corpus which attracts funds in the form of savings account and fixed deposit interests.
4. The College earns funds through OPD services of Physiotherapy department.
5. The College also attracts handsome income from agriculture produce. The organic fruits and vegetable are sold to generate funds for the college.

### OPTIMAL UTILIZATION OF RESOURCES

Khalsa College has a well established procedure for optimal utilization of resources. The college has developed a sizeable infrastructure over the last five years as per the need. New blocks, classrooms, laboratories have been added. New equipments have been purchased and other facilities have been either created or renovated. The college has constituted a Purchase Committee which sanctions and accords the necessary approvals for purchase and maintenance. The requirements of various departments are submitted to the purchase committee which consents its approval after deliberations and reviewing the necessity of purchase. The departments and other branches are also allocated an annual budget to cater its recurring and non-recurring requirements.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 6.4.2

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

**Response:** 48.27

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.48	2.83	6.13	18.83	20

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

#### **Response:**

Khalsa College, Amritsar has an extremely efficient and transparent mechanism of accounting. The college conducts internal and external audits for both Government and Non government funds regularly. All accounts are maintained through e-governance software.

The College has a well-established internal audit system involving account office, Bursar and internal auditors. All the expenditures are pre audited by Accounts Office and approved. The management sends a team to conduct the internal audit of the accounts every year. They verify bills, vouchers, receipts, cash books, asset registers etc. Objections, if any, are asked to be rectified within the stipulated time. The internal auditors after verification of the records, submit a report both to the Principal and the management. The management takes necessary steps on the basis of audit report to make the system more transparent and accountable.

The statutory audits are conducted by M/s Sehgal, Khanna, Mundra, Mehra and Co., a reputable Chartered Accountant firm. They are responsible for conducting the external audit of accounts of the college. They meticulously examine all relevant documents to ensure accuracy and completeness before submitting the final return for the financial year.

Khalsa College, Amritsar receives 95% of salary grant from the Punjab government. The state government conducts regular external audits by a statutory auditor appointed by the Accountant General of Punjab. In addition, the Director Public Instructions, Punjab also conducts the audit periodically.

The funds received from the other funding agencies like UGC, DST-FIST, ICSSR etc. are also subject to the internal as well as external audits. The utilization certificates are prepared and checked by Accounts branch. These utilizations are duly audited by the official chartered accountant and are further submitted

to the funding agency. The funding agency audits the accounts and issues a No objection Certificate for the grant disbursed.

The audit objections are rectified by the accounts department and a report with explanation is submitted to the College Finance Committee. The Action Taken Report is also sent to the auditor for final approval. Effective measures are taken to improvise the existing system and it ensures that books of accounts are maintained properly. Financial information on expenditures is analyzed against productivity / performance data. Internal Control System is periodically monitored by External and Internal Auditors. Internal and External Audit control is placed with strong suit to screen the Assets of the Institution and also testify to its transparency in financial matters.

The College has constituted finance committee which meets regularly to take major financial decisions. Audit objections raised are regularly discussed in the finance committee and rectified. The annual budget is presented during the committee meeting at the conclusion of the academic year. Thus, the institution abides by the stipulated economic policies of UGC, Central and State governments

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The IQAC has implemented multiple incremental measures to ensure the continuous professional development and quality of the institution.

The main thrust areas where IQAC has contributed significantly are

- Academics and Research
- Infrastructure and Library
- Signing in MOUs with reputed institutions for faculty exchange and research collaborations
- Career guidance and placement cells.
  
- Skill based programmes.
- Health facilities
- E-governance and IT facilities
- Internal assessment
- Solar panels and Green Campus

Best Practices institutionalized as a result of IQAC initiatives are:

### **FOSTERING ACADEMIC/RESEARCH ENVIRONMENT IN THE COLLEGE**

1. By organizing seminars, invited talks, conferences, faculty development / enrichment programmes. A total of **265** seminars/workshops etc. were conducted during the assessment period as compared to lesser numbers of seminars / workshops conducted during 2012-17.
2. The college has introduced several new courses such as M.Phil degrees, P.G. Courses in Food Science & Technology, Bio-Technology, Agriculture, Physiotherapy, Arts, U.G. Courses in Social Sciences, Journalism, Fashion Designing, Commerce, B.Voc and a significant number of diploma, certificate and skill development courses. IQAC has been actively engaged in curriculum restructuring viz. upgrading syllabi in tune with the latest advancements, implementing CBEGS and NEP-2020 etc.
3. Signing in MoU's with National / Inter-National institutions for student internships, faculty exchange and research collaborations. **Twenty six** MOUs have been signed with reputed institution.

IQAC has taken several initiatives to promote research which include purchase of research equipments, starting research journals, providing financial support for research projects and to attend national and international conferences, recognition and awards for publications and waivers in registration fee and travel fares. As a result there is significant increase in the publications. A total of **512** research papers and **279** books / book chapters have been published by the faculty during the last five years. The h index lies between **1-23**. The total Scopus citations are **1627** and Web of Science citations are **1423**. The college has established Central instrument Facility to promote interdisciplinary research. The college has also constituted Best Teacher and Best Researcher award to foster academic and research environment. A seed money for carrying out the research is given to the winners of these awards.

### **AUDITS and REVIEWS**

IQAC cell has initiated the following internal and external audit systems for evolving Khalsa College into an institution of academic and administrative brilliance.

1. An external **Academic and Administrative Audit (AAA)** is conducted every year to produce, assure and regularly improve the quality of teaching and learning. Based on the audit reports,

follow up actions and necessary measures are taken.

2. The **Green and Energy Audits** have been conducted by M/s Eco Paryavarn Laboratories and Consultants Pvt. Ltd. with an aim to promote green practices and sustainability in the campus.
3. **Gender Audit** has been conducted twice during the assesment period to identify strengths and weaknesses in promoting gender equality issues.
4. A College **Eat Right Campus** Canteen Audit was conducted to promote safe, healthy and sustainable food in campus.
5. The college has been reconferred with **UGC's Autonomous status** in 2019.
6. An external **UGC-CPE Audit** was conducted in 2018.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

### **Response:**

The Internal Quality Assurance Cell of Khalsa College plays a coordinating and facilitating role among the various wings of college to ensure quality and excellence. The academic calendar is prepared at the beginning of every year. The academic calendar is a ready reckoner for all the academic and extracurricular activities of the college. The faculty members plan their teaching accordingly by dividing the syllabus term wise. The course syllabi are constantly updated for effective achievement of Course outcomes (CO), Programme Outcomes (PO), and Programme Specific Outcomes (PSO). The classrooms are equipped with ICT facilities to enhance the teaching-learning experience. Initial feedback from students is collected to assess the level of teaching and learning which is used to make necessary changes in the curriculum delivery.

IQAC facilitates the following institutional reviews and implementation of teaching-learning reforms.

### **1. EVALUATION OF TEACHING LEARNING PROCESS THROUGH FEEDBACKS**

The IQAC collects feedback on the teaching-learning and evaluation processes, analyse it and corresponding measures are taken to enhance the academic environment in the campus.

- Student's feedback on teacher's performance is obtained every semester through tutorial groups in an offline mode.
- Various stakeholders such as students, teachers, alumni and employers provide feedback on the

curriculum. The IQAC cell assimilates the data, draw justified conclusions and forward the same to the principal.

- The college results are analysed by IQAC at the institutional level, by Heads of Departments and faculty members at departmental level and appropriate decisions are taken for improvements in identified areas.

The analysis helps to refine the teaching methods or identify students who require additional support. Slow learners are supplemented with extra classes and individual teacher support. Fast learners are given special attention to facilitate them to excel in examinations.

Overall, result analysis helps to ensures achievement of highest academic standards and student's preparedness for success in their careers.

## 2. UTILIZATION AND ENHANCEMENT OF ICT INFRASTRUCTURE

Khalsa College, Amritsar has made significant investments in ICT infrastructure and continues to explore new ways to leverage technology to enhance its operations and academic offerings.

- The ICT infrastructure includes a high-speed network, advanced computing facilities and a range of software and tools to support teaching, learning and research activities. It also provides access to the latest technologies and resources to its students and faculty members.
- The use of ICT infrastructure is evident in various areas such as e-learning platforms, online library resources and student information systems. The institution has adopted blended learning, where digital and traditional teaching methods are combined to enhance the learning experience for students.
- Several administrative systems such as Enterprise Resource Planning (ERP) systems, have improved the efficiency of the institution's administrative processes. These systems have automated various functions such as student admission, fee management and examination management.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**

**6. Any other quality audit recognized by state, national or international agencies****Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Khalsa College believes in promoting equality, inclusivity and dignity to ascertain safe, conducive environment for gender equity which is amply reflected in the composition of students and staff. Gender equity and sensitivity is also ensured through organizing Workshops/Seminars/Talks, to foster changes in individual's behavior and attitudes; thus, making the campus gender responsive. Gender equity is promoted through encouraging leadership roles by both male and female students in various committees. Gender sensitization in the campus is also encouraged through identifying Gender Champions.

#### **Curricular Inclusions**

- A number of courses (150) are being offered in the curriculum that address gender related issues
- The college has 2576 girl students and 196 female faculty members on roll which form 63% of the total faculty .
- Women Faculty are appointed in administrative positions such as Deans, HoDs, Governing Body and Academic Council members

#### **Co- Curricular Initiatives**

- Gender Sensitization Programs like Gender Champion Programme, Internal Complaints Committee, Anti-Ragging Cell and Grievance Redressal Cell address gender related issues
- The Student Induction Programmes include discussions on Gender awareness, Safety and security measures, anti-ragging, and anti-sexual harassment.
- The girls students are recruited in both NCC and NSS units.

#### **Other Activities**

- There is the office of Dean Students Welfare (boys) and Dean Students Welfare (girls).
- Gender equity at classroom level is ensured by electing a boy and a girl each as gender champions.
- The gender audit is conducted to understand the composition and representation of male/female ratio at various levels
- College has formulated Gender equity policy and is implemented strictly.

#### **Facilities for Women on Campus**



- For safety measures 95 surveillance cameras are installed at different places in the campus
- Entry at gates is closely monitored by the security personnel
- Identity cards are compulsory for staff and students
- Registers at the gate maintain a record of visitors to the campus
- Separate hostel facilities for girls and boys are provided with security personnel
- The issues pertaining to the emotional and psychological well-being of the female students are addressed by psychiatrist/psychologist.
- The institute has a well-established and functional system for student support and mentoring (personal, academic, and career counseling) i.e. Mentor-Mentee Program.
- Special care has been given to female students and staff by providing facilities such as, common rooms, sanitary pad incarcinating machines, ambulance on call and restrooms.

#### IV. Other initiatives

- Zero Tolerance Policy is in place to avert any kind of discrimination or violence.
- Celebration of important days such as International Women's Day, Breastfeeding Week, Women Entrepreneurship Development Programmes to empower women.
- Confidence Building training and Skill Development programs are organized.
- NCC conducts annual self-defence workshop to empower its female students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:**

- **Solid Waste Management**

Khalsa College has achieved “zero waste” through its belief in the ideology of "reduce-reuse-recycle". The majority of the plantation on the campus is organically nurtured from the vermicompost produced from the campus's biowaste. Vermi-compost and manure are produced on the campus from the bio-waste of the College as organic nutrients for the plantations, with the firm endeavour to promote recycling of waste and disseminate organic farming practice. The produced vermicompost is very rich in both micro- and macronutrients like Ca, Mg, Zn, B, P, K, N, etc., useful soil microorganisms (nitrogen-fixing bacteria and phosphate-solubilizing bacteria) and plant growth promoters and hormones such as auxins, gibberellins and cytokinins and therefore can be used as an organic fertilizer for proper growth of plants. It can also be used as a replacement to harmful inorganic fertilizers.

Solid waste also includes papers, cups bottles, grasses, leaves etc. Semi-solid waste includes food waste from Hostel mess, FYM (cow dung and urine). Papers, cups and bottles after segregation, are picked by NGO Finish for recycling. Semi- solid waste from hostel messes directly goes to the piggery farm of the College. Grasses, leaves and other straw material along with Dairy waste goes to composting unit where it is decomposed as aerobic, anaerobic, and vermin-composting.

- **Plastic Free Campus**

The college campus is plastic free. No plastic is used in canteens, hostel messes and other places in

campus. The plastic crushing machines have been installed at various places in the campus.

- **Liquid Waste Management**

The College adheres to a strict protocol of liquid waste disposal in its laboratories. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The liquid waste is segregated into organic and inorganic waste. Inorganic wastes such as concentrated acidic or alkaline solutions are neutralized and diluted before disposal. Liquid waste also includes water drained from water purifying system. This water is directly consumed for irrigation purposes and gardening lawns. Liquid waste from dairy is collected in a pit and mixed with irrigation water for irrigating crops.

- **Biomedical Waste Management**

Biomedical waste includes waste from labs of Botany, Zoology and Health Centre etc. it is collected by NGO Finish for safe disposal as per Govt. rules.

- **E-waste Management**

The institute gives its E-waste created to the approved government registered company “Attero Recycling” which buys the pieces and reuse the helpful parts. This government registered company has picked up **2170 kgs** of e-waste from the college and was disposed off in an environment friendly manner. There has been a critical endeavour towards E-waste management, ensuring that no discarded computers or printers are lying idle in the office premises. MOU with NEBERO has been signed to ensure the efficient management of E-waste.

- **Waste recycling**

Biodegradable waste is recycled in Agriculture field after proper composting. Non-bio-degradable material is recycled by NGO Finish. Certain departments like Youth Welfare & Cultural Activities prefer to use waste material like condemned furniture, old magazines, iron frames of flex boards and sanitary pipes for preparing theatre sets, fine arts installation, Collage etc

- **Hazardous Chemicals and Radioactive Waste management**

No hazardous chemicals and radioactive materials are used in any laboratory in the college. Only student samples of beta and gamma sources are used which are stored in lead assembly.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4

**Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.5****Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

A Nation's growth starts from its educational institutions, where the ecology is thought as a prime factor of development associated with environment. Khalsa College believes that a clean and healthy environment aids effective learning and provides a conducive learning environment. To preserve the environment within the campus the college has taken several initiatives that include, restricted entry of automobiles, promoting use of bicycles/ Battery-powered vehicles, providing pedestrian-friendly pathways, Ban on use of plastic and proper landscaping etc.

The college has green vegetation and vast lush green playgrounds and fields. To keep the campus clean and green, the college takes various measures such as planting of trees and plants, creation/expansion of grounds, infrastructure development without disturbing the green cover, rain water harvesting, energy conservation by use of solar energy and recycling/ management of waste. The college has large green cover for carbon neutrality and it keeps on increasing this cover by regular plantation drives in and around the campus.

- The college motivates the staff and the students towards pollution free environment by encouraging the use of bicycles, e-rickshaws and public transport. The initiative is to help in less

emission of carbon which in turn will help in maintaining pollution free environment. The college tries to ensure that the staff and students who commute on personal vehicle should park their vehicles in the respective allotted parking space. The vehicles owned by the staff and students must also carry pollution check stickers. The visitors who bring their vehicles have parking areas allotted for them. There is a restricted entry of 150 metres from the entrance for visitor vehicles.

- There is also an initiative to introduce battery operated vehicles within the campus. This helps in control of pollution within the campus. It also creates a healthy environment within the campus. The management and the college authorities are promoting use of electronic operated vehicles within the campus.
- The college has constructed pedestrian friendly pathways in the campus. The students are motivated for the minimum use of vehicles and commute in the campus on the pedestrian pathways.
- Khalsa College has banned single use plastic in the campus. The college policy aims to build up a cleaner and greener earth free from harmful plastics. The measures adopted are ban on use of single-use plastics in college premises, hostel and canteen, organise workshops inside and outside the campus to create awareness on the harmful impacts of plastic, strictly avoid bringing non-biodegradable items inside the campus, use of alternative sources like switching over to cloth bags, paper pens and providing drinking water facility in order to avoid plastic water bottles inside the campus. The waste generated is segregated at the source and the segregated wastes is sent to authorized waste processing centres or disposal facilities or deposition centres through the authorized waste collection agency. All events organised inside the campus follow plastic ban guidelines. Plastic crushing machines have been installed at various points in the campus.
- The college has a well defined landscape policy. The beautiful and sprawling campus is maintained by a team of gardeners. The Dept. of Agriculture is responsible for upkeep and landscaping of the campus. A large number of species of trees have been planted in the campus making it a green campus.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

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

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:**

Khalsa College is one of the few colleges in the region which has whole hearted support for education for differently abled students. The institution has disabled friendly barrier free environment. Over the years, the college has tried to establish the right approach for facilitating the education of the differently abled students.

The college tries to create barrier free access to all offices, classrooms, departments, hostels, library to all divyangjan students and staff so that the students can work in friendly environment. It is ensured that no discrimination is done on the ground of disability. The college also provides assistance devices to enhance independence for its especially abled students. The assistance in the form of website support for the partially impaired, braille assisted keyboards, calculators etc are available in the campus. To create awareness and empathy among the general populace workshops, conferences and seminars on disability are conducted regularly. All statutory requirements for persons with disabilities in the admission, teaching, learning and employment process are fulfilled.

#### Facilities:-

- Physical facilities: - the college has created lift facilities for the students with disability. Similarly ramp facilities have been created for the students.
- Disabled- friendly washrooms:- All the buildings have special lavatory facilities for the differently abled students.
- Human assistance:-Scribes are arranged during the internal and end semester examinations. All the students who face difficulty in writing examination directly either due to the non-functional eyesight or non-functional limbs are permitted with reasonable restrictions, to employ scribes to take dictation from them and complete the written exam without hassle. The differently abled students are also given additional time of 20 minutes per hour to complete the exam.
- Special skill development classes are arranged for the differently abled students especially in the field of computers and music. The emphasis is on creating right kind of environment for the differently abled so that they are acquainted with the latest in the fields of knowledge and technology. An MOU has been finalized with the Pingalwara, a non-profit NGO in AMRITSAR where divyangjan students are given free of cost training in the field of computers under skill development centre initiative.
- Special input sessions are arranged for the differently abled students like Career Guidance, personality development, guidance and counselling etc.
- A separate reading room for divyangjan students has been created in the central library.
- The college aims to increase provisions for infrastructure facility (like the ramps, rails, wheel chair, apps to support teaching learning in the library.
- Observance of important days and inclusion of disabled in college functions is encouraged so that issues can be addressed and awareness created among the general students.
- College strives to offer more motivational talks, webinars and conferences related to divyangjan.
- Softwares like daisy are encouraged among the divyangjan students so that they can learn new techniques and practices.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 7.1.8

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

**Response:**

Khalsa College with its inclusive environment, has inculcated harmony towards cultural, regional, linguistic, communal and socio-economic diversities. It is committed to nurture spirit of oneness and inclusiveness in a spirit of universal brotherhood.

The efforts of the college for providing an inclusive environment are visible in the followings.

- The College admits students from all religions, castes and creeds and does not discriminate on the basis of region or state. The students are encouraged to participate in various academic, sports and cultural activities collectively. Many of our award winner students are from different religions and belong to different parts of the country. The college has opted for an inclusive, universal and holistic approach.
- For nurturing communal harmony, the college celebrates all major Indian festivals like Lohri, Diwali, Poshan Pakhwada and gurpurabs; National days like Independence Day, Republic Day, Rashtri Ekta Divas, Communal Harmony Campaign Week, Azadi Ka Amrit Mahotsav and Youth Empowerment Day. International days like World Theatre Day, International Yoga Day, National Women's Day, World Earth Day, Vanmahautsav
- For promotion of languages, the college has a Language Lab dedicated to help students improve their language skills. The college observes National Hindi Day, observes mother tongue week by organising 'Sahit-Utsav' which includes Exhibitions, Seminars and Talks etc. in addition, the college conducts an add-on course in Urdu, organizes Book Fair and exhibition of books on different languages.
- Socio-economic inclusivity is through the observation on Cleanliness and hygiene, providing Institutional scholarships, freeships and fee concessions; observing Sadbhawna Diwas, Shramdaan Day, Environment Day and Vanmahautsav.
- The College contributes to national development by offering wide range of courses catering to the needs of various sections of society. Students opt for elective subjects like Political Science, Sociology and Public Administration to study the Constitutional Obligations. Faculty from around the world visit Sikh History and Research Centre on regular basis to inculcate moral values through divinity.
- The institution's well-articulated Code of Conduct and Policies on the Divyangjan, Gender Equity, Grievance Redressal and Community Extension Activities are formal efforts to foster inclusiveness
- The committees constituted in the campus like Grievance Redressal Cell, Anti Sexual Harassment Cell, Internal Compliance Committee, Minority Cell, SC/ST Cell, Anti-Ragging Cell, Discipline Committee and Student Welfare Committee ensure justice, equality and inclusiveness of all in the campus
- Road safety awareness activities are held regularly on safe driving, traffic rules and Motor vehicles act.



- Sense of commitment towards nation is instilled through participation in Swachh Bharat Abhiyaan by NCC cadets and volunteers of NSS
- Participation in Pre-Republic Day parade camps and National integration camps is encouraged among NCC cadets.

These efforts are to promote and celebrate the pluralistic fabric of the nation.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

#### **Response:**

Khalsa College believes in creating holistic citizens and organizes various programmes to sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities of the citizens. Instilling and inculcating values amongst students is a primary objective of the College.

The students and the staff are motivated to adopt ethical values, follow rights and duties and create responsible citizens of the nation. The code of conduct committee chalks out a program for the whole session where seminars, workshops are held to create awareness about the constitution. There are various activities organized through societies and departments like Reading articles, engaging in debates and discussions and working together on group presentations and assignments which help students form their own perceptions and respect the diverse viewpoints of others. Mentor-mentee program use distinct methods like talks and films to initiate new perspectives for discussion and debates among students. Moreover, the reinforcement and implementation of these values is through Tutorials a compulsory activity during their study in college.

The curriculum is a major initiative by which students can be made aware about the values, rights, duties and responsibilities. The curriculum has been incorporated with the fundamental rights and duties articulated in the Indian Constitution. The Value Education sensitizes the college students on ethical and

responsible citizenship. It encourages them to live ethically and positively by considering the Self, Society, Nation and Entire Nature

Other associations like Rotaract Clubs, Societies, NCC and NSS help them in not only organizing events but also co-operating with the students of other streams. This creates a spirit of sportsmanship and companionship among students. Equal opportunities are given to both boys and girls by which they can be sensitized regarding the gender issues by joining national camps and RD

Independence Day, Republic Day and Constitution Day are celebrated to foster patriotic zeal and civic responsibility among the employees and students. The Constitution Day is celebrated by organising Seminars highlighting the seven fundamental rights, directive principles and fundamental duties.

Employees of the college passionately participate in election duties. It is a national duty for the staff and they are motivated enough to undertake this process seriously and with dedication. National Voters Day is celebrated to create awareness among the students for their national duties. Regular voter id registration camps are also organized so that new voters can be added to the electoral rolls. The College has constituted electoral literary club to make the students aware of their constitution rights and duty to vote.

The alumni of the college have contributed very generously to nurture a strong value system and raise responsible citizens. Regular alumni meets are held where the old and the new students interact to share their experiences in the college. This kind of exercise can help to motivate each other to reach the shared goals of the college.

Therefore the college caters to the requirements of creating right environment for students and staff so that they can nurture into a responsible citizen of the country.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.10

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 – I**

##### **1. Title of the Practice: OUT REACH PROGRAMS**

##### **2. Objectives of the Practice:**

- Provide services to the population which are less approachable to the masses.
- Imbibe the learnings taught by the Gurus for the benefit of the community and the country in the students.

##### **3. The Context:**

The multidimensional issues involve heterogeneous population having multiple problems of different

magnitudes. The most important challenges are to manage the resources and reach out to the general public. Therefore the focus is on the use of physical, academic and administrative infrastructure and the issues of wider concern.

#### 4. The Practice:

The college fulfils its outreach programmes in the following manner:

- **Farmer Training Centre:** Since 1969, the College has been organizing more than 100 block level and district level camps annually in collaboration with state agriculture department.

**Table: Description of activities of Farmer Training Centre**

Type of the Camp	Number of Farmers Attended				
	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Mushroom Cultivation</b>	36	31	-	27	98
<b>Bee Keeping</b>	100	130	32	26	-
<b>Vermicomposting Training</b>	-	-	-	15	45
<b>Food Processing</b>	-	24	-	-	-
<b>Horticulture Training</b>	-	-	-	-	56

- **OPD and Treatment in Physiotherapy Department:** The College runs out-patient facility along with treatment using latest machinery in physiotherapy department for everyone at nominal charges of Rs. 10/- per visit as compared to Rs. 200 to 300 per visit charged by private physiotherapy centres .
- **Khalsa Diagnostic Lab:** The lab offers cheaper diagnostic tests than the market.

**Table:- Number of OPD/ Emergencies attended**

	2018-19	2019-20	2020-21	2021-22	2022-23
No. of OPD's	4476	3568	1615	5179	5010

- **Centre for Life Long Learning:** The Centre offers free three month certificate courses to provide training in cutting, tailoring, embroidery, food processing and preservation to economically weak women from nearby areas.
- **Scholarships for Needy Students:** The College provides 70 scholarships and fee concessions to meritorious and needy students .

**Table: Scholarship/fee Concession given to Students**

Particulars/ Category	Session				
	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Needy Students</b>	1092	1287	902	1067	1210
<b>Staff Cases</b>	16	7	9	11	9
<b>Cultural</b>	81	72	80	89	77

<b>Meritorious Students</b>	98	147	191	47	167
<b>NSS/NCC</b>	56	45	29	18	5
<b>Sports</b>	582	555	462	530	663
<b>Fatherless</b>	-	-	133	169	215
<b>Sibling</b>	-	-	39	29	34
<b>Students under student aid fund</b>	474	431	-	-	8

### 5. Evidence of Success:

- Most of the pass outs from the Centre for Life-long Learning are self-employed and successfully running their own business. As majority of them are women therefore, it has helped in gender upliftment through financial independence.
- There is an increase in number of patients every year in OPD
- There's an increased demand for farmer trainings and camps by farmers.
- Increase in number of SC/ST and girl students in the college.
- The diagnostic lab conducts tests at pocket friendly costs.

### 6. Problems Encountered and Resources Required:

- The college dispensary and physiotherapy departments find it difficult to fulfill the health care needs of all sections of the society.
- The farmer training center has limited space and resources to meet the aspirations of the farming community.
- The following resources are required for fulfilling the targets :
- Larger Farmer Training Centre with research and development facility, more manpower and increased annual budget.
- Multi-specialty hospital with inpatient facilities for at least 100 patients with latest medical equipment and machinery is required
- The dropout rate is another area of concern for the college.
- There is need for employment and placement opportunities for students of center for lifelong learning.

## BEST PRACTICE – II

### 1. Title of the Practice

Use of Information Technology for Administration and teaching or e-governance.

### 2. Objectives of the Practice

- To improve management/governance by helping exchange of information and communication transaction between management, faculty and students i.e. better co-ordination.
- To make administrative work systematic, quick and transparent by exchange of information among all stake holders.

**3. The Context::**

The challenging issue for implementation of e-governance in the institution is to collect data from widely spread departments at one place and maintain a communication network which can provide effective governance.

**4. Practice**

- A centralized e-governance office has been established in the administrative block of the college with two full time employees for uploading of information.
- An e-governance cell has been established in every department of the college with a teacher incharge of e-governance. one data entry operator and facilities like computer systems along with Wi-Fi internet facility. The data regarding inventory of the department, student strength, budget, future expansion plans e-lectures for students are uploaded regularly.
- In the initial years, the teaching and non-teaching staff members were trained for administration and usage of e-governance for administrative services. In the succeeding years, the attendance of staff, leaves and salary etc. have also been governed through e-governance.
- All the employees have been provided with e-governance account for sharing information from their department with the administration or students.
- The students have been provided e-governance user ID for downloading information regarding e-lectures, fee slips, lecture statements and award lists.
- The management of the college has administrative password for downloading information and on the basis of the same, suitable policy is framed from time to time to manage the affairs of the College.

**5. Evidence of Success:**

- The e-governance has become a useful tool for staff (salary statements, leave record, provident fund and notices), students (lecture statements, award lists, information about holidays, online lectures and results), Principal and Management for their diverse needs.
- The paper usage for the academic and administrative work in the campus has decreased significantly and evidence of success corroborated with constant upgradation of more services to the stake holders through e-governance.
- The admission process has expedited resulting in increase of college strength.
- Examination system has become more time efficient, effective and economical as all results are available online.

**6. Problems Encountered and Resources Required:**

- Training of staff members: As all the members of non-teaching were not computer literate/technology savvy, it required extra effort in the form of trainings by experts.
- The handling of huge data involving uploading and management is cumbersome job.
- The students from rural areas could not access their e-governance accounts due to lack of internet accessibility at their end.

## 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 vision and mission of Khalsa College Amritsar has originated from the farsightedness of its visionary founders. As the institution cherishes over 125 years of service, the institution has reaffirmed its vision of preserving its rich history and cultural heritage and making it a place of learning that would strive towards ever higher degree of excellence in the development of the mind and spirit. It has preserved its rich history and culture by establishing Sikh History and Research Centre that houses rare manuscripts, books, and a museum.

‘Sikh History Research Centre’ was established in Khalsa College Amritsar in the year 1930. Noted historian, S. Karam Singh was appointed the first In charge of this centre. With the passage of time, a grand building has been built in the Campus of Khalsa College.

In this centre, historic resources relating to Sikh history are available, beginning with the time period of Guru Nanak up to the present. These resources are in languages including Persian, Punjabi, and English. Generally, these have been collected by obtaining copies from Khudabakksh Library Patna, Rampur Raja Library Rampur (U.P.), Salarjung Museum Hyderabad, Sindhis office Puna, and the Jaipur State Archives department, as well as, from abroad, the India Office Library London.

The centre has a reference library which has a total of 6849 books. About 300 books were added in last five years. Apart from rare books, there are 601 manuscripts written in different languages in the department, including 207 texts in Punjabi, 11 Sanskrit and Hindi, 41 in Urdu, 219 in Persian and 123 in English. Apart from this 380 files of many important newspapers of Punjab in English, Punjabi, Urdu and Hindi, 90 files with cuttings of important news from newspapers, from 1904 till now have been preserved. There are 35 bindings of famous Punjabi magazines Phulwari, Gurmat Prakash, English Sikh Review, Link, Indian History Conference proceedings etc.

The coinage section of Centre has a collection of more than 300 coins. These coins pertain to ancient, early and medieval India, British India, British Empire and Independent India. Besides, several coins belong to colonial British Punjab including Sikh States, Jammu & Kashmir, Hyderabad and Mew

For the facilitation of research scholars, the Centre has undertaken the task of conserving rare documents. Over 325000 pages have already been digitized at the Centre as part of its first phase of a broader digitization project.

Restoration of manuscripts is an ongoing, in-house project. Digitization of paintings and art effects will be completed sometime in the future, and numerous articles are already on display in various galleries. The five galleries created inside the centre houses thousands of artefacts, books, manuscripts, paintings on Sikh religion, Sikh philosophy, culture, politics and the history of Punjab by establishing a reference

library and a gallery of thousands of manuscripts, rare books, portraits and paintings of great historical significance and value. Some of these have been brought here from the museum in Britain and Lahore. Several notable works including Gurbani Viakaran, a textual grammar of the Guru Granth Sahib, and 10 volumes of commentary of Guru Granth Sahib entitled Shri Guru Granth Sahib Darpan form part of the exhibits.

Many books and journals have been published by the Sikh History and Research Centre like **“Guru Nanak Darshan”**, **“Jang Namah”** by Qazi Nur Muhammad, **‘A History of Khalsa College’** (ISBN 978-81-927486-2-7) was basically written by Dr. Ganda Singh and published by Khalsa College Amritsar in 1949 for the first time, **“Bhai Nand Lal Ji Dian Rachnawan ate Sikh Phalsapha”** (ISBN 978-81-927486-8-9) is published by Khalsa College Amritsar in Dec. 2022,

The centre provides resources to various scholars, academicians who visit the Centre regularly from all parts of the world. These include scholars from Guru Nanak Dev University, Amritsar, Punjabi University, Patiala, Panjab University, Chandigarh, Jawahar Lal Nehru University, New Delhi, Indira Gandhi National Open University, New Delhi, ETH Zurich, University of Saskatchewan Saskatoon, Canada, Ehes Paris, University of North Carolina etc. Recently a FullBright Scholar from USA stayed here for three months to conduct the research on Punjab under Sikh empire.

There are different procedures of preventive & curative conservation to tackle the manuscripts like Mechanical Cleaning, Fumigation, Solvent Cleaning, Filling of Insect holes, Integration, Inking, and Improvement of flexibility. This is one of the distinctiveness which Khalsa College is proud of.

**Another distinctive feature is Khalsa Global Reach Skill development Centre** which provides specialized skill development courses for students. The college is following the National Policy on Skill Development devised by the Government of India to develop employable skills among the youth of the country through learning and producing workers adequately skilled to meet the requirements of industry. Skill Development Centre provides specialized skill development courses for students, which enable them to explore their potentials on various skills and get better placements in the job sector or become an entrepreneur.

The students enrolled under any course in Skill Development Centre are given both theory and practical training necessary for that course. All courses are being taught by well trained and experienced faculty members. These courses help the students to learn new skills and also to get expertise in various skills. The students enrolled in different skill courses learn new skills in accordance with the demand of work.

Skill development centre is successfully running four B.Voc courses approved by UGC under National Skill Qualification Framework. The college has been awarded Skill Hub by National Skill Development Corporation to impart skill training under Pradhan Mantri Kaushal Vikas Yojna 4.0. The centre also offers a number of short term (three to six months) courses for the training of students. The main thrust of these courses is to impart training, hands-on training sessions for skill updation of the students. The centre is providing specialized training on the subject for the students of Food Science and Technology, Agriculture, Biotechnology and Computer Science departments. Short term faculty training programme in Bakery, Dry Cakes, Cookies and Chocolates etc are being organized every year. The centre through its life-long learning programme is providing training to Needy women/Girls. With this training, while working from home they can earn more money to support their families.



<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Khalsa College, Amritsar, established in 1892, is a premier educational institution of North India which focuses on developing the multi-dimensional personality of the students, thus imbuing in them the confidence to compete with their counterparts from anywhere across the globe. In this college, education is for socio-economic mobility, future building, modernization blended with tradition and for self actualization. It is a place of learning where all strive towards excellence in the development of mind and spirit.

Khalsa College, Amritsar is the only educational institution to have within its campus, a Sikh History and Research Department with a museum. Started in 1930, this department has preserved rich material related to Sikh history, art, culture and religion. Rare hand written manuscripts, historical documents, journals and magazines have been carefully preserved here. Visitors are fascinated by photographs, antiques, books, weapons etc. which are on display in the museum. This department continues to monitor and record all day to day events related to Sikh politics, religion and other related matters. Research scholars from all over the world frequently visit this department in search of material for their research projects.

Khalsa College has always enjoyed an enviable position in the sports arena. A galaxy of sportsmen of Olympics, Commonwealth, Asian and National repute have been the proud products of this college. A large number of our students represent the country at international events and scores of them are champions at national, state, inter-varsity and inter-college level. Over the last few years, the motivation given to girls has prompted them to come forward and they have also competed at all levels and bagged laurels. The college provides the sports persons with free and special diets, fee concessions and even free boarding and lodging facilities. There is increase in financial assistance given to sports persons and for cultural activities every year. The Annual Sports Day is a much awaited event in which all the students and teachers participate enthusiastically.

Khalsa College has established its own Skill Development Centre housed in newly constructed Five storey building. The centre works under Director and imparts skill based courses to the students. Recently the centre has been recognised as Skill Hub under PMKVY 4.0. The college has also established a Centralized Instrument Facility where the faculty gets all the equipments under one roof.

### **Concluding Remarks :**

Khalsa College has lived up to the vision of its founding fathers. It has endeavoured to open the doors of knowledge to young men and women during its 130 years of existence. It has always believed in providing knowledge that must instil in students the cause and purpose to serve the society. The history of the college shows that it has kept abreast with the changing times by adapting itself to new climates and new policies. It is still pursuing this philosophy. The college is seeking re-accreditation from National Assessment and Accreditation Council so that it can continue with its rich heritage.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3074</td> <td>2799</td> <td>2637</td> <td>3028</td> <td>2438</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2620</td> <td>2582</td> <td>2463</td> <td>2807</td> <td>2311</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3769</td> <td>3360</td> <td>2894</td> <td>3543</td> <td>2995</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3284</td> <td>3070</td> <td>2664</td> <td>3273</td> <td>2855</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3074	2799	2637	3028	2438	2022-23	2021-22	2020-21	2019-20	2018-19	2620	2582	2463	2807	2311	2022-23	2021-22	2020-21	2019-20	2018-19	3769	3360	2894	3543	2995	2022-23	2021-22	2020-21	2019-20	2018-19	3284	3070	2664	3273	2855
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2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b></p> <p>Answer before DVV Verification : 2253</p> <p>Answer after DVV Verification: 2218</p>																																								
2.5.2	<p><b>Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</b></p> <p>2.5.2.1. <b>Number of complaints/grievances about evaluation year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>69</td> <td>0</td> <td>0</td> <td>122</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	39	69	0	0	122																														
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	90	0	0	122

**2.5.2.2. Number of students appeared in the examination conducted by the institution year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5414	5548	5787	5461	5378

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5414	5548	5787	5461	5378

Remark : Input edited as per supporting documents

**2.6.2 Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**2.6.2.1. Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Answer before DVV Verification : 1840

Answer after DVV Verification: 1410

Remark : Input edited excluding the diploma students

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
173	205	4	159	159

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
125	165	4	98	105

Remark : Input edited as per supporting documents

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations