SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE FOR GIRLS

GOVERNMENT COLLEGE FOR GIRLS, PATIALA
147001

gcgpatiala.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College for Girls, Patiala is a premier institution with a rich legacy for providing quality education to girls in the Malwa region of Punjab. The goal of building the character of students, strengthening their minds, and making them self-reliant has been the prime objective of this college since its inception in 1942. It has successfully nurtured thousands of girls with quality education and personality development. This has been achieved through a combination of educational, social, and empowerment initiatives taken from time to time by the college.

The college offers a safe and inclusive learning environment that is free from discrimination and violence or issues like bullying and harassment. A large hostel caters to the requirements of students who have come from far-flung areas to obtain education.

Apart from effective classroom teaching the students are offered guidance for -

Value Based Education: Values such as resilience, empathy, and social responsibility, chisel their personalities, making them better equipped to face the complexities of life.

Health and Well-being: Regular lectures by doctors to promote physical and mental health, as a healthy mind and body are essential for facing life's challenges.

Soft Skills Development: Soft skills, such as communication, teamwork, and leadership, help girls build strong and adaptable personalities.

Vocational Training: Vocational training and skill development programs are offered to equip girls with practical skills that can lead to gainful employment and economic independence

Access to Technology: It is ensured that girls have access to basic digital knowledge and computer literacy, as this is essential in today's job market and can broaden their horizons.

Outreach Programs: Programs are designed to engage students in social and community services.

Career Counselling: Career counseling is provided to help girls make informed choices about their education and future careers. This includes exposure to various professions and industries.

By combining these strategies and fostering a supportive and nurturing educational environment, we ensure that the vision and mission of our institution are fulfilled.

Vision

"To impart quality education to the greater number of girls in order to build their character, strengthen their minds, and make them self-reliant ."

Mission

- **To enrich and empower girls from all sections of society, particularly from the weaker sections and rural areas.**
- **To impart quality education and to develop a healthy positive outlook among girls towards life and society.**
- **To widen their mental horizon, equip them professionally, and make them career-oriented.**
- **To chisel their personalities to face the rough and tumble of life.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Renowned and reputed college with 80 years old history.
- Qualified, dedicated, and helpful teachers
- Regular Mentorship
- Variety of courses to choose from
- Extracurricular activities
- Good Results
- Spacious classrooms, Well-equipped labs, Large playgrounds, well-stocked library, canteen, and other facilities.
- Conservation and preservation of Artistic and Cultural Heritage
- Only girls' college in the region
- Large campus with a lot of green cover.
- Hostel facility
- Safe and secure campus with continuous CCTV monitoring
- Grants and financing from the government are helpful in updating infrastructure.
- Supportive Alumni have a strong emotional bonding
- Support from the local administration
- NSS and NCC units
- Maintains good relations with stakeholders

Institutional Weakness

- Limited PG courses. Two significant courses with placement opportunities had to be discontinued because of the lack of regular teachers.
- Campus placements are less due to the lack of industry in the state.
- Not all teachers undertake research projects.
- partial Wi-Fi facility available
- Lack of an institution-owned mode of conveyance

Institutional Opportunity

- New degree courses and skill-oriented vocational courses can be started with existing infrastructure whenever Govt. provides us with new regular faculty.
- Ample space for further addition to infrastructure
- Links with industry can be further enhanced for better learning and placement.
- A multi-purpose auditorium to come up with the Govt. grant.
- A new library building with state-of-the-art facilities to come up in the near future.
- Strengthening of already existing technological systems
- A fully Wi-Fi campus
- Faculty can take up UGC-funded research projects.
- Faculty development programs can be enhanced

Institutional Challenge

- To improve GER, as the trend is changing. Students are either opting for professional courses or going abroad.
- To function with limited staff, as there is a government ban on the recruitment of teaching and non-teaching staff.
- maintaining student progression data
- Students from rural backgrounds find it difficult to adapt to the demands of market dynamics required for jobs.
- Day scholars who travel daily from rural areas cannot stay for outreach activities beyond college hours.
- Many Co-ed Colleges in the vicinity.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Govt. College for Girls, Patiala is affiliated with Punjabi University, Patiala 'The former Princely State'. It prepares graduates and post-graduates to break barriers and shape the future that can serve as a vital stepping stone for women in leadership.

We have a well-designed curriculum that leads to soft skills development, shaping the students' personality and character. Our curriculum is embedded with a set of core values with the sanctity of truth, integrity, honesty, mutual respect and civility, social responsibility, stewardship of our environment, and the importance of diversity in all its forms.

The college is always at the forefront of providing the best possible education to its students through its well-established teaching-learning process by well-qualified faculty members. The most important thing in the teaching-learning process is the ability of teachers to create enthusiasm, ignite passion, and generate curiosity among the students. The college organizes an Orientation program for newly admitted students and Faculty Development Programs, Workshops Seminars, etc.

Every department motivates and supports the faculty and the students to organize and participate in technical events like PPT, paper presentations, project competitions, etc. The teaching-learning process involves chalk-

and-talk methods, demonstration, ICT tools like PPTs, Audio-Visual Presentations, and the use of web resources for the effective delivery of the curriculum.

The college prepares an Academic calendar for all curricular, co-curricular, and extracurricular activities at the commencement of each academic year. The evaluation process is very effective in the college to monitor measure and improve the performance of the students.

The college is devoted to achieving excellence in teaching and learning by adopting new pedagogical methods. The Tutors are provided for every group of 50 students for effective implementation of the academic calendar to solve academic and other personal issues of the students and also to facilitate them to impart knowledge of every government scheme in time.

The feedback process of Students, Parents, and Alumni is done at the end of every academic year to know the weaknesses and the strengths of the college.

Teaching-learning and Evaluation

The Institution has a comprehensive teaching, learning and evaluation system. Attention is given to the weak students via feedback on their attempts on tests, and they are exhorted to be regular in classes. Advanced learners are further encouraged through consultation with subject teachers, and the use of library resources.

Student-centric methods such as experiential learning, participative learning and problem-solving methodology are adopted to enhance the learning experience. Along with the classroom teaching, field visits and practical knowledge are provided. Peer participation, group learning, workshops, counseling of students, and mentor-mentee groups are the problem-solving methodologies adopted. Teachers make themselves accessible to students at all times. In order to make teaching-learning more effective and assimilating, departments use audio-visual aids like PPTs, overhead projectors, and smart boards.

N-list, the Inflibnet program is subscribed to every year by the college. Proctorial duties of teachers ensure that the students do not waste away their time and attend classes regularly. The mechanism of the evaluation system in the institution is transparent. At the end of each semester, students are assessed on the basis of their attendance in the classroom, their performance in mid-semester tests, and assignments allotted to them. These three pointers serve as a breakup for internal assessment marks awarded to each student. The date sheet for MSTs is issued a week or two prior to the tests. Records of MST results are kept by the examination committee. The internal assessment is uploaded by the teachers themselves on the University portal.

The Programme and Course Outcomes for all programs offered by the Institution are stated and displayed on the college website and also communicated to teachers and students. The attainment of POs and COs are evaluated on the basis of the results of the students, the pass percentage of students is also furnished by respective subject teachers in their annual confidential reports. Meritorious students are awarded certificates and prizes on the annual day. In addition to this, a record of students progressing to higher studies after graduation, and joining jobs is also maintained.

Research, Innovations and Extension

The College has a dedicated number of faculty, committed to Research, Innovation, and extension activities.

Many teachers are working as supervisors and giving guidance to students for Ph.D. projects. In the last five years, about 34 papers in UGC CARE list journals and about 30 papers as book chapters with ISBN numbers have been published by the college faculty.

The Indian Knowledge system is promoted through subjects like Sanskrit, Hindi, Punjabi literature, Indian polity, Indian art and craft, Indian classical music, dance, and awareness of Yoga practice serve as a continuity of the ancient knowledge base of India. Cooking of Indian cuisine, age-old methods of embroideries, tie and dye techniques taught in the Home science department of the college are steps towards the preservation and proliferation of a strongly rooted Indian culture.

Emphasis is laid on the strong value system which is imparted to the students, as an important corollary of the curriculum. Hence, keeping pace with the times, computer education, new scientific methods, and techniques in teaching are adopted by the institution so that a harmonious blend of both the old and the new is achieved.

The students are also engaged in extension activities which sensitize them to their social roles and responsibilities. The college NSS, NCC, RRC, and Redcross units are dynamically involved in cleanliness campaigns in and around the college, tree plantation drives on and off the campus, neighborhood visits to orphanages, coming to the aid of the distressed and the needy, celebrating important national days, all these instill values of harmony and teamwork in the students. Significant outreach programs conducted by the institution through these units of the students like Swachhta Abhiyaan, anti-pollution campaigns, a plastic-free environment, visits to Anganwadi, etc are some of the programs in which students participate avidly and are involved with neighborhood communities as well.

Various tie-ups, and MOUs signed with institutions and industry are a step ahead in providing necessary exposure to students in learning. MOUs with Central Sanskrit University, Delhi, and others contribute to the holistic development of students.

Infrastructure and Learning Resources

Our institution has a comprehensive range of infrastructure and learning resources, reflecting our commitment to providing an enriching and conducive environment for students and faculty. The following key highlights summarize our offerings in this regard:

Our institution houses well-maintained classrooms equipped with modern teaching aids, including audio-visual equipment and smartboards. These facilities create an engaging learning environment for our students.

Well-stocked and equipped laboratories are available for various disciplines, ensuring that students receive hands-on training and experience in their respective fields of study.

The library is the academic hub of our institution, offering an extensive collection of books, journals, e-resources, and research databases. It serves as a valuable resource for students and faculty alike. We have an active subscription to Inflibnet for many years.

Internet connectivity is available in computer labs and in some departments with the requisite software to facilitate digital learning and research.

An adequate number of sports fields and facilities are available for students. The swimming pool, gymnasium,

and badminton hall are under repair at this time.

A large hostel with amenities is available to accommodate about 400 students.

Our campus is equipped with CCTV surveillance systems and security personnel, ensuring a safe and secure learning environment.

Our institution is dedicated to providing quality education to girls, supported by a robust infrastructure and comprehensive learning resources. This commitment aligns with the vision and mission of our college.

Student Support and Progression

G.C.G. Patiala takes pride in its commitment to student support and progression, which is a fundamental component of its educational mission. We provide a conducive environment for our students.

We have formulated an effective policy for students' support and progression. About 30.85% of students benefit from the government (state & center) sponsored scholarships, free ships, and fee waivers. As most of the students belong to financially weaker sections, the college teachers are always keen to help them financially. Our O.S.A. (Old Students Association) is generating funds to help poor students so that every girl can have access to education. The funds raised by O.S.A. are utilized for the welfare of students.

The college practices a well-structured system of mentoring. The tutorial classes are given regularly. The tutors as mentors provide proper guidance to the students in choosing the right career and also help them to become confident and emotionally secure individuals. Tutors are responsible for the overall well-being of their students. They inform them and make them aware of the important academic, curricular, and extracurricular affairs of the college. Grievances are addressed quite efficiently by the Grievance Redressal Committee.

Various sports activities and events instill the values of discipline, competition, and teamwork among students. A wide variety of curricular, extracurricular, and cultural events enhance the hard and soft skills and provide the required exposure and opportunities for the holistic development of the students.

The value-added courses and MoUs are specially designed to enhance the skill and give vocational training.

Students actively participate in extension activities through NCC, NSS, RRC, etc.

Equity and inclusion are the core motives so that every young girl gets an opportunity regardless of her background, creed, and caste. Even the differently abled students feel at home as the environment is supportive and harmonious.

Governance, Leadership and Management

Our institution strives to empower students with value-based education and transform them into enlightened citizens through a continuous quest for excellence. The college provides opportunities to students not only to develop and utilize their potential but also to make them able to face the challenges in life and achieve their goals.

The college mainly focuses on quality teaching and various innovative methods to make teaching more interesting and student-centric. The faculty members monitor the progress of the students through continuous comprehensive evaluation. All the faculty members are motivated to participate in academic activities, training programs, orientation programs, and faculty development programs to upgrade and update their knowledge. There are many extension activities like NSS, NCC, Red Ribbon Club, etc to sensitize the students about the need for community service and nation-building. English communication skills are imparted to the students in order to improve their quality of articulation and communication.

The head of the institution encourages the faculty to improve the effectiveness and efficiency of the institution. At the beginning of the session, various committees are formed like the timetable, legal cell, discipline, sports, press, purchase, PTA, OSA, IQAC committees, etc. The committees help to maintain and enhance the efficiency of institutional activities. The faculty members participate in workshops, conferences, and seminars. Since the college is a government institute, all the employees are eligible for leave benefits, pay revision, study leave, maternity leave, etc. The institute functions as per the guidelines, decisions, and directions of the UGC. UGC and state government allocate the budget to the college which is further disbursed by the principal to different departments for purchasing books, equipment, and for all other expenditures. Some funds are also generated from self-finance courses.

The college has well-defined policies with clear goals for enhancing academic quality and infrastructure. The college interacts with the students through a feedback mechanism.

The college has a well-organized IQAC which plays a major role in making developmental decisions for the college including infrastructure and academic development. The Principal supervises the working of all the committees.

Institutional Values and Best Practices

The college has at its core, certain values and practices which are its backbone. For the promotion of gender equity, programs like women empowerment, moral uprightness, and women's safety are thoroughly planned & executed during each academic year. Awareness is generated through lectures, speeches, debates, contests, etc. Dept. of psychology holds an annual emotional quotient test and makes the students aware of psychological hindrances and also educates them to overcome them. Students are made aware of their social, moral, and environmental responsibilities through tutorial classes.

The institutional environmental and energy initiatives are confirmed through green audits, energy audits, clean and green campus initiatives, and beyond the campus environmental promotion activities. Solid waste recycling is being done in college. As a result, enough fertilizers are produced which helps to keep the greenery flourishing throughout the year.

To make campus divyangjan friendly, ramps with bars and toilets have been constructed. The values of inclusion and staidness are instilled in the students by celebrating not only national & international commemorative days & events but also language and religious days for a secular environment that is culturally diverse and at the same time encourages tolerance and harmony among students. Students are made aware of their duties and also about their rights and responsibilities. The code of conduct is practiced by students, teachers, administrators, and other staff members. It is published in the college prospectus as well as displayed on the college website. The best practices of the college are variously taken up every year. Among them is the practice of helping students in their personality development. Emphasis is laid on the overall growth and

development of students by encouraging them to participate in co-curriculum activities and practice moral uprightness.

Keeping alive Indian art, culture, and tradition, student participation in keeping campus green, and mentor-mentee programs are some of the best practices that we continue to practice.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE FOR GIRLS
Address	Government College for Girls, Patiala
City	PATIALA
State	Punjab
Pin	147001
Website	gcgpatiala.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Charanjit Kaur	0175-9876307807	9417603311	0175-2213228	gcwpatiala@gmail.com
IQAC / CIQA coordinator	Gurveen Kaur	0175-9463060710	9463060710	-	gurveen1@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Punjab	Punjabi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	05-11-1956	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government College for Girls, Patiala	Urban	25	3345

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Government College For Girls Patiala	36	twelveth with medical	English	50	25
UG	BA,Government College For Girls Patiala	36	twelveth	English,Hindi,Punjabi	600	595
UG	BSc,Government College For Girls Patiala	36	twelveth with medical or non medical	English	50	12
UG	BCA,Government College For Girls Patiala	36	twelveth	English	60	58
UG	BSc,Government College For Girls Patiala	36	twelveth with non medical	English	50	33
UG	BA,Government College For Girls Patiala	36	twelveth with humanities	English,Hindi,Punjabi	600	595
PG	MA,Government College For Girls Patiala	24	graduation in any stream	English,Punjabi	40	2
PG	MSc,Government College For Girls Patiala	24	graduation	English	30	0
PG	MA,Government College For Girls Patiala	24	graduation	English,Punjabi	40	5

PG	MA,Government College For Girls Patiala	24	graduation	English,Hindi,Punjabi	40	6
PG	MSc,Government College For Girls Patiala	24	graduation	English	30	0
PG Diploma recognised by statutory authority including university	PGDCA,Government College For Girls Patiala	12	graduation	English	40	25

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				8				64			
Recruited	0	0	0	0	0	8	0	8	9	40	0	49
Yet to Recruit	0				0				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	0	7	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				72
Recruited	16	8	0	24
Yet to Recruit				48
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				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

Permanent Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	2	17	0	21
M.Phil.	0	0	0	0	3	0	2	6	0	11
PG	0	0	0	0	2	0	5	24	0	31
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

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	0	0	0	0	0
	Female	1648	5	0	0	1653
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	31	0	0	0	31
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	27	0	0	0	27
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	407	408	398	422
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	167	170	168	173
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	974	1014	1025	1079
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	12	136	167	304
	Others	0	0	0	0
Total		1560	1728	1758	1978

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In preparation for the National Education Policy (NEP) 2020, which emphasizes multidisciplinary and interdisciplinary education, the institution focuses on various aspects to ensure readiness. Curricular Reforms: To shift towards a more holistic and multidisciplinary curriculum institution plans to take these steps Review and Revise Curricula: Evaluate existing curricula to identify opportunities for multidisciplinary and interdisciplinary integration. Design New Courses: Develop courses that bridge traditional disciplinary boundaries and encourage students to explore critical thinking and experimental learning in diverse subject areas. With a few changes in the currently sanctioned courses and subjects, new

	interdisciplinary courses can be offered to the students. These courses will also foster problem-solving skills. i. Environmental Humanities: Environmental Science is a compulsory subject but a comprehensive course can be designed which includes literature and philosophy/psychology to study human interactions, and behavior and deal with environmental issues and sustainability. ii. Science, literature, and Fine Arts: Combining Science, Literature, and Arts can help to develop the latent talents of students. Such talents often co-exist so such courses can help them to develop a well-rounded personality. iii. Philosophy and Artificial Intelligence: Philosophy, Psychology, and Artificial Intelligence can be combined to understand the nature of consciousness, cognition, and implications of artificial intelligence. iv. History, Science, and Fiction: The impact of science and technology on society can be studied through the lens of science fiction, literature, and films. v. Computer Science and Sanskrit: For programming and coding, the Sanskrit language is considered to be most suitable. This can be explored with expertise available at college. vi. Biotechnology, Computer Science, Philosophy and History: Historical development of scientific and technological advancements and their social cultural and ethical implications can be studied. In order to bring about such reforms Faculty Development Programs are being organized. Various Value-added courses are offered to the students to cater to their talents and choices. Infrastructure and resources are also being updated to meet requirements.
2. Academic bank of credits (ABC):	Creating an Academic Bank of Credits (ABC) is a significant step towards implementing the National Education Policy (NEP) vision of flexible, multidisciplinary, and student-centric education. The institution has already started with the ABC. About 90% of the students have an account with Academic Bank of Credits. They have been educated about the importance of having an ABC account. Students are encouraged to maintain their ABC portfolios, where they can document their academic achievements, including courses, projects, internships, and extracurricular activities. The institution is affiliated to Punjabi University, Patiala. The syllabi are designed by the 'Board of Studies'. Many teachers of our college are members of the board of studies.

	Their understanding and valuable insights are thus included in the design of the respective syllabus. The college is ready to go ahead with ABC, whenever affiliating university permits it.
3. Skill development:	In alignment with the National Skill Qualification Framework and according to the opportunities available in the city/state, the college plans to offer the following vocational/skill-based courses in collaboration with the local industry to align with industrial standards, necessary skills, and required knowledge. Local industry can provide opportunities for internship, apprenticeship, and hands-on training thus enabling students to gain practical experience in the real work environment 1. Culinary Arts 2. Graphic Design 3. Food Preservation 4. Handicrafts and Embroidery 5. Yoga and Physical Training 6. Content Writing 7. Fashion Designing 8. Skin Care 9. Artificial Intelligence 10. Office Automation and E- e-governance With the available infrastructure and courses, these new courses can be offered to the students. Every subject and course is designed to add to the skill of students. The teachers continuously make efforts to help the students acquire skills in their respective subjects. The institution regularly organizes lectures and demos from experts to equip students with additional skills. The institute is also affiliated with Jagat Guru Nanak Dev Punjab State Open University. The University offers various skill-based 6-month certificate courses. Our students enrolled for three of these courses namely: 1. Certificate Course in IT Enables Services 2. Certificate Course in Creative Writing and Content Development 3. Certificate Course in Office Automation and e-governance
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institution does not offer online courses. In the classroom teaching Indian languages such as Sanskrit, Hindi, and Punjabi are already being offered by the institution. Other than the learning of these languages the syllabi also include Indian knowledge and philosophy. Subjects such as history, philosophy, and sociology help in understanding Indian culture, traditions, and values. In other subjects such as Fine arts, dance, music, Folk art and culture, ancient Indian knowledge, its culture, and traditions are already being taught to the students.
5. Focus on Outcome based education (OBE):	As such, the formal education system is outcome-

	based. The education acquired by students facilitates them to gain knowledge or acquire jobs. The institution designs learning experiences that are focused on achieving the desired learning outcomes. This includes selecting appropriate teaching methods, instructional materials, and assessment strategies. The emphasis is on engaging students in active learning, problem-solving, critical thinking, and creative thinking. The curriculum design incorporates a variety of learning activities such as lectures, discussions, workshops, case studies, projects, internships, and field experiences. They are equipped with enough knowledge that they might get self-employed. Also, many of the students get enrolled for higher education which is another outcome of the education provided. Institutions implement a robust and comprehensive assessment system to evaluate student performance and determine the extent to which they have achieved the desired learning outcomes. The assessment methods used may include exams, class tests, MSTs, quizzes, projects, presentations, portfolios, and practical demonstrations. The assessments are designed to measure not only knowledge acquisition but also the application of knowledge and the development of relevant skills and competencies.
6. Distance education/online education:	The Institute is only running regular courses like BA, B.Sc., BCA, PGDCA, and MA. No course via distance education is offered by our institute.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club has been set up in the college. It is known as SVEEP (systematic voter education and electoral participation). This club has been active for many years. Apart from the activities conducted by club SVEEP, education, and awareness programs are also conducted through tutorial classes. All the students of the college are divided into groups with a teacher as their tutor. All activities related to electoral education are carried out through these groups as well.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes, four teachers are looking after SVEEP activities. Two student coordinators are also working with the

whether the ELCs are functional? Whether the ELCs are representative in character?	teachers to carry out related activities. They carry out the programs regularly and actively.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voter education programs are carried out to increase awareness about the importance of voting, the electoral process, and the rights and responsibilities of voters. These programs include workshops, seminars, and interactive sessions that provide information on democracy, voter registration, electoral laws, voting procedures, and the significance of democratic participation. It is ensured that the students gain a comprehensive understanding of the electoral process and the significance of their participation. Activities such as poster-making/slogan-writing competitions and rallies are organized to create awareness.
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.	Four election booths are established on the college campus at the time of elections. One of the booths is usually a 'model booth'. It becomes a great learning opportunity for our students. They are encouraged to volunteer during the whole process by working at various levels. These students are provided with guidance and training. On the day of the elections, these students help the voters with any kind of assistance required.
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.	All students of the college above 18 years of age are enrolled as voters. Voter registration is mandatory at the time of admission. Any student not having a voter card is registered at the college by an assigned coordinator.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1560	1728	1759	1978	2217

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

2 Teachers

2.1

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

Response: 99

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	80	76	78	84

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
120.55	193.7	90.64	225.75	214.43

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning and Implementation

The educational experience provided by Government College for Girls, Patiala emphasizes on overall development of the graduates to attain competence in their respective fields. The undergraduate and postgraduate program in the institute supports the mission of providing education to girls which is necessary for the development of society as well as the Nation. The curriculum is designed by the Punjabi university and faculty members of the college observe its effective implementation.

1. **Activities before the commencement of the Academic year:-**

Alongside admissions, the academic calendar is prepared by the timetable committee in consultation with the departmental heads, according to the calendar issued by the affiliating university. The timetable is also planned by the committee. The sections are divided keeping in view of student-teacher ratio because it makes a huge difference in the growth and success of the student and it helps in one-to-one mentorship. At the beginning of the session unitization of the syllabus is done well in time by the teachers so that the syllabus can be completed within the prescribed session.

2. **Activities during the Academic year:-**

After finalizing the entire plans, the registrar and the timetable committee hold an assembly for the entry point classes and a brief introduction of faculty members and the timetable schedule of the college along with the venue of the class is given to the students. it helps them to understand the academic culture of the college, curriculum norms, various sports and cultural fests, examination patterns, and code of conduct. For effective delivery of the curriculum, different modes of teaching like audio-visual aids, maps models, PPT, seminars, chalk and board, and the Internet are put to effective use. To provide value-based education to students and enhance the overall personality of the students, educational tours and trips are organized e.g. trips to museums, field trips to industries, radio stations (Functional English), etc. Competitions like quizzes, declamation, essays, and slogan writing are organized for effective student-teacher participation and students learn teamwork through these activities. Different exhibitions are organized by the Department of Fine Arts, Home Science, and Sciences to give practical exposure to the students and showcase their talents. Other departments like Psychology, Physical Education, Dance, Geography, etc. organize workshops and seminars from time to time.

3. **Activities at the end of the Academic Year:** The tentative date for the syllabus completion is communicated to all the subject teachers and students, and the revision plans are prepared by the

teachers. The testing and evaluation is done through presentations, assignments, regular lecture, and mid-semester tests in a phased manner, the schedule of mid-semester tests is formulated at the beginning of the session and is communicated to the students through notices. Regularly attending lectures and active participation in assignments given to students form the core of continuous internal evaluation. The head of the institution keeps a check on the following of the academic calendar by timely intimation of the dates prescribed for the academic session by the university.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 24

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 8.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	196	60	180	213

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional ethics:- For the development of students **i**t is essential to maintain integrity and promote a conducive learning environment. In orientation programs, workshops, and extension lectures they are taught the importance of honesty in coursework, exams, and submitting their own work. Apart from the bookish knowledge, the girls are imparted with skills to empower them with skills to excel professionally, keeping in mind the requirements of the outside world the students are equipped with professional ethics, mannerisms, and leadership qualities.

Gender:- In order to endorse gender sensitivity, the college has an active grievance cell that is committed to looking after the welfare of female students by organizing activities like expert lectures on women's legal rights, promoting health and hygiene, and protecting their rights for their social development. It embeds to inculcate values and skills to make them employable and to be able to make them better citizens of society. A number of programs are conducted such as the celebration of Women's Day. Various extension lectures are being organized on the laws for women, issues for women empowerment, the 'Save Girl Child' campaign, and for this poster-making competition, essay writing competition, etc.

Environment and sustainability

NCC, NSS, RRC, Eco- Club and Youth Red Cross units promote Environmental protection through tree plantation and other sustainable programs. For this different camps are organized by these departments from time to time every year. In these camps, students are made to participate in various activities like tree plantation, cleanliness drives, plastic-free drives, poster-making competitions, awareness rallies, and lectures on the protection of the environment and sustainability. Various environmental activities are also conducted by Celebrating days like NCC Raising Day, NSS Day, and World Environment Day. The college is taking the initiative in Swachch Bharat Abhiyaan from time to time as directed by the Government of India.

Human Values and Professional Ethics

In order to inculcate social values and ethics in students various awareness programs are organized by different departments such as NCC, NSS, YRC, SVEEP, Red Ribbon Club, and other Govt. bodies. National Festivals like Independence Day and Republic Day serve as the platform to enliven patriotic and moral values. Different social activities have been initiated by the college from time to time like Road Safety, Women's Safety, Health and Hygiene, Awareness programs, Voter Awareness, Legal Aid programs, and Blood Donation Programs. Extension and outreach activities are organized to create a sense of empathy by visiting blind homes, old age homes, orphanages, and nearby schools to promote education and social responsibility. To promote the environment and sustainability the college has solar panels, solar heaters, an effluent treatment plant, and a contract for disposal of biomedical waste with a private industry. Different departments of the college organize lectures on Swachh Bharat Abhiyan, biodiversity, health and hygiene, stress management, etc. Being located in the border and semi-urban area and catering to rural masses, the college disseminates these issues among the students with the help of supporting activities and events.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 45.45

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

Response: 709

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 78.08

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
603	676	551	740	838

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

2022-23	2021-22	2020-21	2019-20	2018-19
873	873	873	873	873

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 70.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
236	308	222	364	338

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
417	417	417	417	417

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.67

2.3 Teaching- Learning Process

2.3.1

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

Response:

Education, learning, and teaching have always been student-centric. The students of various streams, be it science, computers, or humanities, are taught through participative and practical learning. The institute provides an effective platform for students to develop the latest skills, knowledge, attitudes, and values to shape their behavior in the correct manner. To enhance learning experiences, the faculty members adopt lecture methods, interactive methods, project and fieldwork methods, computer-assisted methods, experiment methods, etc. Few teachers use the conventional blackboard presentation methods, especially in mathematics, physics, economics, and languages.

Experiential learning, participative learning, and problem-solving methodologies are effectively enhanced through the use of ICT tools. These tools have provided students with interactive and engaging learning experiences and promoted deeper understanding and knowledge retention.

- Experiential learning: Students focus on learning through hands-on experiences. ICT tools that provide virtual simulations, virtual reality (VR), and augmented reality (AR) applications that allow students to immerse themselves in realistic, simulated environments. For example, science students can explore virtual laboratories to conduct experiments, Fine Arts students can see paintings in augmented reality, history students can visit historical sites through virtual tours, and language learners can engage in interactive language simulations.

- Participative Learning: Participative learning emphasizes active student engagement and collaboration. ICT tools facilitate this by providing platforms for online discussions, group projects, and collaborative assignments. Online learning management systems (LMS) or platforms like Google Classroom offer features such as discussion boards, chat rooms, and document sharing, enabling students to interact, share ideas, and work together, regardless of their physical location. During the COVID lockdown, this tool was extensively used.

Problem-Solving Methodologies: Problem-solving methodologies focusing on developing critical thinking and problem-solving skills are brought into use through ICT. These tools offer various resources and platforms to support this approach. Digital libraries and search engines enable students to access vast amounts of information to analyze and solve problems.

Most of the faculty members use PowerPoint presentations and computer-based materials. In addition to this, YouTube lectures by subject experts worldwide are also shown to students to make learning interesting. The Assignments that are assigned by the teachers, to evaluate the students for Internal Assessment, stimulate students' interest in the subject and provide them the opportunity to exchange different views. The project work is done as per the requirement of syllabi. Learning is made interactive by motivating student participation in group discussion, role-play, subject quizzes, news analysis, discussions on current affairs, etc. Such interactions are generally held by NSS, history, Political science, and sociology departments many times in a year. ICT-enabled teaching includes Wi-Fi-enabled classrooms with Projectors, Language Lab, Smart Classrooms, Computer labs, etc. The institution adopts modern pedagogy to enhance the teaching-learning process. The institution has all the essential equipment to support the faculty members and students. Experimental/Laboratory methods are used in geography, psychology, home science, and pure science subjects to acquaint the students with the facts through direct experience. The Group Learning method is now being adopted through class WhatsApp groups. Notes and study material are shared through this method.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.2

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
72	85	85	85	87

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 67.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	57	51	51	52

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

To make the examination system more effective and comprehensive, the evaluation guidelines of the affiliating University are followed through formative and summative evaluation techniques.

Formative Approaches include Attendance, records, classroom interactions, assignments, project work, field visits, and laboratory sessions.

The summative Approach refers to the two Mid-term Exams.

The assessment process is fair and impartial: As per the guidelines of the Punjabi University, Patiala at the end of every semester, students are assessed on the basis of their attendance in the classroom, their performance in mid-semester tests and the assignments allotted to them. These pointers serve as breakups for internal assessment marks awarded to each student. The entire mechanism is transparent. Students are exhorted to attend classes on a regular basis, absenteeism is discouraged. The college examination committee works under the supervision of the registrar exams. The date sheet for MSTs is issued and circulated among the staff and students at least one week prior to exams. Results are prepared by teachers and duly submitted.

The institution uses a variety of assessment methods, such as quizzes, tests, projects, and presentations. This helps to ensure that students are not penalized for their learning style.

Assignments given to students tap their creative, literary, and scientific temper. The Assignments along with the submission date are given to students by the respective faculty members in such a fashion that they have to solve the problem themselves by self-learning methods. The above-listed criteria are taken into consideration while awarding internal assessments to the students. The dates of the opening of the University portal are circulated among the faculty. Teachers themselves upload the marks on the University portal. The process was duly adhered to during the session 2020-21 as well, save for a few changes. The tests were sent to the teachers via PDF files by the students and in place of written

assignments, a verbal interaction on a one-to-one basis was encouraged.

Students who are unable to take the test due to any unavoidable reason are given another chance by their subject teachers to appear in the test, the date of which is decided by the teachers themselves. Students are provided with feedback on their assessments so that they can learn from their mistakes and improve their performance. Records of the MSTs are kept by the teachers for a considerable period of time. Awards for the same are kept on records both in hard and soft copies by the Examination committee. There is hardly any internal examination-related grievance reported to the examination committee. Yes, the students do approach their respective subject teachers on account of having either missed the test or subject material needed by them, pertaining to the syllabi of the exam.

As external exams are conducted by the University, the college has only the duty of arranging the facilities for smooth and fair conduct of exams in the college by strict vigilance.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Each program offered by the institution has a clearly defined set of POs. These outcomes describe what students are expected to achieve by the time they complete the program.

The institution's website has displayed the POs and COs for each program on the institution's website, under the IQAC tab, making them easily accessible to students, faculty, and other stakeholders allowing them to understand the learning objectives and outcomes of individual courses.

As such, the formal education system is outcome-based. The education acquired by students facilitates them to gain knowledge or acquire jobs. They are equipped with enough knowledge that they might get self-employed. Also, many of the students get enrolled for higher education which is another outcome of the education provided. The entire system of practicals, Demonstrations, assignments, quizzes, fieldwork, visits, tests, and exams is followed to help the students to learn thoroughly and perform well.

The college is affiliated to Punjabi University, Patiala. The curriculum is designed by the University. The college offers programs at the undergraduate and postgraduate levels under the Faculty of Arts, Science, and Computers. The Programme and course outcomes for all programs are developed, based on the core values and fundamental concepts guided by the vision and mission of the college. Keeping in mind the level of understanding of the students, their skills, and whether the course is applied or professional in nature, the program and course outcomes are prepared likewise and stated on the college website, visited by the teachers and students alike. Apart from this, the objectives of a particular course are communicated to the students in the classroom at the commencement of a semester, along with a discussion of the syllabus by teachers. Course outcomes for B.A. pass courses, are generally to equip students with an enhanced knowledge of compulsory and elective subjects they choose and further

stimulate their urge to study Master's degree in any of the subjects they like to take up in the near future. For professionals or so to say, skill-based courses like Dance, Fine Arts, Computers, etc. the same principle follows. However, students from the latter group of students have an edge, as they readily lean towards a career goal.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of Programme and Course outcomes is achieved through a dedicated and student-centric approach to teaching. The evaluation criteria for the attainment of program and Course outcomes is done mainly by preparing semester-wise evaluation reports by teachers. The faculty undertakes a many-tier exercise to evaluate the course outcomes. Assignments, Surprise Tests, Mid Term Tests, quizzes, and Student Class Presentations are conducted in each semester for the assessment. Furthermore, feedback is given to the students on their attempts in the papers by the subject teachers in order to improve and exhort them to do better. Advanced students are channelized for their potential, year-round. It is ensured that their participation in the college activities as well as their own scholarly attempts is inclusive. Performance in all the above are considered while marking the Internal Assessment at the end of the semester which constitutes almost 25-30% weightage of the total marks of each subject. The students' pass percentage is also recorded subject-wise. Teachers provide a pass percentage of the courses they teach, in their Annual Confidential Reports also. In addition to this, the college career counseling and placement cell keeps a record of the progression of the students to higher studies as well as the work or job they have taken up after completing studies in college. With departments facing a faculty crunch, the outcomes, both program-wise and course-wise do suffer a dent; added to this is the low enrollment of students in the college, post-COVID. Despite the hardships, the institution makes untiring efforts to strive for a holistic development of students as well as an authentic evaluation of what they have achieved during their studies in the college.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
481	624	610	633	852

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

2022-23	2021-22	2020-21	2019-20	2018-19
481	624	610	633	852

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Creating an ecosystem for innovations and fostering the Indian Knowledge System (IKS) is a significant accomplishment for our institution, many steps are taken in this regard.

IKS is promoted through the subjects like Folk Art and Culture, Sanskrit, Hindi and Punjabi literature, Music, Dance, Fine Arts, Political Science, Philosophy, Sociology and History.

Folk Art and Culture is a unique subject taught at our college. This subject promotes the documentation, preservation, and dissemination of traditional indigenous knowledge and practices.

Learning of Sanskrit is promoted. A MOU was signed with Sanskrit Mahavidalya for this purpose. A teacher is especially posted by the university to teach this language as an additional subject.

Fine Arts, Music, Dance subjects also aid to promote traditional indian knowledge as part of the curriculam but at the same time students are encouraged to engage in cross-disciplinary activities and collaborations to apply this knowledge in contemporary contexts, experiment and express themselves in a style that is novel, creative, something they can embrace as their own.

Visit to museums, tours and trips, e-content, competitions in the classrooms indicate the innovative efforts of various departments for creation and transfer of knowledge. Delivery of curriculum by involving the students in such a way that their mental horizons are broadened and are given and imaginative leap into the infinite possibilities of receiving a particular perspective. The institution provides a conducive environment for promotion and growth of student's mental spiritual, intellectual and emotional health. All required facilities are provided and guidance is extended to students. Awareness meet, workshops and guest lectures are organized.

Ours is a degree college with arts, science and computer science streams, hence IPR is not much useful to the girls.

No incubation center has been set up as of now but college plans to make one soon. The college has recieved sanction/grant from the CM, Punjab to construct a multipurpose hall. Which will be converted into an incubation center to encourage, faclitate and encourage innovative ideas and startups.

Lectures by experts are organized guide the students to come up with innovative ideas and startups. Visits to industry are also organised. Offering them mentorship, networking opportunities, and access to funding for promising projects. MOUs are signed to with industry players to facilitate knowledge and technology transfer. A few students have also participated in the competitions like 'Future Tycoon' organised by adminstration.

3.2.2

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

Response: 0

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	01	07	09	09

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

3.3.2

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

Response: 0.3

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	07	02	06

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

3.4 Extension Activities

3.4.1

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

Response:

Various extension and outreach programs have been conducted by the institution through the NSS/ NCC/ Red Cross/Red Ribbon Club/ YC of Government College for Girls Patiala. These departments are dynamically engaged in the physical, intellectual, emotional, spiritual, social, and moral development of their volunteers.

A senior wing of NCC Army Wing Company with a sanctioned strength of 160 cadets is running in the college which functions under the command of 5 Punjab Girls Battalion, Patiala. It Provides exposure to the cadets in a wide range of activities, with a distinct emphasis on social service, discipline, and adventure training.

The NSS department of the college has 3 regular units with 300 volunteers and 3 POs The Main Objective of the NSS Department is to educate the girls through community service, to create awareness about their responsibility towards society, to enrich their personalities, to deepen their understanding, and to undertake and participate in activities designed to tackle social problems.

Similarly Red Cross and Red Ribbon Club undertake outreach activities.

The impact of such activities can be seen on the society as

Improved health and hygiene practices within the community can be observed. For example 'campaign against burning crop' residue has resulted in positive impact. Camps, awareness programs, and sanitation drives have led to improved health and hygiene practices in the adopted villages.

Tree planting, waste management, and conservation efforts may have contributed to a cleaner and greener environment.

Community engagement activities foster greater social cohesion, unity, and a sense of belonging among community members.

The mission of Red Ribbon club is to improve the quality of life of people living with HIV through awareness, prevention, treatment, care and support. The volunteers spread awareness and educate society through various activities like rallies, poster making, etc.

Our students are equally benefitted by these activities

Students are exposed to real-world social issues, they become aware of problems related to education, health, poverty, and more. So they develop a heightened sense of empathy and compassion toward the challenges faced by the community.

Working in diverse communities and economic structures they learn about cultural variation and an appreciation of different lifestyles and backgrounds.

Engagement in extension activities contributes to personal growth, self-confidence, and a sense of purpose among students. It helps to develop leadership qualities and effective communication skills. They also gain problem-solving abilities by addressing community needs and challenges

3.4.2

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

Response:

It's a matter of great pride to state that the teachers and students of our college put in their contribution to social causes. They have been bestowed with various honors and accolades, like state awards, literary awards, Letters of appreciation, dedicated teacher's awards, and best selfie awards by the Government, government-recognized bodies, and welfare societies.

For the contribution of the NSS department in outreach activities the college unit was awarded Rs.60,000/-

 Many teachers of our college put their services into the successful organization of 'Patiala Heritage Festival'. Initiated by the Govt of India a few decades ago, this festival is continued by the local administration. It showcases the art and culture of Punjab and invites artists and craftsmen from all over India. The contribution of our students and teachers is recognized through appreciation letters/

certificates.

The teachers and students of Fine Arts were entrusted with making a painting on the subject 'Patiala Heritage' to be displayed at 'Punjab Bhawan, New Delhi. Their contribution was highly appreciated by the local administration.

Prof. Subhash Chander Saka has been sharing his knowledge and expertise in clay modeling, sculpture making, and painting with the locals free of charge. He received a letter of appreciation for judging a painting competition on Mantras of exam worriers from the honorable Prime Minister held on 23/1/2023.

Prof Omandeep Sharma from the Department of Sanskrit received the "State Kalidas Award 2019" for his literary and creative work on Maharishi Valmiki named "Valmikistvan Shatkam" recommended by the Department of Languages, Punjab. This award was given by our Honourable Chief Minister Sardar Bhagwant Singh Mann.

From the Dept of Hindi, Dr. Parveen Bala Received the Best Teacher award, Best Selfie Award, Geena Devi Sahitya Gaurav Award, Matra Shakti Award for her contribution to literary work.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	04	03	08	04

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

3.5 Collaboration

3.5.1

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

Response: 12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution has a streamlined approach to the creation and enhancement of infrastructure. The college has 44 classrooms, 4 technology-enabled learning spaces, 1 auditorium, 1 seminar hall, 28 labs, and 1 botanical garden. In addition, there are 6 playgrounds, 1 gymnasium, an NSS and an NCC room each, Language Lab, Health and Yoga center.

The college has a well-equipped library with a seating capacity of 150. It has got 3 computers, Internet connections, and an Inflibnet facility. The computer department and the other departments of the college, administrative block are making use of 10 internet connections. The maintenance and the upkeep of the infrastructure is the top priority of the institution.

Each department with practical subjects has academic support staff that looks after the labs and equipment. The college has three well-equipped computer labs with an internet facility, which has been made available to the faculty and students on the campus only. Many departments are equipped with smart boards and with internet connection. The institution facilitates extensive use of ICT resources by encouraging the use of computer aids in teaching, presentations, and demonstrations. Projectors are being used in seminars, workshops, and extension lectures. In the ICT-enabled classroom, the student has direct access to the knowledge available through the computer and the internet. The teacher, in this case, takes up the role of a facilitator by guiding the students as to what, how, how much, and when to access and make use of the ICT facility available to them. In the institution, much emphasis is given to the overall development of the students. For the upliftment of students various sports, games, and cultural activities are organized in the college regularly.

The institution recognizes the significance of holistic development and offers a wide array of facilities to support cultural and sports activities. It has an auditorium and seminar hall that serves as a hub for cultural events, seminars, and conferences. Cultural activities promote artistic and creative expression, enriching the campus community. The availability of indoor and outdoor game facilities ensures that students can pursue their sporting interests. A gymnasium supports physical fitness and overall well-being. The college also has a swimming pool, badminton hall, and TT Hall. These are being renovated.

These facilities not only enable effective teaching and learning but also promote a balanced and holistic development that includes cultural and sports activities, physical fitness, and the integration of technology for enhanced education.

4.1.2

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

Response: 23.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.044	4.593	6.32	113.3	49.83

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

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 library has been automated using an integrated management system. The working hours of the library are from 9:30 a.m. to 3:30 p.m. It has an extensive and varied collection of books. The collection is regularly expanded. The library collection is available on the Koha link. It is provided by DPI colleges of Punjab in the year 2021-22. Various activities of the library such as data entry, issue, return and renewal, etc. are done through the software. Library stock is classified, cataloged, and arranged properly. It helps the user in locating resources of their choice. Students have open access to the library. They can go to the shelf and select the books of their choice. the college has a subscription to the N-List program in the college library and passwords are provided/displayed on the notice board of the library. With the help of this students and teachers are able to access 6000+ e-journals and 800000 textbooks in the library, college campus, and at home. Three computers with Wi-Fi facilities are also available in the library. Students and staff are allowed to access the Internet facility. They can also download study educational

material. Assistance in searching the database is provided to students and staff. Students are also informed and trained to search a book. Personal assistance is provided in accessing e-resources. Online Public Access Catalogue (OPAC) facility has been provided in the library. OPAC is widely used by students and faculty members to search books by title, author, subject name, etc.

There is an advisory committee for the library with the Principal as its chairperson and two senior faculty members- one from humanities and one from sciences. The committee provides guidance regarding policy and development activities for the library. Demand from different subject/department heads is taken. Demand from students is also taken into consideration for the purchase of new titles. In order to meet the increasing need for knowledge, the library subscribes to magazines, periodicals, journals, and newspapers. Reference service is provided to students and staff members by the library staff. It helps them in preparing notes, assignments, and lectures.

The institution subscribes to the following e-resources:

*N-List program subscribed from Inflibnet for e-resources.

* Shodh Sindhu open resource.

*Shodh Ganga membership is only for universities.

* E-books- N List provides access to 6000+ journals & eight lakh books.

* N list, Koha, and various sites are open & free e-resources are available.

* N List subscribed for e-resources in the college library from 2013 onwards.

. A suggestion box is kept in the library for their suggestion. Suggestions are checked and analyzed by the librarian and discussed with the Principal for the implementation.

To promote reading habits among students, the librarian has taken initiatives such as making a social media group with students for information and interaction. Newly acquired books /magazines are shared with the students and staff through such groups. Books related to specific events are displayed on the days celebrated to promote further assimilation of knowledge. Thus college library plays a vital role in promoting learning.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has adequate IT infrastructure. The IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology.

The Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities. Faculty and Students can avail of the Wi-Fi facilities.

There are different digital technological facilities available in the college. There are 04- smart classrooms, 08 departments equipped with projectors, and 02 technology-enabled halls with internet facilities for lectures and other programs. Departmental rooms are provided with computers. Lectures and seminars are augmented through PPTs or audio/Visuals.

The Computer Department has 3 well-equipped computer laboratories with the latest configuration desktops. Computer labs have been provided with well-equipped projectors, speakers, and LAN connectivity. Interested students from other departments can access the computer lab.

The upgradation of computer systems is taken up periodically. The IT infrastructure is continually upgraded. The bandwidth has been progressively increased from 15 Mbps to 30 Mbps over a period of 5 years to suit the demands. The Administrative office has computers with the latest configuration for seamless working, internet facility is available at all the seats. Student data management software is also in place. Wi-Fi connectivity is also available to the staff members and in the computer department

The whole campus will soon have Wi-Fi connectivity. A proposal for the same has already been submitted to the govt. and it is expected to be finalized soon.

4.3.2

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

Response: 26

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

Response: 60

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 1.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.86	1.24	0.18	1.31	8.93

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 30.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
538	518	609	638	548

File Description	Document
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 2.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	85	0	30	27

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 6.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	65	83	44	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
489	624	613	636	768

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

5.2.2

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

Response: 1.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	7	13	3	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 61

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	0	05	13

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

5.3.2

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

Response: 24.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	15	08	24	22

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The support of the Alumni Association is a valuable asset for the institution. The college has a registered Old Students' Association, that holds its meetings annually where alumni are invited to meetings and apprised of the latest developments in the college with their suggestions and financial aid to go a long way in improving infrastructure and working of the college.

Scholarships/Grants: Most of our students hail from financially weak families. The Govt. provides scholarships to SC, ST, and minority classes. But there are many deserving candidates from the General category also. The Alumni Association (registered as the Old Students Association)collects funds for this purpose and provides financial help to financially weak students. Our College staff too is always keen to help these students generously. Needed students are provided with books by the college library book bank.

Infrastructure Development: Alumni contributions are also used towards infrastructure development projects. The owner of SP Electricals, Adelaide Australia donated Rs. 76000/- to OSA, which was utilized for the procurement of dance costumes for the students of dance, to get materials for the Fine Arts, Music vocal, and Music Instrumental Departments. Two water coolers and one water purifier on the college campus were also installed by the Alumni Association.

Organizing competitions: The O.S.A. organizes Inter college and inter-class competitions like Poetry writing, essay writing, painting competitions, etc. with the aim of developing the creative skills of the students.

Support Services: O S.A. held an alumni meet (on 12.3.2022) exclusively of alumni school teachers with the motive of enhancing enrollment in our college. OSA is paying the salary of maths and chemistry teachers (in the absence of any regular teacher).

Networking and Alumni Engagement: The Alumni Association organizes networking events, and reunions/alumni meets to foster connections and collaboration among alumni. These events provide opportunities for alumni to connect with each other and with current students, fostering strong ties, a sense of pride, belongingness, and a supportive alumni network. Lohri celebration at college on 13.1. 2023 was dedicated to the Alumni.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Clearly Defined Vision and Mission: The institution has a clearly defined vision and mission statement that reflects its core values, goals, and aspirations. That is providing quality education to the maximum number of girls. This provides a guiding framework for decision-making and institutional practices.

Strategic Planning: Governance and leadership actively engage in strategic planning processes that align with the vision and mission. This involves setting clear objectives, defining strategies, and allocating resources to achieve institutional goals.

Communication and Reinforcement: The vision and mission are effectively communicated to all stakeholders, including faculty, staff, and students through the college website and prominent display on the campus. Regular reinforcement of the vision and mission through various functions and meetings helps foster commitment.

Decentralization: The college works for the promotion of decentralization governance In order to execute better policies and plans. To achieve this the college assigned administrative duties to the faculty members in the form of Dean, Registrar, and Bursar. Different committees are formed to look into matters regarding academic, financial, cultural, co-curricular, and student welfare affairs. Such as Career Guidance and Placement, Admission, Quality Assurance, Legal Cell, Research and Development, Examination and Evaluation, Scholarships and Fee Concession, Hostel Committee, etc. An Annual duty list is issued to assign different duties to each committee. Every committee has one teacher as a Convener.

Being members of the college governing body the faculty members are involved in the decision-making process at different levels. Heads of the department along with the active participation of the faculty of their respective departments handle meetings, various extracurricular activities, educational visits, guest lectures, seminars, etc. For the smooth functioning of the college, the heads are authorized to recommend and purchase the requisite books, magazines, and journals as an instrument. They are free to organize various activities like industrial visits, educational tours, workshops, inter-college competitions, etc.

The principal of the college holds regular meetings with the vice principal, heads of the departments, and committee members to check out for the coming activities. The faculty members are also involved at various levels. The institute plans to construct a cafeteria cum student center, new toilets, and also renovate staff quarters.

The college intends to have a new spacious library building and it also proposes to have more smart

classrooms, equipped with audio-visual aids. A sense of responsibility is instilled in the students by giving them the opportunity to take up different roles as class representatives and coordinators for several activities like N.S.S, Red Cross, NCC, and Youth Club, thereby also inculcating a sense of discipline and dignity of labor in them. All this helps them to grow as confident, responsible citizens. Society is given great importance in the local managing committee which comprises representatives from different walks of society. Valuable feedback is also provided by the alumni of the college.

The head of the institution ensures proper implementation of all the strategies, action plans, and policies which results in reinforcing the culture of excellence.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

GCG Patiala is an Institute of great repute in the region. We have been striving for excellence each year. With the same goal in mind, the IQAC of college has designed an Institutional Perspective plan for the years 2018-2023, which is still functional. The plan identifies strengths, weaknesses, opportunities, and challenges for college. Later on, keeping in view the vision and mission of the college, various actions are planned which are supposed to be undertaken in the upcoming years. In the regular meetings conducted by IQAC, brainstorming on all the challenges faced by the Institution is done and all the necessary measures are taken.

In the preparation of the Perspective Plan, the Internal Quality Assurance Cell (IQAC) of the College has taken initiatives to obtain Inputs from all stakeholders viz. the management, the Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents and the peer colleagues. The prime role of IQAC is to suggest quality measures for the betterment of an institution. While preparing a road map for future growth, the members of the IQAC have considered feedback from all the stakeholders and the recommendations specified in the meetings of the IQAC.

Following are some of the key goals of the Perspective Plan:

1. To streamline efforts for the improvement of GER
2. To create an enabling academic environment for students embedded with sincerity, discipline, and commitment

3. To keep faculty members abreast with the latest trends and developments in Research, Technology, and Teaching methodologies
4. To add more and latest computers to the labs for the privilege of students
5. To make an incubation center for nurturing, encouraging, and developing innovation and entrepreneurial skills among students
6. To enroll all the students for at least one MOOC or Swayam courses
7. To engage NGOs for skill training
8. To make the Campus clean, green, and plastic-free
9. To go for the energy auditing of the whole campus, and install solar panels for power generation.
10. Conducting faculty and student development programs for cutting-edge trends and technologies.
11. To uphold good academic performance with 100% results
12. To inculcate a learner-centric and effective teaching-learning process
13. To develop a comprehensive system of student mentoring and student support
14. To launch value-added and skills development programs improving the employability of students;
15. To motivate students for self-employment and to enable them to emerge as entrepreneurs
16. To involve a friendly, efficient, and flawless administrative setup ensuring a smooth day-to-day functioning
17. A New staff room and Admin block building need to be constructed for the efficient functioning of administration and staff.
18. To overhaul the swimming pool so that it could be used by athletes and students
19. The plan has proved fruitful in enhancing the quality of education and teaching learning. All the measures proposed in the perspective plan were undertaken during the last five years. It was observed that many goals were achieved too; yet, there are still some areas where the Institute needs to focus more in the upcoming years.

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has effective welfare measures for teaching and non-teaching staff.

Professional Development:

Professional development opportunities such as training programs, workshops, conferences, or higher education sponsorships are offered to staff to support continuous learning and career advancement.

?The institution effectively implements welfare schemes for the teaching and non-teaching staff. All the government schemes such as gratuity, pension, earned leave encashment, commutation of pension, medical facility, leave on a project or Conference, health funds schemes, Permission to attend FDP, such as orientation programs and refresher courses, short-term courses, etc. are provided to the staff.

Financial Support:

? Six months of fully paid maternity leave to all female employees.

? Encashment of earned leaves as per government rules at the end of the service.

? Non-teaching staff can avail of festival loans, wheat loans, uniform allowances, and mobile allowances.

Institution Performance Appraisal System for Teaching and non-teaching staff: The institution has a Performance-based appraisal system for the assessment of teaching and non-teaching staff. The appraisal report is based on the annual performance of the employees on the basis of their academic, research, and extracurricular activities. The Performance of the faculty is evaluated based on professional contributions to academics, contribution to short-term training courses, performing indigenous duties, and contribution to college administrative bodies.

The teacher as a person and teacher as a performer is also one of the mandatory assessments. for his/her Performance is appraised through his/her implementation of innovative methodologies in the classroom, lectures, seminars, tutorials, question paper setting and evaluation, updating of teaching methods, etc. Besides student feedback and pass percentage of the course are also considered.

The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal.

The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities which are mostly voluntary. The institute awards appropriate weightage for these contributions in their overall assessment.

Appraisal System for Non-teaching :

A few strategies are observed in appraising non-teaching staff performance, this includes technical contributions of individuals such as subject knowledge, awareness, quality innovation, and willingness to learn besides they also assess the behavioral aspects like group behavior, acceptability, punctuality, etc.

An annual appraisal report of non-teaching departmental staff is submitted by the HODs, which is further sent to the DPI office for evaluation and promotion later on.

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 35.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	57	4	2	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute maintains and follows a well-planned process for the mobilization of funds and resources. The main sources of funds are fees and UGC (RUSA) grants. Fees are charged from students for self-financed courses as per university and government norms and for PTA and other charges. The UGC/RUSA grant is used for the development and maintenance of infrastructure and to upgrade the learning resources.

Budgeting and Financial Planning: The institution has developed a comprehensive budgeting and financial planning process to allocate resources efficiently. This involves assessing the institution's needs and aligning resource allocation with strategic priorities.

Monitoring and Control: Implementing systems for monitoring and control helps ensure that resources are utilized effectively and are in line with the approved budgets. Regular tracking of expenditures and performance indicators allows for timely corrective actions.

Efficient Procurement and Asset Management: Adopting transparent and efficient procurement processes, inviting quotations, and purchasing from the GEM portal, helps in optimizing resource utilization. Proper asset management through the college property in charge ensures effective maintenance.

The process involves various committees of the institute as well as the Heads of Departments and account officers. The purchase and repair committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The quotations are scrutinized by the committee, decisions are made based on parameters like pricing, quality, etc. The committee ensures the expenditure lies within the allotted budget.

The UGC/RUSA grants are utilized in accordance with the regulations and guidelines issued by the UGC. The RUSA funds are also utilized as per the instructions. The college also mobilizes its resources from funds generated from self-financing courses. The college utilizes its funds in a transparent manner.

- The college has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for upscaling the academic process and also for infrastructure development.
- Our college governing body forms various committees of the institute. The grants and funds received from the government and fees from the students are subject to audit by the Accountant General of Punjab from time to time. It includes fees, local funds, expenditures on salaries of HEIS and Guest faculty, expenditures on functions, electricity and power consumption, and other expenditures incurred on various activities. PTA funds received as fees from the students are kept in a separate account.

Funds are utilized to meet day-to-day operational and administrative expenses.

A good percentage of the funds is spent on the purchase and maintenance of apparatus, and the enhancement of library facilities.

? Adequate funds are utilized for the development and maintenance of infrastructure for the institute.

In a nutshell, all the funds are utilized to keep in view the enhancement of the academic quality and strengthening of the infrastructure of the institute.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) has played a crucial role in institutionalizing quality assurance strategies and processes within the institution. During the periodic meetings, various aspects are discussed and new strategies are formed.

Review of Teaching-Learning Process:

Periodic Evaluation: IQAC conducts regular assessments and evaluations of the teaching-learning process to ensure its effectiveness and alignment with institutional objectives. This includes conducting regular class tests, assignments, and mid-semester exams. Students are assessed on the basis of these tests and classroom participation. Analysis of Periodic feedback is also part of IQAC.

Pedagogical Innovations: IQAC encourages the adoption of innovative teaching methodologies, emerging technologies, and learner-centered approaches to enhance the overall teaching-learning experience. The teachers are free to adopt strategies and teaching methods as they deem fit. Updation of infrastructure for teaching learning methods is also reviewed. Development of soft skills through value-added courses, training programs, signing MOUs for support and training, and interaction with industry are thoroughly discussed and carried out.

Administrative Processes: IQAC evaluates the administrative processes and procedures to identify areas of inefficiency, duplication, or bottlenecks. Streamlining these processes improves operational effectiveness and ensures smooth institutional functioning. For example, the difficulties faced by students at the university clerk seat or uploading assessments on the university portal, etc were resolved by IQAC.

Annual duties for staff are thoroughly discussed and assigned according to the capabilities and interests of the teachers.

Stakeholder Engagement: IQAC fosters a culture of participation and collaboration by involving stakeholders in the review of structures and methodologies. This enables the institution to benefit from diverse perspectives and ensures that decisions are inclusive and representative. Feedback from parents and alumni is taken into consideration. Views and ideas shared by the student members are valuable, as they bring about a perspective from students' point of view. Members from alumni and local industry are integral parts of IQAC.

Monitoring Learning Outcomes and Incremental Improvements:

Learning Outcome Assessment: IQAC designs and implements mechanisms to assess and monitor learning outcomes. This involves evaluating students' knowledge, skills, and competencies, both at the course level (Course Outcomes) and program level (Program Outcomes). The Admission data and results are discussed in the meetings. Students' participation provides insights into the effectiveness of the educational programs and guides for quality enhancement. Interdepartmental Academic Audits are carried out.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Government College for Girls, Patiala is a girls' college, so Gender Audit or promotion of Gender Equity are not applicable. For our college, women's empowerment, women's safety, and moral uprightness are the thrust areas. It is ensured that there is no chance of any gender discrimination at the college. 'The Sexual Harassment Cell' regularly teaches girls about their safety, gives them knowledge guides them on how to take action against any kind of exploitation, and makes them aware of sexual harassment.

We celebrate 'Dheeyan Di Lohri' which breaks the traditional norm of celebrating 'Lohri' for male children. We celebrate this festival for girls with all pomp and splendor.

International Women's Day is celebrated annually on 8th March by organizing guest lectures, and cultural events to honor and recognize the achievements of women. This event raises awareness about gender equality. It is a major function of the college which salutes and empowers, strong women. The activities like poster making, dance competitions, declamation contests, and yoga /Karate are part of the event. These instill feelings of strength and confidence in the participants.

Lectures, seminars, and workshops on gender-related issues, stereotypes, and the importance of gender equality are held regularly.

Leadership development opportunities are provided to encourage young women to take on leadership roles in student organizations and clubs. This builds their confidence and enhances their leadership skills.

To educate them about health-related issues, lectures by health experts – especially gynecologists are organized.

Girls are facilitated with every kind of training and coaching for sports. They are encouraged to participate and compete in all physical activities, sports, NCC, and NSS.

Girls are also trained in self-defense.

Due to all the above-mentioned initiatives, efforts, and facilities, the girls feel emboldened and enabled in every sphere of life.

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

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

of citizens (Within 500 words)

Response:

The institution has made significant efforts to foster an inclusive environment that promotes tolerance, harmony, and sensitivity towards cultural, communal, socioeconomic, and linguistic diversity. It has also prioritized sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens.

There are students from different religions and socio-economic strata. No discrimination is done on this basis while promoting unity in diversity providing equal opportunities for growth and learning for all individuals.

We have created a supportive and respectful environment in order to promote diversity and fairness. In tutorial classes, we focus on planned learning. All the days of national importance like Hindi Divas, Punjabi language month, Matbhasha Diwas, the birthday of Sikh Gurus, Kabir Jayanti, etc are celebrated with great fervor and respect. Students are encouraged to take part in such activities thus providing them a platform to know about different faiths and cultures.

The teachers build a positive and friendly relationship with each student. A typical class has students with mixed abilities. However, all students are treated equally without discrimination. The teachers always treat the students equally in all classroom activities like group discussions, giving personal attention to each one. Teachers effectively use "ice-breaking techniques" in the classrooms to create a sense of community.

The Alumni Association of the college provides financial assistance to the students belonging to the weaker sections. Teachers often help them to purchase materials required for the particular classes. Dresses required for music /dance/ judo /Karate performances are also provided by the departments so that they look and feel the same.

Our institute makes every possible effort to ensure that students and the staff become responsible citizens by sensitizing them to the Constitution. In order to fulfill their responsibilities as citizens, students get involved in college's various activities. The Constitution Day, National Integration Day, Independence Day, Republic Day, etc are celebrated. NCC Day is celebrated on 28th November which highlights the values and duties of responsible citizens.

Vijay Divas is celebrated on 16th December by organizing various activities like rallies, poetry recitations, declamation contests, and poster making.

Various activities are organized to sensitize students about the diverse cultural heritage of India are organized under the 'Ek Bharat Sreshta Bharat' program.

The legal literacy club regularly organizes lectures to enlighten the students about their rights.

In a nutshell, our students are groomed to be responsible, tolerant citizens who can understand and accept differences with open-mindedness and live in perfect harmony.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Title: **Keeping Alive Indian Art, Culture, and Tradition**

Objectives:

The goal of this practice is to keep alive dying arts, culture, and traditions through cultural activities.

To undertake activities focusing upon sensitization of the youth towards the value of rich traditional and cultural heritage.

To arrange cultural programs like classical dance, folk dance, classical and folk music at the college level which connects the students with our roots.

To inculcate the qualities of creativity, team spirit, etc.

Context:

In the present era of technology, our youth is losing touch with our culture and traditional values. To help our students stay connected with their roots and rich heritage, we try to provide all opportunities in a subtle manner. Patiala city is known world over for its heritage status. Music of the Patiala Ghrana, Kathak, Phulkari, and folk art are valuable not just to connoisseurs but to us too. We instill the qualities to acquire proficiency in the same. The college not only reflects the rich artistic history of Patiala but also tries to keep it vibrating amongst the young generation.

The practice:

Cultural, artistic, and folk heritage has been integrated into the curriculum. Punjabi literature, folk music, folk dances, folk art and culture, crafts, and painting are part of GCG Patiala. The college was built around a heritage building belonging to the erstwhile Maharaja. At present, this imposing structure houses the departments of Indian Classical Dance, Indian Classical Music, Folk Art and Culture.

We have Music and Dance clubs in which the students are taught classical music, folk music, and

different types of folk dances like Giddha, Bhangra, and Sammi. Dances from states other than Punjab are also taught. The students also learn to play traditional instruments like the Dhol, Tumbi, Matka, etc.

The college can boast of a unique folk art museum and also a sample 'village house' where traditional things like charkha, bridal Doli, phulkari, Bagh, kitchen utensils, boxes, durries, etc are kept and maintained. City students who never had a chance to experience village life are able to learn from the museum or other things displayed there. With the collaboration from the Home Science department cooking of traditional foods is also taught.   On festivals like Teej, and Annual Function, we display these items to the students and teach them about cultural and traditional values.

 Students are familiarised with traditional motifs and designs, through paintings and craftwork. This is otherwise not a part of the curriculum but taught as a value addition.

Evidence of Success

Our students are winners in the youth festivals. They perform in heritage festivals, have recorded their achievements in the form of albums, and also by posting on YouTube channels.

 Our students have been performing Giddha at district-level celebrations of Independence Day and Republic Day for the last 40 years. For the last 10 years, the college has been training students from local schools and colleges free of charge to participate in these functions.

Students of the Dance department have been invited by the famous Bollywood director Imtiaz Ali to perform the traditional 'Sammi' Dance in his movie.

The college has launched its gcg Patiala web TV on YouTube. To instill in the students a sense of responsibility towards their culture, many videos of college activities, fests, and celebrations of special days which are organized by the college are uploaded from time to time.

Problems encountered and resources required:

The addition of new items to the collection and maintenance of the museum is a challenge. Purchase of new artefacts is an expensive affair and donors are rare to find. But the college never stops making efforts. The role of teachers is commendable. They are constantly learning more to teach better. Many times expert artists are invited for technical guidance. Accompanists for music and dance items are specially hired to prepare particular items.

Best Practice No. 2

Title: **Facilitating Local Administration**

Objective: Outreach activities with the motive of maximizing the practical experience and exposure of the participants

Context:

- Available infrastructure
- Co-operative and Dedicated staff

- Creative and talented students

The practice

Since its inception, GCG has been an educational institution on which the district administration has placed utmost trust. This college has been giving performances in district or state-level functions like Republic Day and Independence Day for the last several decades.

During government-level functions like sports, fairs, cultural programs, heritage functions, and craft fairs, college students participate in programs like music and dance performances, making decorative arrangements through paintings and crafts that are colorful, elegant, and beautiful.

Evidence of Success

The heritage festival of Patiala is an event that is looked forward with eagerness for its gaiety and splendor. The college is proud to be an integral part of this festival in many fields. This festival is divided into many parts such as performances by great performing artists, a Craft fair, a fashion show, etc. Our teachers and students assist these artists as accompanists. For announcements, the students of Functional English are always there. The Fine Arts department displays its expertise in decoration, stage setting, etc. Various subject experts contribute to organizing competitions and for judgments. The students from the Dance and Music department are at the forefront of performing in various styles. A teacher from our college is always part of the organizing committee of the administration.

GCG Patiala has always been the first choice of administration as they have full confidence in our potential. Participation in such events equips our students with learning experience, exposure, and confidence. So we look forward to it.

Problems Encountered and Resources Required:

The dates of such festivals may clash with practical exams. Study days are hampered sometimes. The materials/dresses required are not always provided by the administration.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Justifying the Vision and Mission of the college, the institute plays a dominant role in empowering women in society by constantly working towards transforming young students into confident and strong women. Our aim is to train girls to acquire different skills for a secure and prosperous future.

Education is regarded as an important milestone of women's empowerment as it enables them to face the challenges of life in the future. Our college is the only premium institution in the region, with its heritage and legacy, which caters to girls' education. In classrooms, apart from academic knowledge, our teachers make them aware of their rights, so that they can make their own choices, and lead their lives according to their own free will.

The college celebrates the spirit of womanhood through festivals like Lohri, Teej, and International Women's Day. Lohri, which is a major Punjabi festival, is usually celebrated on the birth and marriage of a male child, but in our institute, we celebrate Lohri Dheeyan Di (Lohri of daughters) - signifying gender equality. Students, faculty, and staff actively participate in this festival. They perform folk songs and dances showcasing the strength and resilience of a woman. Lohri is also an opportunity to raise awareness about gender equality and also challenges faced by women in our society. Through songs, poetry, skits, or discussions important topics such as dowry, gender-based violence, and women empowerment are discussed. This celebration at college is organized by the students, they learn social and management skills.

Teej: a celebration of womanhood - is a cultural festival. This festival is celebrated in the month of 'Savaan'. Wearing traditional dresses, applying henna, performing folk dances, singing folk songs, and enjoying swings, and sweets. It helps them connect with their cultural heritage and enjoy being a woman. Departments organize activities of creative expression such as art exhibitions, poster making, essay writing, declamation, and poetry recitation to make a wholesome learning experience too.

International Women's Day on March 8th - Awareness program - This day is celebrated as evidence of growing women's empowerment. In collaboration with NGOs, Doctors, and leaders, programs are organised that focus on issues such as gender equity, women's rights, and leadership and career opportunities. Topics like self-confidence, assertiveness, and negotiation skills are discussed. Competitions, exhibitions, and presentations showcasing the achievements and contributions of notable women from various fields help them to get inspired and motivated. is celebrated with great fervor as a major function of the college which salutes the modern and empowered strong women. It is a practice of the college to invite our Achiever Alumni on all these days not only to honor them but also to inspire our students. Each department organizes events that reinforce the institution's larger vision and mission to provide empowering education to young women. The department of psychology engaged in the counseling of the girls in order to make them mentally strong.

Physical strength and self-assurance is an important aspect that is nurtured by sports, Yoga, and self-defense techniques.

To help our students learn about the importance of nutrition and a healthy body - lectures, interactive sessions, and workshops are organized by nutritionists and doctors.

Along with physical well-being, lectures, and workshops are held to take care of mental health. They are offered counseling or guidance by experts.

We teach the girls how to be strong, self-sufficient, and confident to make decisions through the

campaign "Beti Bachao Beti Padhao". The students are taught about the fact that a girl child is no less than a boy in the present time, girls are bringing a lot of accolades to their family and nation as a whole in every field including sports, entertainment, the corporate world, etc. For infusing self-confidence in girls, it is important that they are aware of the right things.

A proverb says "If a girl is educated the whole society is educated" With this mission, the institution develops in its students the ability to think clearly and independently and the ability to live confidently and courageously. And gives them hope in life ahead.

The subjects offered to students in the humanities stream, tap the feminine energy of students which is instinctual and natural to female students. Fine Arts, Classical Dance, Music, Literature, and even Home science unravel vistas for the female psyche to create and propagate a harmonious world. Woman is at the centre of the universe and we as an institution are privileged that we are able to nurture the feminine self by educating her in many possible ways.

File Description	Document
Appropriate web in the Institutional website	View Document

26-10-2023 06:17:21

5. CONCLUSION

Additional Information :

The college campus is developed around a Heritage building, which was the 'Haveli' of erstwhile Maharaja - Bhupinder Singh of Patiala. The distinctiveness and heritage values are still a part and parcel of the college. It is spread over 25 acres and has an array of flora and fauna.

The college caters to girls' education, especially those who come from rural areas. Most of the students belong to an economically weaker section of society, and some are not even allowed to study in co-educational colleges. A large hostel that provides a clean, green, and secure environment is a big facility for students who cannot commute or belong to far-flung places.

Renowned for its contribution to the field of education and heritage, the current CM of Punjab S. Bhagwant Singh Mann chose Government College for Girls, Patiala as the first college for his visit and to have a dialogue with the students. An adequate sum of grant has been sanctioned by the Minister for developmental tasks such as the construction of a new state-of-the-art library, a multipurpose hall, the purchase of a generator, and the renovation of the college swimming pool for which we are indebted to him.

In its effort to contribute towards the development of the city, the college has agreed to share its land to build an overhead water reservoir for the 'Canal Water Supply' project of the city. The college and hostel shall be getting water supply from this reservoir and this will also help the college in saving groundwater.

Of late, a decline in GER is observed, but the college has made significant efforts to improve enrollment and we have successfully improved it by a 10% increase in the current session 2023-24.

The data on student progression available may not correspond to the actual number of students who join work or higher studies because so many of them do not report their progression. We presume that there may be more students progressing.

B.Com. M.A. Psychology, M.A. History, M.A. English, and skill-based vocational courses are proposed to be started, based on the feedback obtained from the stakeholders.

Concluding Remarks :

In conclusion, the Self-Study Report presented here provides a comprehensive and reflective analysis of our institution's performance in various key areas. This process has been instrumental in evaluating our strengths and identifying areas for improvement, aligning with the core principles and values upheld by NAAC. Through a rigorous self-assessment, we have gained valuable insights into our academic and administrative practices, ultimately reinforcing our commitment to providing quality education and holistic development to our students.

The self-study process has underscored our accomplishments in teaching practices, good infrastructure, outreach programs, participation in sports and co-curricular activities, women empowerment initiatives, heritage preservation, and eco-friendly initiatives.

However, the self-study has also highlighted areas where improvement is necessary. We acknowledge the need

for enhancements in faculty development, research work, upgrading ICT facilities, strengthening industry-academia collaborations, and keeping student progression records.

We are committed to implementing the recommendations arising from this self-study and to working towards achieving our goals and objectives for the benefit of our students, faculty, and the community.

Our institution has demonstrated a strong commitment to quality assurance and continuous improvement, as reflected in our rigorous self-assessment process and the implementation of feedback mechanisms.

Government College for Girls, Patiala remains steadfast in its commitment to providing high-quality education that nurtures critical thinking, innovation, and ethical values. The self-study has illuminated our path to continuous improvement and our mission to create a vibrant, inclusive, and sustainable educational environment.

We look forward to the NAAC peer review process, as it offers the opportunity for external validation and the endorsement of our commitment to excellence in education.