



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SYON COLLEGE**

**K.M.-7, HANUMANGARH ROAD, ABOHAR - 152116, DISTT.- FAZILKA (**  
**PUNJAB) INDIA**

**152116**

**[www.syoncollege.com](http://www.syoncollege.com)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Syon College, established in 2015 by the Syon Educational and Welfare Society, is located in the rural area of Abohar, Punjab, and is affiliated with Punjab University, Chandigarh. The college is situated on a sprawling 5-acre plot with lush green landscaped lawns, providing a serene and conducive environment for education. Its unique location near the international border with Pakistan makes it an essential educational hub for students from rural and border areas, particularly those who are socially and economically disadvantaged.

Syon College is dedicated to providing quality education and uplifting students from marginalized communities. The institution aims to bridge the educational gap between rural and urban areas, fostering national integration and pride. Its mission includes offering affordable education to students below the poverty line, promoting inclusivity and diversity, fostering critical thinking and creativity, developing emotional intelligence and soft skills, and preparing students for successful careers and entrepreneurship.

The college's commitment to social responsibility is evident through its outreach programs organized by the NSS, Lions Club, and Red Cross Society, among others. These initiatives enhance students' social awareness and sensitivity toward the upliftment of underprivileged sections of society. Various extension lectures, seminars, and workshops are regularly conducted to enrich students' knowledge and skills.

The college library, the heart of the institution, is partially automated using E-Library Software and has a seating capacity of 60. It provides access to 9196 books, 8 encyclopedias, 30 journals, and regular newspapers, magazines, and open e-resources through DELNET subscriptions. The library is a vital resource for students and faculty members for referencing, reading, and supervised self-study.

Syon College also emphasizes the dignity and rights of women, having established a Women's Grievance and Redressal Cell and an Anti-Ragging Committee to ensure a safe and respectful environment. To provide equal opportunities to women, and adhering to this vision, Women Cell of the college held activities in the same direction.

The college has made significant contribution in the "BETI PADHAO BETI BACHAO" campaign. The institution's motto, "ज्ञानं विमुक्तये" (Knowledge is that which liberates), reflects its dedication to fostering excellence in education and social consciousness. By serving the rural and border areas, Syon College is transforming lives and contributing to the socio-economic development of the region.

### **Vision**

Transforming lives and communities through learning.

### **Mission**

To provide affordable quality education while equipping students with knowledge and skills in their chosen stream, inculcate values, identify hidden talents provide opportunities for students to realize their full potential

and thus shape them into future leaders, entrepreneurs and above all good human beings.

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

### Institutional Strength

- Being in the developing stage the institution imparts best academic environment and quality education particularly among the contemporary colleges established in rural areas in the state.
- Academically sound, with highly qualified and experienced faculties, imparting practical and value based education.
- Caters educational needs of rural areas, backward and economically weaker sections of the society.
- Governance and management of the institution is decentralised, transparent, participative and democratic.
- Organize various social awareness activities.
- Financial support through various scholarship schemes.
- The College has 16 functional MoUs with eminent industries, companies and NGOs.
- Eco-friendly, plastic free, clean and lush-green campus that conserves energy, protects bio-diversity and ensuring self-sustainability in area of energy-waste management.
- Availability of maximum number of subject combinations at UG level with Value Added Courses.
- Excellent extracurricular activities, sports, cultural, academic, community service programs and outreach activities by students and faculty.
- Emphasis on three E's- Efficiency, Excellence and Effectiveness.
- Effective Mentor Mentee relationship for student support.
- Sanitary Vending and Incinerator Machines are the additional features of the institution to provide healthy and congenial environment.
- The college maintains Pollution free Environment by preserving its acres of green lawns along with plantation of thousands of plants. The overall aroma of the college campus is very soothing and pleasant.
- E-content studio to facilitate the production of digital Content for Educational Purpose

### Institutional Weakness

- Lack of autonomy in curriculum designing. The College is affiliated to the Panjab University, Chandigarh and follows the curriculum prescribed by it.
- The curriculum is mainly based on theoretical aspects and therefore it doesn't provide enough opportunities to faculties to enhance their research experience.
- Limited resources in the use of digital technology to enhance teaching-learning in the campus. Hindrance due to Jammer in B.S.F. Cantonment area.
- Our college being situated in remote and underprivileged area. Most of our students belong to impoverish background of information/knowledge which disables them to have access to ultra modern, innovative technology.
- Large section of the students is first generation learners and educationally backward and leads in into problems of comprehension communication.

### Institutional Opportunity

- The College has an opportunity to implement the important policies laid down by the New Education Policy 2020 that will benefit the whole system.
- The purpose of the Faculty Development Programmes (FDPs) at Syon College is to introduce the younger generation of students and faculty to the high standards of teaching and learning practices that stem from the college's unwavering commitment to its founding principles and values.
- Syon College has a large number of alumni that may contribute to the college community and help current students adapt to the changing educational landscape and workplace. To do this, we can improve the usefulness of current educational offerings.
- High-quality seminars, workshops, and conferences can only be planned and carried out with the help of faculty members who possess remarkable qualifications, competency, and dedication. This opens up a promising possibility for working together with prestigious universities around the country and the world to support certificate programmes, additional courses, and other similar endeavours. As a result, there will be a better chance to create new learning materials and contribute to a wide range of academic fields.
- Developing vibrant partnership with industry for training and development.
- Scope for strengthening outreach programme.

### **Institutional Challenge**

- Syon College offers postgraduate courses in History, Sociology, Punjabi, Hindi, and Education. However, the college does not actively engage in research at the postgraduate level. Panjab University, Chandigarh oversees the examination procedures, while the college mainly conducts tutorials. As a result, the opportunities for teaching and research in the postgraduate programs are limited.
- The institution is challenged by limited funds from various sectors, impacting the development of strong research aptitude among students. To address this, a strategic, multi-faceted approach is needed. This includes seeking external funding, reallocating internal resources, fostering a research-oriented culture, forming collaborations, and leveraging alumni and donor support. Despite these constraints, creative solutions and dedicated efforts can help create an environment conducive to research, nurturing students' research skills and aspirations.
- It is Crucial to identify the reasons behind student dropouts at the institution. According to institutional research, common contributing factors include financial difficulties, personal circumstances, insufficient academic support, mismatched career aspirations, and challenges in adjusting to college life. By understanding these reasons, the institution can create targeted interventions to address the specific needs of returning students and help former students resume their courses.
- To revive the interest of the students towards the subjects losing their sheen i.e. Geography, Police Administration, Public Administration and Computer.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Syon College is affiliated to the Panjab University, Chandigarh and follows the curriculum prescribed by it. The college provides program in Arts, Commerce and Library Science.

The college demonstrates a robust framework in addressing curricular aspects, ensuring quality education aligned with contemporary demands and academic standards. The institution's curriculum design reflects a comprehensive approach, integrating interdisciplinary perspectives to enhance learning outcomes. Emphasizing learner-centric methodologies, the college promotes active engagement through innovative teaching-learning practices and updated course content.

The college's curriculum is designed to cater to diverse learner needs, fostering holistic development and critical thinking skills among students. It incorporates feedback from stakeholders and alumni, ensuring relevance and responsiveness to emerging trends. The institution actively reviews and updates its curriculum to integrate advancements in knowledge and technology, thus maintaining its academic relevance.

Furthermore, Syon College Abohar emphasizes the incorporation of co-curricular and extracurricular activities to supplement theoretical learning, promoting the holistic development of students. The college provides adequate infrastructure and resources to support effective curriculum delivery, including modern laboratories, libraries, and digital learning platforms. The college provides ample opportunities of exposing the students to the actual job environment by conducting field trips in nearby industries, internships, workshops, special lectures from industry experts, and group discussions.

The college strives to offer highest quality education and services through continual self-assessment, evaluation by students and seeking feedback from stakeholders. Institution regularly obtains feedback on the syllabus and its transactions from its stakeholders. Feedback so obtained is discussed and analyzed to prepare an improvement plan.

In conclusion, Syon College Abohar exhibits a strong commitment to curricular excellence, fostering a conducive environment for academic growth and skill development among its students. The institution's proactive approach to curriculum enhancement and alignment with industry needs underscores its dedication to quality education and continuous improvement.

### **Teaching-learning and Evaluation**

At the heart of Syon College's educational mission is the dynamic interplay between teaching, learning, and evaluation. The college effectively administers its B.A., B.Com., B.Lib., and M.A. programs, ensuring a smooth and **transparent admission process** in accordance with Panjab University, Chandigarh regulations. This process is meticulously managed to guarantee fairness and equal access, with faculty members assigned specific roles to streamline admissions. The institution upholds merit-based admissions while accommodating reservations as per guidelines.

Professional development for faculty is a priority, with ample opportunities for growth provided. The college follows the academic calendar of Panjab University while also creating its own schedule for internal activities. Emphasis is placed on supporting students from diverse backgrounds, including those with low academic performance, disabilities, or requiring physical and emotional support. To enhance student retention, the college offers **fee concessions**, a **bilingual teaching approach**, and a commitment to gender equality.

Faculty members are dedicated to identifying and addressing the needs of diverse learners, fostering **effective mentoring relationships**. The college employs a range of teaching methodologies, including experiential learning, problem-solving, role-playing, classroom seminars, group discussions, project work, assignments, field visits, and case studies. Both online and offline platforms are utilized, with resources such as Google and

Zoom enhancing the learning experience.

Students are encouraged to engage in activities that develop 21st-century skills, contributing to their overall life experiences. The teaching-learning process is closely aligned with the stated Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). As a testament to its effective approach, 95% of students achieve a first division, with over 70% scoring more than 70% in their assessments.

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

Syon College Abohar has a strong research culture. It aims at promoting multidisciplinary research and education in Arts, Sciences. The college has a Research and Development Advisory committee to promote the research culture among UG and PG students. The institute supports teachers' professional development by providing study leave with pay. Furthermore, the college administration has a policy of providing incentives in the form of annual raises and income increases upon completion of a PhD degree.

In order to sensitize students to social issues and to bring about their holistic development, extension activities are carried out in the neighborhood community. Various activities are organized by different college committees like NSS committee, ECO Friendly Club, Health and Sports Committee, Youth Welfare Services & Co Curricular Activity. Departments and other societies also organize activities to sensitize students about social realities and challenges. Almost all students involve in a large number of socially relevant activities. In addition, the institute organizes various outreach activities for community development and participates in government initiatives such as the Swachh Bharat movement, Road Safety awareness, health awareness, tree plantation, environmental awareness and so on in collaboration with the NGOs, Charitable Society, and so on. NSS unit of the college has been conducting a number of activities there such as cleanliness drive, plantation, door to door Awareness rallies, Nukkar Natak etc. All the above mentioned activities have positive impact on the students and develop student community relationship, leadership skills and self confidence of students leading to holistic overall development of the students. Functional MOUs have been signed by the college with several education colleges and schools.

An earnest effort is made to make students aware of their rights along with their duties and responsibilities towards the society. The institution celebrates various days of National and International importance to make the students proud of their country and their duty to carry the rich heritage of their country ahead. The national voters' day is celebrated to make the students responsible voters. The College organizes and participates in a variety of events including faculty, students, and research exchange program.

### **Infrastructure and Learning Resources**

Nestled within a sprawling 5-acre landscape, this institution stands as a beacon of eco-friendliness and modern connectivity, serving students from Abohar city and its surrounded rural areas. The wi-fi enabled campus features well-furnished classrooms, a state-of-the-art computer lab, and an art & craft cum music resource center, alongside a comprehensive sports arena.

Students are benefited from a well-stocked, partially automated library, a psychology lab, and a sports resource room teeming with equipments. Hygienic washrooms for all, including gender-neutral & handicapped-friendly options and two seminar halls and an open stage further enhance the campus facilities. The lush greenery of the campus is complemented by robust security measures, including 30 high-definition CCTV cameras, canteen,

parking, and stationary facilities. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct games for students.

Emphasizing quality and holistic education, the institution continually upgrades its infrastructure to foster both academic and professional growth. The college library, spanning 60,30 sq. ft. with a seating capacity for 60, operates from 9:30 AM to 3:30 PM, excluding Sundays and holidays. It is divided into sections for circulation maintenance, reference, and reading and offers a vast collection of textbooks, reference books, periodicals, and e-resources. The library uses E-Library Software updated version 04082024. Three computers are available in the library for students to access DELNET .

Leveraging ICT to enhance student-teacher engagement and administrative efficiency, the college boasts 45 desktops, a Laptop, 4 printers, 2 Photocopier machines, a TV, and internet speed up to 100 MBPS. Two portable LCD projectors elegantly enhance multimodal teaching. The institution maintains its website and YouTube channel to enrich the teaching and learning experience. Regular upgrades and renovations, guided by recommendations from various committees, ensure that the campus remains modern and conducive to learning. This ongoing investment addresses both academic and administrative needs, fostering an environment that supports continuous growth and excellence.

### **Student Support and Progression**

Syon College is committed to offering strong support to students in their academic and professional pursuits. Students frequently benefit from a variety of government and non-government scholarships and fee concessions. Additionally, the institution provides financial aid annually to students who are in need and meet the eligibility criteria.

To foster Capacity Development and Skill Enhancement, a series of programs were orchestrated by the institution, focusing on the refinement of Soft Skills, Language and Communication Proficiencies, Life Skills, and Technological Aptitudes.

Every year Career Guidance Cell of our institution organizes a wide range of career advancement activities, including placement services, career counseling, and guidance for competitive examinations to help students navigate and enhance their career prospects.

Students' grievances regarding emotional and safety issues, especially the female students, are addressed with great sensitivity and confidentially through designated bodies, such as the Internal Complaints Committee, Anti Sexual Harassment, Anti-Ragging Committee, and Grievance Committee.

Through the efforts of the Career Guidance Cell, many of our graduates have gone on to pursue higher education at esteemed institutions or have secured positions in teaching, banking, accounting, and various other private sector fields.

Beyond academics, the college is dedicated to nurturing students' artistic talents by organizing cultural programs and providing training for competitive participation. A spirit of sportsmanship is instilled in students through active involvement in sports and field activities. Our students have excelled, winning awards and medals for their outstanding performances in sports and cultural activities at both university and state levels. Students also represent the college in state and university-level sports events such as cricket, athletics, and more. The college's annual sports events include indoor board games like chess and carom etc., as well as

outdoor activities like cricket, volleyball, and javelin throw etc.

The college has a registered alumni association with Registration No 4416 of 2024-2025 that meets regularly. The Association plays a vital role in enhancing academic endeavors, supporting students, and mobilizing resources. Their generous contributions include the donation of computers, reflecting their unwavering commitment to the institution. Moreover, the association inspires and motivates students, providing them with comprehensive support in every possible way.

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

Syon College operates with a transparent and multi-layered governance system. The Governing Body meets regularly to discuss the institution's progress. IQAC meetings facilitate the planning and execution of educational, instructional, and administrative initiatives. In compliance with government regulations, Syon College has implemented welfare initiatives and development-focused programs for both instructional and non-instructional staff. The governance is guided by principles of transparency, inclusivity, and accountability. Feedback from students, faculty, employers, and alumni is collected through online and offline forms, analyzed, and communicated to the Governing Body for action.

The quality of the teaching-learning process is monitored by the Internal Quality Assurance Cell (IQAC), with management ensuring the smooth functioning of teaching and support systems. Each department receives an Internal Audit Report from the IQAC and a Self-Assessment Performance to encourage self-reflection and collective action. Feedback is provided to all departments and relevant personnel to foster critical reflection and proactive planning.

The college adheres to performance evaluation protocols established by the Government of India. All employees complete a Performance Based appraisal System (PBAS). The College Grievance Cell, overseen by the Principal, addresses grievances.

Routine financial audits, both internal and external, ensure financial accountability and transparency. Decisions are made through inclusive discussions involving students, faculty, and staff, ensuring a collaborative and democratic approach.

Syon College is led by visionary leaders who prioritize student well-being and success, engage with students, and create a conducive learning environment. Management invests in professional development for faculty and staff, empowering them to deliver high-quality education and support services. Strategic planning sets clear goals and benchmarks, enabling data-driven decision-making and fostering a culture of continuous improvement. Regular evaluations, feedback loops, and data analysis drive enhancements across all aspects of the college.

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

Syon College is dedicated to fostering a nurturing and inclusive environment, with a particular focus on **Gender equity**, sustainability, and holistic education. As a co-educational institution, Syon College prioritizes gender equity through the active efforts of its **Women Development Cell**. This cell organizes programs addressing women's social and legal issues, engaging both male and female students to raise awareness and promote sensitivity. The cell also ensures the security and counseling of female students, encouraging their



active participation in extracurricular activities.

The college's commitment to inclusivity is evident in its infrastructure, with special provisions for '**Divyang**' students, including ramps across the campus. **Environmental sustainability** is a core value, reflected in its comprehensive policies on energy, waste, water, and green cover management. The institution actively works towards maintaining a clean, green, plastic-free environment, aligned with sustainable development goals. Waste is managed through the principles of **reduce, reuse, and recycle**, with dry, wet, and e-waste appropriately segregated and disposed of.

A harmonious and tolerant campus culture is promoted through the celebration of cultural and religious festivities and by raising awareness about constitutional obligations through various programs. The college operates a 10 kW **solar rooftop power plant**, which meets a significant portion of its energy needs. Additionally, **open gyms, LED lighting, and energy-efficient appliances** are employed to reduce energy consumption. **Rainwater harvesting** and underground water storage ensure the sustainability of water resources for day scholars.

**Green audits** are conducted to evaluate the institution's environmental initiatives and to enhance student awareness about ecological responsibility. The college actively promotes minimal plastic use, tree plantation drives, waste management workshops, and the use of eco-friendly materials. **Vermi-composting** is utilized for managing biodegradable waste.

Syon College's **distinctiveness** lies in its integration of sustainability, community involvement, and academic excellence within its holistic educational framework. Annual **best practices**, such as Green Initiatives and the Azadi Ka Amrit Mahotsav for the 75th Independence Day, are aligned with the institution's vision and mission, reflecting its consistent efforts towards fostering a values-driven and environmentally conscious campus.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | SYON COLLEGE  |
| Address                         | K.M.-7, Hanumangarh Road, Abohar - 152116,<br>Distt.- Fazilka ( Punjab) India |
| City                            | Abohar  |
| State                           | Punjab  |
| Pin                             | 152116  |
| Website                         | <a href="http://www.syoncollege.com">www.syoncollege.com</a>                  |

| Contacts for Communication |             |                            |            |             |                          |
|----------------------------|-------------|----------------------------|------------|-------------|--------------------------|
| Designation                | Name        | Telephone with<br>STD Code | Mobile     | Fax         | Email                    |
| Principal                  | G L Sharma  | 1634-278278                | 7986865496 | 1634-278278 | syoncollege@gmail.com    |
| IQAC / CIQA<br>coordinator | Kavita Devi | 1634-225444                | 9356047576 | 1634-278278 | kavitamallah09@gmail.com |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Private and Self Financing |

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

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

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

| State      | University name   | Document                      |
|------------|-------------------|-------------------------------|
| Chandigarh | Panjab University | <a href="#">View Document</a> |

| Details of UGC recognition |      |               |
|----------------------------|------|---------------|
| Under Section              | Date | View Document |
| 2f of UGC                  |      |               |
| 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            | K.M.-7, Hanumangarh Road, Abohar - 152116, Distt.- Fazilka ( Punjab) India | Rural     | 5                    | 20234.3                  |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |  |                           |                            |                              |                            |                                |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/ Course</b>         | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Arts,                                 | 36                        | Intermediate               | English,Hindi,Punjabi        | 1200                       | 916                            |
| UG  | BCom,Commerce,                           | 36                        | Intermediate               | English,Hindi,Punjabi        | 60                         | 32                             |
| UG  | BLibISc,Library And Information Science, | 12                        | Graduation                 | English,Hindi,Punjabi        | 60                         | 33                             |
| PG  | MA,Arts,                                 | 24                        | Graduation                 | English,Hindi,Punjabi        | 300                        | 29                             |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1                |        |        |       | 0                          |        |        |       | 44                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 0      | 0      | 0     | 19                         | 17     | 0      | 36    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 8                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 20           |
| Recruited   | 9           | 7             | 0             | 16           |
| Yet to Recruit  |             |               |               | 4            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 3            |
| Recruited   | 2           | 0             | 0             | 2            |
| Yet to Recruit  |             |               |               | 1            |

### **Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/<br>LLD/DM/MCH   | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 1                | 0      | 0      | 0                          | 0      | 0      | 1                          | 2      | 0      | 4            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 9                          | 8      | 0      | 17           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/<br>LLD/DM/MCH   | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 9                          | 7      | 0      | 16           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 2      | 0      | 2            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 2      | 0      | 3            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Details of Visting/Guest Faculties</b>                         |             |  |               |  |              |
|---|-------------|--|---------------|--|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |  | <b>Female</b> |  | <b>Total</b> |
|   |             |  |               |  |              |
|   | 3           |  | 1             |  | 4            |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 753  | 17                                | 0                   | 0                       | 770          |
|                  | Female | 208  | 3                                 | 0                   | 0                       | 211          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG               | Male   | 15   | 0                                 | 0                   | 0                       | 15           |
|                  | Female | 14   | 0                                 | 0                   | 0                       | 14           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 146           | 166           | 177           | 162           |
|  | Female | 31            | 38            | 47            | 42            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 66            | 55            | 46            | 38            |
|  | Female | 13            | 22            | 32            | 39            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 683           | 695           | 773           | 671           |
|  | Female | 65            | 75            | 63            | 54            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>1004</b>   | <b>1051</b>   | <b>1138</b>   | <b>1006</b>   |

### **Institutional preparedness for NEP**

|   |   |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>Syon College, affiliated with Panjab University Chandigarh, adheres to guidelines set forth by its parent University. Our academic curriculum is structured in accordance with UGC and University directives to ensure comprehensive educational content and effective pedagogical methods. Our leadership is dedicated to implementing a robust framework for multidisciplinary and interdisciplinary education, aimed at equipping students with essential 21st-century skills. The institution eagerly anticipates gaining clarity on the implementation and impact of these innovative educational policies. Our Faculty is already engaged in interdisciplinary research and is working proactively on implementing the suggestions</p> |
|---|---|



|  |   |
|--|---|
|  | referred in the NEP.  |
| 2. Academic bank of credits (ABC):   | As Syon College is affiliated with P.U. Chandigarh, all certificates and degrees are issued by the university itself. Our university has enrolled in the NAD portal as per government directives to deposit students' academic records. This initiative benefits students pursuing higher studies by providing a credible, authentic, and convenient mechanism for accessing, retrieving, and validating their awards. Furthermore, our institution is actively participating in depositing students' earned credits for all academic programs into the academic credit bank. This promotes student-centric higher education practices nationwide through learner-friendly approaches and interdisciplinary education initiatives.  |
| 3. Skill development:  | The institution has constituted Skill Development Cell in the academic session 2022-23. The cell organizes activities such as PowerPoint Presentation Competitions for the students to improve their communication skills and employability skill. Moreover several departments impart trainings and hands-on sessions for skill updation of the students in general. The institution has signed a number of MOUs with the colleges and local industry to provide a platform to the students for the industrial training, industrial visits and their placements. The scope of such Skill Development activities will be enhanced in the future too. Syon College offers value-added courses that further enrich students' educational experiences. This comprehensive approach aims to prepare degree college students holistically, equipping them with the knowledge, skills, and practical insights needed for various levels of advanced education and professional careers. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Preserving and promoting India's cultural heritage is crucial for the nation's identity and economy. A significant aspect of this effort involves integrating Indian knowledge systems, especially through teaching in Indian languages. Language plays a vital role in preserving arts and culture. By preserving and promoting languages, we uphold and nurture a culture's essence. Syon College offers all its programs in regional languages like Punjabi and Hindi, both prominent Indian languages. This approach not only enhances accessibility but also taps into valuable human resources within the Indian  |

|  |  |
|--|--|
|  | <p>knowledge system. This initiative positions Syon College to effectively contribute to the preservation and promotion of India's cultural wealth by leveraging linguistic diversity to enrich educational experiences and foster a deeper connection with the country's rich heritage.</p>   |
| 5. Focus on Outcome based education (OBE): | <p>Syon College is fully committed to achieving the objectives outlined in the structural curriculum provided by the affiliating university, implementing Outcome-Based Education (OBE) across all undergraduate (UG) and postgraduate (PG) programs. To ensure transparency and accountability, we prominently display Program Outcomes (PO), Program Specific Outcomes (PSO), Program Educational Outcomes (PEO), and Course Outcomes (CO) on our institutional website and within each UG and PG department.</p>  |
| 6. Distance education/online education:    | <p>During the Covid-19 pandemic, Syon College effectively conducted online classes across all programs, showcasing the capability of both teachers and learners to adapt to online teaching and evaluation processes using various platforms such as ZOOM, Google Meet, WEBEX, WhatsApp, among others. This experience has demonstrated the institution's readiness and preparedness in leveraging online modes of education. Syon College has invested in a wifi-enabled campus with digitally interactive panels in classrooms, ensuring seamless online education without any hindrances. The institution continues to enhance its electronic resources, updating and making available e-content materials created by faculty members to all students through online platforms. This proactive approach aims to equip students with the necessary resources to meet future challenges effectively. In essence, Syon College remains committed to leveraging technology to deliver quality education, ensuring continuity and accessibility for all students, even in unforeseen circumstances like the Covid-19 pandemic.</p> |

### Institutional Initiatives for Electoral Literacy

|   |   |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been | Electoral Literacy Club (ELC) has been setup in the |
|---|---|

|  |  |
|--|--|
| set up in the College?   | College in 2022 and is functioning along with National Service Scheme (NSS).The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.  |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?  | Yes Composition: The Electoral Literacy Club of the college is a representative body of the college, its members include faculty, students, non-teaching staff, and is consciously diverse and inclusive. Dr.G.L.Sharma is the Patron of the club, Mr Gourav Sharma, Mr Gursewak Singh, Ms Jyoti Chauhan and Dr. Raj Dulari are faculty coordinators. Theclass representatives of B.A, B.Com, B.Lib and M.A. are the student coordinators and the membership is open to all.   |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter's awareness program, legal awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens. The constitutional day on 26th November has been conducted every year and a pledge is taken by all students and staff members. The college has an Electoral Literacy Club (ELC) in which the institute conducts voter awareness programs. The Institute conducts a special speech on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC. The success of democracy depends upon strong legislation by electing right person for right place to give importance to constitutional values protecting social justice of the citizens in this connection SVEEP (Systematic Voters' Education and Electoral Participation) program was organized in our Institute to create awareness about the value of vote among the students. |
| 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.   | Yes, banners and pamphlets were prepared by the students to ignite the spirit of citizenship and value of each vote for making nation strong. These means did contain the democratic values of the nation India. Such things make people knowledgeable in political, social, and economic field whatever education level they have. These measures taken by the students can bring drastic changes in the upliftment of the society. For survey purpose, regarding their eligibility for   |

|  |  |
|--|--|
|  | <p>voting, some members of ELC board had been to some downtrodden areas, slum areas where people are illiterate. Such constructive work by the ELC board did pay in Awareness programme and thus nation building,</p>  |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>For this purpose, the ELC Members did a drive in collaboration with NSS students in college campus to enlist the students who are yet to be enrolled for the voting. These members took initiatives to get their voting slip if they are local students and for the students who are outsiders they encouraged them to get their names enrolled in their respective constituency where they have to cast their vote. There members, with all verve and enthusiasm and their helping hand for such services of the society to serve the nation best. Such small efforts can bring huge changes in the society and nation as large which make the nation strong and powerful.</p> |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1090    | 1004    | 1051    | 1138    | 1006    |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

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

Response: 64

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 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 |
|---------|---------|---------|---------|---------|
| 33      | 32      | 34      | 31      | 35      |

### 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 |
|---------|---------|---------|---------|---------|
| 146.07  | 138.09  | 134.71  | 127.73  | 141.40  |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 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:**

Syon College, affiliated with Panjab University Chandigarh, strictly follows the university's curriculum guidelines to ensure effective delivery. This adherence involves a blend of structured activities, a comprehensive timetable, a detailed syllabus, and various instructional strategies. Before the commencement of the session, each department holds meetings to discuss the course distribution and time-table for the upcoming session. The timetable committee designs and displays the timetable on notice boards before each session begins, ensuring that all subjects and topics are adequately covered while allowing flexibility to accommodate student needs. Teachers maintain attendance registers to systematically record student attendance.

The syllabus provides a clear roadmap for both educators and students, outlining what will be taught and how student progress will be evaluated. To facilitate well-planned curriculum delivery, an annual academic calendar is prepared in alignment with the university calendar before the session starts. Effective curriculum delivery at Syon College involves diverse instructional strategies such as formative assessments, technology integration, and collaboration among educators. These strategies help to create a dynamic and supportive learning environment, maximizing student engagement, understanding, and achievement. All faculty members take utmost care to complete the syllabus in time and extra hours are devoted to weak students by taking remedial classes.

At the beginning of each academic year, Syon College creates an Academic Calendar to guide institutional activities. The college follows a well-defined timetable outlining periods for instruction, assessment, recess, and holidays, ensuring smooth and effective educational and administrative processes. A schedule of events and activities is prepared within this framework and shared with all relevant parties before the academic session begins. To maintain transparency, the academic calendar is readily available on the college's website.

During orientation sessions for new students at the start of the term, information about the academic calendar and other relevant details is reiterated. The Principal meets with faculty and non-teaching staff to ensure the seamless execution of scheduled activities. For continuous internal evaluation, faculty members create timetables for instructional sessions, assessments, and pre-university exams, considering the academic calendar and planned extracurricular activities.

Students receive prior notice regarding practical files submission deadlines, dates for class assessments and presentations, and their final internal evaluation scores. Assessment criteria are clearly communicated, and students are encouraged to seek guidance from their instructors during designated periods or the instructors' available free time. Mentor-student periods provide additional academic

support to those needing extra assistance beyond the standard academic framework. The syllabus and assessment components related to project work and presentations are structured according to predetermined academic schedules. Syon College organizes activities such as fieldwork, project work, excursions, and visits integral to different programs.

Innovative learning methodologies offer students growth opportunities and broaden their perspectives. Events such as conferences, seminars, workshops, webinars, expert talks, and faculty development programs are organized throughout the year to keep teachers and students updated with current trends. The college calendar showcases the diverse fields where students actively participate and excel. The Cultural Committee significantly impacts student life, promoting balanced and inclusive education for holistic development. Students are actively motivated to participate in the aforementioned events.

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

## 1.2 Academic Flexibility

### 1.2.1

**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:** 48

| File Description  | Document                      |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |

### 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:** 91.36

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 |
|---------|---------|---------|---------|---------|
| 985     | 970     | 950     | 980     | 947     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 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:**

Syon College, Abohar, as an affiliated college under Panjab University Chandigarh, adheres closely to the university's prescribed curriculum. The curriculum mandates certain subjects that students must study. Panjab University incorporates key societal issues such as gender, environment sustainability, human values, and professional ethics across its curriculum. This approach aims in order to spread awareness among the students to foster leadership qualities, enhance personality development, instill ethical values, and cultivate a passion for social service among students.

#### **Professional Ethics**

At Syon College, professional ethics form a foundational pillar of the educational experience. Courses across disciplines incorporate ethical considerations relevant to each field, emphasizing integrity, accountability, and social responsibility. For instance, the B.Com. program includes modules on corporate social responsibility and ethical decision-making, preparing students to navigate complex moral dilemmas in the professional world. Additionally, workshops and seminars with industry leaders and ethical experts are regularly organized to provide real-world insights and practical understanding of ethical practices in various professions.

#### **Gender Sensitivity**

Syon College is committed to fostering an inclusive and equitable environment. The curriculum includes comprehensive gender studies programs that explore the roles, challenges, and contributions of different genders in society. These programs are designed to dismantle stereotypes and promote gender equality. At our institute, the department of Sociology and Education held a discussion and presentation session on gender issues for students. The students also learn about safeguards and remedies provided to victims under various provisions of Indian Penal Code, Domestic Violence Act and Sexual Harassment of women at work places (Prevention, Prohibition and Redressal) Act.

Our institute also hosts activities like International Women's Day, seminars on Women's Legal Rights and " BETI PADHAO BETI BACHAO" . These events help students learn about their fundamental rights, handle different situations wisely, and improve their mental strength.

### **Human Values**

Human values are integral to the educational philosophy at Syon College. The institution endeavours to instill values such as compassion, respect, integrity, and empathy in its students. Courses in humanities and social sciences often include discussions on moral philosophy, ethics, and cultural values, encouraging students to reflect on their personal beliefs and behaviours. Furthermore, the college organizes community service programs and encourages students to engage in volunteer work, fostering a spirit of service and social responsibility. These experiences help students develop a deep sense of empathy and commitment to the welfare of others.

### **Environmental Awareness and Sustainability**

Environmental studies are mandatory for all undergraduate students in all programs. To raise environmental awareness among students and the community, Syon College organizes activities such as tree planting, water conservation, and World Earth Day celebrations. These activities help students develop leadership skills and a sense of responsibility, benefiting both society and the environment. The college also collaborates with local environmental organizations to provide students with opportunities for hands-on learning and community engagement in sustainability efforts. The institution also tries to sensitize students about such issues of paramount importance by periodically organizing workshops, talks and seminars which lead to holistic development of students.

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

### **1.3.2**

**Percentage of students undertaking project work/field work/ internships (Data for the latest**

completed academic year)

**Response:** 20.55

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

Response: 224

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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  | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis  | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted    | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 56.78

##### 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 |
|---------|---------|---------|---------|---------|
| 440     | 350     | 391     | 526     | 320     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 730     | 730     | 730     | 690     | 690     |

#### 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:** 63.69

##### 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 |
| 271     | 256     | 281     | 302     | 281     |

### 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 |
| 447     | 447     | 430     | 430     | 430     |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.   | <a href="#">View Document</a> |
| Copy of 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) | <a href="#">View Document</a> |

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 33.03

## 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:**

Syon College ensures the use of student-centered methods such as experiential learning, participatory learning, and problem-solving methods in the teaching-learning process. All departments conduct innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problem solving skills and ensure participative learning. For enhancing learning experiences we use –

**Experiential learning:** Experiential learning methods enhance the learning level and encourage student involvement Educational tours, visit tourist places; social outreach programs etc. complement class room learning with real time experience. Personality and soft skill development programs help to enhance speaking and listening skills in English. Students get hands on training in well equipped laboratories for practical based courses.

**Participative Learning:** Enhance student participation in learning process and create a conducive and flexible ambience for learning Seminars, workshops and guest lecturers provide a different learning experience to make the process more interesting. Interactive sessions, Awareness programs, Discussions, co-curricular activities encourage participative learning and critical thinking. Lecture and presentation by teachers using Power point improve and update technological development. Student participate in sports activities to show their talent in various activities to inculcate the spirit of team work and leadership.

**Problem solving:** Problem solving methods enhance the attentiveness of learner, better understanding of the concept and application of the knowledge to solve real- life problems Departments encourage students to acquire and develop problem solving skills. For this college organizes Expert lectures on various topics, participate in various inter college and intra college fest and other competitions. Practical experimentation and project involves problem solving methodologies that help to enhance analytical skills in learner.

Teachers use ICT enabled tools including online resources for effective teaching & learning process. Use of ICT enabled devices, e-learning resources, online courses, and online video lectures are promoted by the college in order to make teaching-learning process more effective, useful and student-centric. The following innovative and creative practices are implemented in the effective teaching-learning. The college facilitates the teaching-learning process by effective use of PPT's, e-books/journals and modern equipments in the laboratories. The college provides teaching aid devices such as LCD projectors and OHP in the classrooms to supplement the classroom teaching. The college provides computers, Wi-Fi facility and other ICT facilities for effective teaching learning. Teachers create whatsApp groups for sharing notes and other necessary information to the students. The Primary agenda for choosing a teaching method is not only to enhance the learning experience of students but also to increase the attainment of course learning outcomes of all students. Teachers create WhatsApp groups for sharing notes and other necessary information to the students .Many departments especially supplement their classroom teaching of theoretical papers with practical classes that help the students gain hands –on –learning experience .Apart from these methods many departments organize field trips as a part of the course curriculum. Student work on projects and term papers on topics relevant to the syllabus as assignments for internal evaluation .Thus, the college give a unique learning experience to its students.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 73.33

#### 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 |
|---------|---------|---------|---------|---------|
| 45      | 45      | 45      | 45      | 45      |

#### File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

#### Document

[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:** 58.79

#### 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 |
|---------|---------|---------|---------|---------|
| 22      | 20      | 23      | 17      | 15      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| 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. | <a href="#">View Document</a> |
| Institution data in the prescribed format   | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities  | <a href="#">View Document</a> |

## 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:**

A Robust educational assessment system ensures that both the internal and external evaluations are transparent, fair and reflective of student's true capabilities. Transparency in this context means that all stakeholders including students, educators and administrative personnel, have a clear understanding of assessment process, criteria and outcome. Assessment is an integral part of the course curriculum as it helps to understand the progress of course and program outcomes of students. In the present system of curriculum delivery we have both internal and external assessment. Theory and practical examinations are conducted and graded as per the continuous internal assessment guidelines of Panjab University and follows all the modalities of conducting the continues Internal Evaluation as perscribed by the Panjab University, Chandigarh.

**Internal Assessment:** Internal assessment is a regular feature during the course delivery process. It includes all forms of continuous internal assessment that the Department practice and mid semester examinations. Initiatives are undertaken in the college to make the assessment process transparent. Internal assessment conducted by teachers or instructors, provide immediate feedback and insights into student progress. This transparency helps student identify areas for improvement.

**Internal Assessment includes:**

- Regular Evaluations by Faculty members
- Feedback provided to student on a regular basis
- Assessment criteria and standards clearly communicated to students.

**External assessment:** External Assessment i.e. End semester examinations is conducted by the university. The date and external venue of the examination is notified by the university on the college and university website. External assessment like final exams offers a transparent way to measure student performance against a common standard. This transparency ensures consistency and fairness in evaluation.



**External Assessment includes:**

- Periodic Evaluation by external examiners
- Objectives and unbiased assessment of student learning outcomes
- Feedback provided to students and institutions for improvement

**Grievance Redressal:**

Syon College has a Grievance Redressal Cell, which consider complaints of student regarding exams and other matters. Steps taken by institution to make examination related grievances are as follow:

- Clear and transparent grievance redressal policy.
- Designated grievance redressal committee.
- Time bound resolution of grievance.
- Appeal mechanism available for unsatisfied students.

For Internal Examination: Our College offers an opportunity to the students to get their answers scripts re-evaluated with in a stipulated time. if the student has any grievance regarding evaluation he/she can either redress it with the concerned subject teacher, or approach the grievance redressal cell, they are clarified on the very day.

For External Examination: At the university level, they can apply for re-evaluation of the exam answer sheet. Application received for absent marked in mark sheets, omission of internal marks, wrong questions in university exams, change of exam centre and other issues are forwarded to the university and guided by the grievance redressed Department of the institution .

The transparency in internal and external assessments coupled with an efficient, time-bound grievance redressal system creates a trustworthy and effective educational environment. This not only enhances the credibility of the institution but also ensure that all stakeholders feel valued and heard, thereby promoting a culture of continuous improvement and accountability.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

**2.6 Student Performance and Learning Outcomes****2.6.1**

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

**Response:**

The Program Outcome and Course Outcome align with the guidelines of Panjab University and are implemented across all programs offered by Syon College. Program outcome and Course Outcome are

essential component of every program. These outcomes, Highlighted in the college's website and serve to guide students and help them focus on their educational goals. College facilitates the achievement of Program Outcome and Course Outcome by providing the necessary support and resources to students in their respective streams. The institution has its own Website serves as a vital platform for showcasing Program Outcomes and Course Outcomes for all academic programs offered. This transparent display of essential information demonstrates the Institution's commitment to quality education, accountability and student success.

**Programme Outcome:** Programme outcome are statements about the knowledge, skills, attitudes and attributes. Programme Outcome deal with the general aspect of graduation for a particular programme, and the competencies and expertise a graduate will possess after completion of the programme. By publicly displaying program Outcomes, the institution assures prospective students, employers and stakeholders that graduates possess the necessary competencies to excel in their chosen fields.

**Course Outcome:** course outcome are narrower statements that describe what students are expected to know, and be able to do at the end of each course. These outcomes are meticulously designed to align with program outcomes, ensuring a cohesive learning journey. By displaying course outcomes, the institution provide students with a clear understanding of what they will achieve in each course, enabling them to make informed decisions about their academic path.

The outcome stated in the syllabi defined what the students are expected to attained at the end of their study. The faculty members demonstrate a comprehensive understanding of the key concepts, theories and principles related to the course subject matter during the commencement of the programme. This helps to apply critical thinking skills to analyze and evaluate information, theories and arguments within the course context. The Program outcome evaluates and synthesizes information from multiple sources to form well supported conclusions or recommendations related to course content.

Program specific Outcomes analyzed and evaluate complex problems or issues within the program's domain and propose appropriate solutions or strategies. It also applies advanced research methods and techniques to investigate and explore topics relevant to the programme. The Program outcomes are more adjacent to the content of the syllabus.

The IQAC collaborates effectively with the academic professionals of the institution and hosts several faculty induction programs. For understanding the outcome based education in the field of the program to achieve common goals or outcomes. The Alumni of the college share a comprehensive understanding of the current trends, challenges and emerging issues regarding the subjects.

A detailed explanation on outcome based education and importance of programme, programme specific outcome and course outcome are given to both students and parents during the orientation classes.

A mapping of all the matrices is arranged in the institution. It helps the student to perceive the scopes of the course.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

IQAC focuses on 3 key elements of teaching learning process: curriculum, teacher and learner at the time of planning and implementation of curricular and co curricular activities.. Every year IQAC prepares its own **Academic calendar** within the same frame work of university calendar events and activities before the commencement of the Academic Session. It clearly delineates a schedule for teaching(working days), examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Both the University and the college academic calendars are placed on the college notice board and websites. Method of assessment of POs / PSOs The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

### **Direct Methods**

Some of the key indicators of measuring attainment are:

**1. University Examination:** Our College is affiliated by Panjab University, the students of Syon College are required to take examinations as per the semester and annual pattern set by the university, through which the institution measures programme outcomes based on the course attainment level fixed by the programme.

**2. Internal Assessment:** The students are given **assignments** and **projects** which are designed in alignment with Programme Outcomes of the respective subject. Additionally, internal/class tests, quiz, viva etc. are conducted repeatedly in a year to judge the performance of students on a regular basis.

**3. Practical Assessment/ External Assessment:** It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical files.

**4. Curricular and Co-curricular activities:** To develop **soft skills and life skills** among students. It also ensures unity in diversity and develops appreciation of our rich culture, customs and traditions, moral values and Ethics among students. Group activities like cultural programme, group discussion, Celebration of important days etc. are organized to develop leadership skills, social values.

### **Indirect Methods**

#### **1. Feedback**

- **Student Feedback:** Collect feedback from students about their learning experiences and perceived attainment of P.Os and C.Os.
- **Alumni Feedback:** Gather input from graduates on how well the program prepared them for their

careers and further studies.

## 2. Focus Groups:

Conduct focus group discussions with students, alumni, faculty, and industry professionals to gain qualitative insights into the effectiveness of the program.

## 3. Interviews:

Perform structured or semi-structured interviews with students, faculty, alumni, and employers to gather detailed feedback on specific aspects of the program and course outcomes.

## 4. Exit Interviews:

Conduct interviews with graduating students to understand their overall experiences and how well they feel they have achieved the intended outcomes.

Using these methods, Syon College can gather valuable insights to complement direct and indirect assessment methods and ensure continuous improvement of their educational programs.

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

### 2.6.3

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

**Response:** 98.75

#### 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 |
|---------|---------|---------|---------|---------|
| 403     | 414     | 324     | 354     | 402     |

#### 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 |
|---------|---------|---------|---------|---------|
| 406     | 419     | 324     | 358     | 414     |

  

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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. | <a href="#">View Document</a> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

| <p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.95</b></p> |                               |
|---|-------------------------------|
| File Description  | Document                      |
| Upload database of all students on roll as per data template  | <a href="#">View Document</a> |

## 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:** 3.56

**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 |
|---------|---------|---------|---------|---------|
| 0.76    | 0.355   | 0.685   | 0.825   | 0.935   |

#### 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:**

Syon College has established an ecosystem that offers a supportive environment and well-developed infrastructure for the holistic development of students, aligned with the Indian Knowledge System. The college conducts various activities designed to nurture and enhance entrepreneurial, creative, and innovative ideas among students, fostering leadership and innovation. These activities aim to develop future leaders by providing a meaningful and conscientious learning process that directs and energizes their creativity while instilling the willpower to achieve their goals.

#### **Entrepreneurship Development**

To foster entrepreneurship development among students, Syon College conducts a variety of awareness programs, including seminars, workshops, industrial visits, and interactions with young entrepreneurs. The institution has organized numerous awareness camps, seminars, workshops, and guest lecturers

focused on entrepreneurship development. Industry professionals are invited to motivate and inspire the students, aiming to increase their enthusiasm for entrepreneurial activities. Additionally, the college has signed MoUs with different colleges, NGO, enterprises to enhance students' entrepreneurial knowledge and skills. Successful alumni of Syon College, who have pursued entrepreneurial paths, frequently engage with and encourage current students through regular interactions.

### **Reinforcing to innovate ideas and improving skills**

To enhance the probability of generating new ideas, students are encouraged to participate in various competitions such as collage making, flower decoration, rangoli drawing, and fireless cooking. Additionally, to foster a spirit of excellence and uncover hidden talents, the college organizes a range of competitive activities, including debates, elocution contests, and essay writing competitions.

### **Initiatives for creation and transfer of knowledge**

To cultivate special skills, talents, and aptitudes, the college organizes numerous workshops, seminars, webinars, and awareness programs. These initiatives aim to instill effective learning practices and creativity in students through consistent engagement. Topics covered include skill acquisition among youth, the importance of acquiring skills in today's job market, understanding and confidently delivering presentations, the significance of intellectual property rights in the economic environment, and entrepreneurship. These sessions provide students with a deeper understanding of these subjects, preparing them for gainful employment and meaningful engagement in their future careers.

### **Research Promotion**

Enhances the knowledge of students and staff by organizing various Research workshops, Faculty Development Programmes and Special Meetings. The Institute provides opportunity and encourages the faculty members and students to participate, write and publish their research work, to develop research aptitude. Research & innovation cell encourages the students to take up the innovative research projects.

In conclusion, SyonCollege is a vibrant institution that fosters a culture of innovation and knowledge creation. The college provides good ecosystem for students to develop their entrepreneurial, marketing, and financial skills. Also, the college promotes research and organizes conferences to facilitate the exchange of ideas and encourage intellectual growth. By embracing innovation and entrepreneurship, College prepares students to become successful professionals and leaders in their chosen fields, empowering them to make a positive impact on society.

| <b>File Description</b>       | <b>Document</b>               |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### **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:** 42**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 |
|---------|---------|---------|---------|---------|
| 08      | 10      | 07      | 10      | 07      |

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0**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 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Institutional data in the prescribed format

[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:** 1.59**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 |
| 72      | 05      | 20      | 03      | 02      |

| File Description   | Document                      |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |

### 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:**

Syon College Abohar has been organizing impactful extension activities in the neighborhood community for the past five years, aiming to sensitize students to social issues, promote holistic development, and create a positive societal impact. These initiatives are spearheaded by various student societies, each dedicated to different aspects of social awareness and action.

One prominent student society at Syon College is focused on gender equity and women's rights. This group works tirelessly to raise awareness and cultivate sensitivity among students towards creating an equitable, safe, and just society for women. The society organizes a plethora of activities, including poster making, photography competitions, debates, and panel discussions with eminent personalities. These events not only engage students creatively but also educate them on critical issues. The society further enriches students' understanding through value-added courses on related themes, publishes an annual magazine, and releases a bi-annual newsletter to keep the dialogue ongoing.

Another key initiative is the academic support and public health awareness programs. Students offer one-on-one help with college curriculum subjects and conduct awareness campaigns on cleanliness, sanitation, and disease control. Engaging activities like role plays, nukkad natak, women empowerment, cleanliness drive, environment protection issues and cleanliness camps make these campaigns interactive and effective. These efforts contribute significantly to the health and well-being of the local community.

The Plantation and Environmental Awareness Programmes at Syon College emphasize the importance of

preserving and protecting the environment. The society conducts plantation drives, both online and offline competitions, and promotes the sale of plastic alternatives. They also organize talks by environmental experts, excursions and social media campaigns. These activities aim to instill a sense of environmental responsibility among students and the community, promoting sustainable practices.

Syon College is also active in raising awareness about AIDS through the Red Ribbon Club and National Service Scheme (NSS). These programs include organizing AIDS awareness rallies, lectures, and workshops to educate students and the community about prevention and treatment. Furthermore, the college celebrates Human Rights Day annually, fostering a deep understanding of human rights among students, who take oaths to uphold these rights.

During the COVID-19 pandemic, Syon College played an active role in supporting the community. Students and faculty distributed masks and COVID awareness pamphlets, and conducted webinars to educate people about the virus. They also volunteered with the district administration to distribute essential grocery and ration items to those in need, demonstrating a strong commitment to community service during a critical time.

The faculty and students of Syon College are deeply committed to fostering an institute-neighborhood community network. These extension activities not only benefit the students by developing their social responsibility but also contribute significantly to their growth as responsible and compassionate citizens. Through these diverse and impactful initiatives, Syon College continues to make a substantial difference in the lives of its students and the broader community.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 3.4.2

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

##### **Response:**

Syon College, Abohar, through its NSS wing, has been a pillar of community service and social responsibility. Regularly organizing various camps and awareness programs, the NSS wing has significantly contributed to the well-being of not just the college's staff and students, but also the nearby villagers. These initiatives have fostered a culture of service and awareness that is integrated into the fabric of the institution.

##### **Environmental and Social Awareness Programs**

Syon College has been proactive in addressing environmental and social issues through various awareness programs. The college has conducted campaigns on the use of plastic, water safety, and cleanliness under the Swachh Bharat Abhiyan. These programs aim to educate the community on the importance of maintaining a clean and safe environment. Additionally, tree plantation drives and nukkad

nataks (street plays) on issues like Nasha Mukti (drug de-addiction) and election awareness have been instrumental in spreading crucial messages to the public.

### Dignity of Work

Gender awareness activities and rallies promoting the dignity of work are regularly conducted by the NSS wing. These activities not only raise awareness about gender equality but also encourage students and the community to respect all forms of work. Cloth donation rallies and visits to old age homes and orphanages further emphasize the college's commitment to social welfare. By engaging in these activities, students learn the value of empathy, compassion, and community service.

### Response to COVID-19

During the second wave of the COVID-19 pandemic, Syon College's NSS wing played a critical role in supporting the community. The college organized hygiene camps, and mask distribution drives. These efforts were crucial in controlling the spread of the virus and ensuring the health and safety of the community. The college's proactive approach and timely intervention were greatly appreciated by various stakeholders, earning them letters of appreciation and recognition.

### Educational and Constitutional Awareness

The NSS wing has also been active in promoting educational and constitutional awareness. Activities related to constitutional rights and duties have been conducted to educate students and the community about their rights and responsibilities. Stationary distribution programs help underprivileged students, ensuring they have the necessary resources for their education. These initiatives highlight the college's commitment to fostering an informed and educated society.

### Appreciation and Recognition

The social responsibility activities carried out by Syon College have been widely recognized and appreciated. The college has received numerous letters of appreciation from various stakeholders, including government bodies and community leaders. These recognitions serve as a testament to the positive impact of the college's extension activities and reinforce the importance of continued community engagement.

The letters of appreciation/awards/recognitions received the institution from various government and other recognized bodies is given below:

- Appreciation certificate for serving the community
- Certificate of Appreciation to raise awareness among the community about COVID-19 Vaccination
- Certificate of Appreciation for conducting awareness campaign related to environment issues.
- Best Green campus initiative Awards 2022-23

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

**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:** 39

**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 |
| 05      | 06      | 11      | 07      | 10      |

**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:** 10

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- 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 College is spread over 5 acres with a lush green, eco-friendly, Wi-Fi enabled campus. It caters to the academic and professional needs of students not only from Abohar but also from adjoining rural areas.

**Classrooms** with dimensions of 25 x 30 sq. ft. and 18 x 25 sq. ft., comfortably accommodating 80 and 40 students, respectively, meeting all the requirements of undergraduate and postgraduate students such as furnished with appropriate, comfortable furniture, fans, good ventilation, and adequate lighting with black, green, or white boards for both manual and online teaching.

**Computer Lab** featured with the latest hardware and software with LAN connectivity engages the students in a variety of practical, self-instructional, and learner-friendly modes.

**Art and Craft cum Music Resource Centre** having an adequate number of musical instruments, both manual and electronic is used for musical rehearsals different art and craft activities, as well as to store and display of items prepared.

**Library** is housed in a hall measuring 60 x 30 sq. ft. on the ground floor of the college building. It is partially automated, has good seating capacity, proper lighting, ventilation, and adequate furniture.

**Psychology Lab** is equipped with more than 30 Psychological tests/ tools and apparatus which are used for research purpose and conducting various experiments. The psychology Lab also serves as research room and curricular room to arrange M.A. Education classes.

**Sports Resource Room** is equipped with sports paraphernalia. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playgrounds for Badminton, Volley Ball, Cricket ground & Kho-Kho, and for indoor games college provides material and equipment like carom board, chess, skipping rope and table tennis etc. Indoor - Outdoor open gym and Yoga activities are the additional features of the sports paraphernalia.

**Washrooms** of our institution are equipped with modern amenities with the highest hygiene standards

for convenience, such as Sanitary Vending and Incinerator machines in girl's washroom. Our institution is committed to providing safe and accessible washrooms for all, including gender-neutral and handicapped-friendly options.

**Seminar Hall** has a seating capacity of around 100 people and is equipped with a projector screen. It is extensively used for extracurricular activities and hosting college functions. Additionally, there is a Multipurpose hall and an open stage for similar activities.

**Serene Environment** The lush greenery on campus creates a serene, picturesque environment, offering a refreshing contrast to the modern buildings and enhancing the campus's aesthetic appeal.

**Solar Power** A 10KW solar panel system has been installed on the college terrace.

**Security** The college campus is under CCTV surveillance with 30 HD cameras, ensuring safety and security.

**Canteen and Parking Space** and other facilities like stationary etc are graciously provided by institution for its students with amenities.

### **Commitment to Quality with Holistic Education Approach**

The college continually upgrades its infrastructure and physical facilities for teaching and learning which ensure students to receive a holistic education, and preparing them for academic and professional success.

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

#### **4.1.2**

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

**Response:** 26.24

**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 |
|---------|---------|---------|---------|---------|
| 44.94   | 42.43   | 56.14   | 16.27   | 20.74   |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The college library, conveniently located on the ground floor, is a beacon of accessibility and ease. The college library is a spacious and welcoming expanse, designed with accessibility and comfort in mind. Being on the ground level also means that it's easily accessible for everyone, including those with mobility challenges, making the library a truly inclusive space. The library spans a total area of 1800 sq. ft. with a seating capacity of 60. It operates from 9:30 AM to 3:30 PM on all working days, including before and during examinations and vacations, except on Sundays and gazette holidays. The library collection includes textbooks, reference books, periodicals, and e-resources for students, teachers, and faculty, with books arranged by subject in the stack area. The library has a treasure of 9196 books. The library also has a circulation and maintenance section for issuing and returning books, and a reference section with a wide array of Reference Books, NEP Documents, Encyclopedias, and Dictionaries. The resources are continually updated to support the teaching-learning process through the acquisition of new journals, books, and materials. For book procurement, the department in-charges are requested to provide a list of desired books after consulting with faculty members. A Newspaper Pavilion, with the latest headlines mingles with timeless stories, offering a quiet space for readers to pause, reflect, and connect with the world beyond the campus. The book bank provides students with access to essential textbooks and study materials, ensuring that everyone has the resources they need for academic success.

The college has also subscribed services of DELNET, which is a digital repository of Indian e-theses and e-dissertations set-up. These services of e-resources are accessible for students, researchers and faculty of the college; and other beneficiaries who have a liaison with the college library. Staff, scholars, and departments are registered, receiving login credentials to access subscribed e-resources remotely. By joining DELNET, libraries gain access to the network's vast resources and can participate in its collaborative activities.

The college library is partially automated using E-Library Software updated version 04082024. Partially automated library software offers a blend of digital efficiency and human oversight, streamlining many library operations while still allowing for manual intervention where necessary. In a seamless blend of tradition and technology, the college library has embarked on an innovative journey, bringing its



collection into the digital age through the meticulous process of bar coding. Each book, a treasure trove of knowledge, is now adorned with a unique barcode. The library has three Desktops in total, one for library staff on their desk and two for students to access DELNET.

The college library is more than just a repository of books; it is the intellectual heart of the campus, where tradition meets innovation. Its spacious, accessible design invites exploration and learning, offering a sanctuary for study, reflection, and discovery. Whether through the gentle hum of students deep in concentration, the seamless integration of modern technology or the quiet corners that offer solitude, the library embodies the pursuit of knowledge.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

ICT provides an innovative and effective platform promoting student-teacher engagement. The virtual learning environment it creates can be highly beneficial for education institutions in terms of improving productivity & efficiency. The college ensures that its students and faculty are facilitated with latest computer technology and software. The primary objective of the same is to provide facility and networking support for securely maintaining the College Academics & Administration.

#### **COMPUTER LAB**

The Computer Labs house a total of 37 desktops, primarily Lenovo Think Centre models. These desktops are allocated in a manner that often ensures a 1:1 student-to-computer ratio in the Computer lab. Most of these desktops are equipped with Office 2007 and 2010 and run on Windows 8 and Windows 10. In addition, there is 1 Printer also placed in the computer lab. There is one Television to show various programs to students & faculty.

#### **INTERNET**

The Institution has two broadband connections with bandwidths up to 100 MBPS.

#### **LCD PROJECTOR**

The College has 2 LCD Projectors which are used in classrooms as well as Seminar Halls. These Projectors allow the teacher to interact with students in a better way by using a multimodal form of teaching to provide more entertaining ways to teach and get their lesson objectives and facts across.

### **INTEGRATED LIBRARY MANAGEMENT SYSTEM**

The college library is partially automated using E-Library software. The software improves the library operations by enhancing advanced search, access, and retrieval of information. With ILMS ,the purpose to provide instant and accurate data regarding any type of book can be fulfilled, thereby saving a lot of time and effort. There are 3 Desktops in the library, 1 for the librarian & 2 for library users.

### **DELNET**

The college has recently opted for annual subscription of DELNET, which is initially supported by the National Information System for Science and Technology (NISSAT).The students and faculty have access to the union catalogue of books, journals, periodicals provided in DELNET.

### **ADMINISTRATIVE OFFICES**

The General & Accounts Office of the college is equipped with a desktop, a Laptop for accounting purpose, 1 Printer,1 Photocopier machine,1 Money/Note counting machine, 1 card swipe machine and 1 QR code sound box. Busy software is used for accounting solutions. The Principal's desk is equipped with a Desktop and a Printer, IQAC room is equipped with a Desktop too. In addition to this there is 1desktop in the E-Content Studio.1 Photocopier machine is placed in the stationary shop.

### **SECURITY & SURVEILLANCE**

The college campus including the building premises is under CCTV surveillance. Most of the CCTV cameras are of HD quality. There are 30 CCTV cameras installed in the campus. There is 1 LED screen to monitor all these cameras. There is 1 metal detector machine for inspecting students before examinations.

The college has its website and a YouTube channel as well. The above mentioned ICT facilities have significantly enhanced the learning experience and administrative efficiency.

| <b>File Description</b>       | <b>Document</b>               |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

#### **4.3.2**

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

**Response:** 27.25

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

Response: 40

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |

**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: 45.45

**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  |
|----------|----------|----------|----------|----------|
| 61.92632 | 43.94408 | 50.90071 | 71.40322 | 84.48984 |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 41.14

**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 |
|---------|---------|---------|---------|---------|
| 491     | 596     | 589     | 233     | 267     |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | <a href="#">View Document</a> |
| Report with photographs on ICT/computing skills enhancement programs  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |

### 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:** 66.29

**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 |
|---------|---------|---------|---------|---------|
| 1068    | 540     | 993     | 475     | 430     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 23.35

**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 |
|---------|---------|---------|---------|---------|
| 94      | 81      | 104     | 103     | 61      |

**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 |
|---------|---------|---------|---------|---------|
| 403     | 414     | 324     | 354     | 402     |

| 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)   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |

### 5.2.2

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

**Response:** 1.03

**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 |
|---------|---------|---------|---------|---------|
| 5       | 3       | 1       | 1       | 01      |

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 16**

**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 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 3       | 3       | 4       |

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting document                                   | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates | <a href="#">View Document</a> |
| Institutional data in the prescribed format                  | <a href="#">View Document</a> |

**5.3.2**

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

**Response: 13.4**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 10      | 13      | 15      | 17      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**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:**

Our institution has registered Alumni Association under the Act XXI of 1860 with no. 4416 of 2024-25 & is dedicated to nurturing strong relationships with its community members through ongoing interactions and gatherings with following objectives and organizational structure. The purpose of this Alumni is to foster a spirit of belongingness to the college and to play an active role in the welfare of the institution.

The association aims to strengthen the bond between the alumni, faculty and parent organization with the objective of institutional growth. The association's hierarchy includes a President who oversees activities, a Vice President who assists and substitutes for the President, a General Secretary responsible for records and communication, a Cashier who manages finances, and a Joint Secretary team that provides strategic direction and supports initiatives.

Many of our alumni are employed in various academic and non-academic fields in both public and private sectors. Many of them are working as faculty in various colleges and universities. The college utilizes the intellectual inputs of its alumni working in various walks of life, both academic and professional to enrich the curriculum implementations by inviting them in various functions, for special lectures and as mentors for current students in different departments. The main purpose is to help the students, boost their confidence and skills to explore their areas of interest. The college conducts meetings with its Alumni Association They work as inspiration and support system for the current students by sharing their experiences in the college.

The functional Alumni Association plays a pivotal role in this endeavor, particularly through its key activity, the annual Alumni Meet. This event brings together alumni from various years, fostering a vibrant and engaging atmosphere where they participate in numerous college activities. Each year, new alumni members join, further enriching our community.

The association holds periodic meetings to discuss strategies for enhancing the academic environment and exchanging views on higher education and employment opportunities. Our alumni hold prestigious positions such as lecturers and heads of departments in various institutions. They play a crucial role in helping current students secure placements in different schools. These distinguished alumni are frequently invited to our institution for special occasions like Teachers' Day and Talent Search Day, where they motivate students by sharing their professional experiences and insights. Additionally, they often supervise final practical exams, providing valuable external expertise. Their contributions are always recognized and appreciated.

Our alumni have greatly contributed to the institution's growth, both financially and non-financially. Despite COVID-19 challenges, we successfully held an online alumni meet, rekindling nostalgic feelings and strengthening alumni bonds. The Alumni Association has been instrumental in arranging placements, ensuring smooth transitions from academia to the workforce. It maintains up-to-date alumni records, fostering a strong network for various initiatives and events. By leveraging alumni expertise, the association supports college development, organizes regular get-togethers, and provides a platform for expressing gratitude, reinforcing the values imparted by their Alma Mater.

| <b>File Description</b>       | <b>Document</b>               |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Syon College aims to cater to the needs of students belonging to the diverse socio-economic background and to cultivate moral, intellectual, spiritual, social, emotional and all-round development of its students.

The Vision of Syon College is “Transforming lives and communities through learning” and it has been followed by the college governance and leadership.

The mission of the college is “To provide affordable quality education while equipping students with knowledge and skills in their chosen stream, inculcate values, identify hidden talents provide opportunities for students to realize their full potential and thus shape them into future leaders, entrepreneurs and above all good human beings.”

#### Core Values

- Participation of all the stakeholders of higher education in college progression.
- Incorporation of ICT in all aspects of college development.
- Focus on outcome based learning with emphasis on skill development.
- To foster the culture of community service with extension activities addressing the local issues towards the sustainable development goals.
- Inculcate progressive thinking among students, while preserving local cultural heritage and Indian value system.
- Holistic development of students through several co-curricular and extra-curricular activities.
- The governance and leadership of the college is truly in accordance with vision, mission and core values of the college. It is visible in various institutional practices including decentralization and participation in the institutional governance.

The college's governing body provides crucial support in managing, supervising, and administering college affairs to operationalize its vision and mission. Under the guidance of the governing body, the Principal makes decisions and delegates responsibilities to faculty and staff to ensure efficient functioning and goal achievement. Coordinators, committee members, students, and non-teaching staff collaborate closely to influence institutional policies and implement them in alignment with the college's vision and mission. Faculty and students are encouraged to participate in short-term courses for skill development and imbuing human values, fostering employability. Various committees, such as Academic, Admission, and Examination Committees, comprising faculty members, oversee day-to-day operations and decision-making processes. The Internal Quality Assurance Cell (IQAC) supports the Principal in formulating policies to maintain educational quality and transparent administration. Input

from stakeholders—including management, faculty, administrative staff, students, alumni, parents, and peers—is crucial for formulating the college's perspective plan. Committees and cells, alongside the Staff Committee, play pivotal roles in guiding the teaching-learning process to achieve the college's goals. The governing body and Principal collaborate to plan events that enhance students' skills, expose them to cutting-edge educational technologies, and prepare them for employment. The college community is committed to fostering the holistic development of students. Procedures are periodically reviewed to provide opportunities for faculty and staff to enhance their professional skills.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The College is dedicated to delivering high-quality education with a focus on excellence. Our goal is to equip young individuals with professional skills, knowledge, and strong moral values, empowering them to become proficient, innovative, and socially responsible members of society. This commitment is formalized through our quality policy, evident in the collaborative environment where staff and students engage in open communication with the Principal, and through a rich array of curricular and extracurricular activities. These include seminars, workshops, conferences, academic festivals, competitions, and various outreach initiatives, all actively involving teachers and students. Deployment of activities is done by:

1. Providing best infrastructure and interactive learning environment.
2. Building a harmonious and motivating work culture.
3. Including latest technological trends in the field of education.
4. Inviting dignitaries, experts in the field to expose students in the practical world.

The IQAC was formed in 2016 in the month of July. The IQAC coordinator along with the team members strive hard for achieving and monitoring the quality education that can be transacted to the pupils of the institution. The IQAC members of the institution encourage the departments to conduct several departmental programmes, host seminars and webinars. The College management, supported by IQAC, diligently plans and implements activities. The Principal plays a proactive role in coordinating between conveners and organizing committees to ensure smooth operations. Heads of Departments and teachers collaboratively plan and execute departmental activities, providing regular updates to the Principal. Non-teaching staff follows the Principal's directives, contributing to efficient administrative

coordination across the institution.

Syon College, Abohar operates under a structured organizational framework comprising several key entities: the management, governing body, principal, teaching and non-teaching staff, and students. At the apex is the Syon educational & welfare society, overseeing the college's management, followed by the managing committee, which serves as the highest decision-making body. Constant communication with the Principal ensures smooth operational functioning.

Next is the Governing Body, where the Principal acts as the member secretary, making policy decisions related to academics, finance, administration, and infrastructure development. The Principal, as the executive head, manages day-to-day affairs and implements Governing Body directives in line with government and regulatory guidelines.

Supporting the Principal are department heads, teaching faculty, and non-teaching staff, including superintendents and administrative personnel.

The college has also established an Internal Quality Assurance Cell (IQAC), which plays a pivotal role in enhancing and sustaining quality across the institution. This participative organ focuses on developing systems to improve overall institutional performance by addressing deficiencies and enhancing quality standards. The Library organization includes Librarian, Assistant Librarian and library attendants. The college promotes the concept of learning beyond the classrooms as well. For this purpose the college has set up various clubs and societies that work across interest areas and offer a healthy platform to the students to showcase their talent. Apart from this the college also has anti-ragging committee and College Committee against Sexual Harassment.

| File Description   | Document                      |
|--|-------------------------------|
| Upload Additional information  | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

## 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

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

### 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:**

Our Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the Panjab University, Chandigarh and UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance. The principal engages with faculty through regular staff meeting Interactions and access the work of faculty. This form of mutual interactions on a regular basis is important for their own classes. Comparison of University results with college result gives a fair idea to the principal and concerned faculty about the academic performance of the college.

Performance Based Appraisal System (PBAS). Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification , research experience and training ,worked on research projects or carried out, publications : published papers in journals , book publications , chapter published in books, paper presentation: in seminars , conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught ,duration .Evaluation experience includes: paper setting, invigilation, evaluation ,practical exam ,viva-voce and centre suptd. Other than that, extension work and membership of professional bodies or societies are also recorded.

The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. The filled by the Faculty Member is checked and verified by the Head of the institution and faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all non-

teaching staff is also assessed through annual confidential reports and annual performance appraisal.

The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting , efficient organisation of documents and technical abilities . Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted promotions and financial up-gradation. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 6.3.2

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

**Response:** 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                      |
|---|-------------------------------|
| Policy document on providing financial support to teachers  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.                          | <a href="#">View Document</a> |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | <a href="#">View Document</a> |

**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:** 53.51

**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 |
|---------|---------|---------|---------|---------|
| 31      | 31      | 20      | 31      | 09      |

**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 |
|---------|---------|---------|---------|---------|
| 13      | 12      | 12      | 12      | 14      |

**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:**

Syon College maintains and follows a well-planned process for the mobilization of funds and resources in order to bring the effective and efficient use of available financial resources for the infrastructural development to support teaching-learning process. Syonn College is a self-financed institution. Tuition fees are the primary source of income for the institution. As a socially concerned not-for profit institution, the College has a conscious policy of keeping the tuition fee affordable. Besides, Philanthropists extend their helping hands to donate towards the College needs and requirements.

These funds are utilized for all recurring and non-recurring expenditure to augment academic needs. The major financial decisions are taken by the Governing Body of the College. The Governing body delegates the responsibility for mobilization and utilization of funds to the Head of the Institution (Principal). The Principal at his behest follows the instructions and maintains proper records. Principal prepares the budget before the financial year begins. The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationery and other maintenance costs. It includes expenses such as furniture and other development expenses. The budget is scrutinized and approved by the top management such as the Governing Body.

The College conducts financial audits yearly. Internally the Principal cum Secretary of the Governing Body looks after the receipts and expenditure of the College. He maintains all the records of the receipts and expenditure. The external audit is conducted by the Chartered Accountant appointed by the management from time to time.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 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:**

IQAC of the college works continuously to generate and implement innovative academic ideas and practices to enhance the academic and administrative performance of the institution. It meets regularly to discuss various issues of college performance, improvement needed, required materials and encourage suggestion to accelerate the required direction for strategy development.

The IQAC of the college has devised several mechanisms to review the effectiveness of the **teaching learning process, structures and methodologies** of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate

knowledge resources in the **library and ICT facilities in classrooms, labs and the library** are ensured before the commencement of every academic year. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching learning in the classrooms.

Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format once in each semester.

#### **Academic Audit through IQAC :**

The college takes academic audit of each department and various committees every year through IQAC to increase and maintain the quality of education. Academic Audit Committee is set up for this purpose. At the beginning of academic session, the committee collects academic plan including publication, extension activity, collaboration, innovative and best practices, assignment, ICT based activity, students competition, seminar and workshop supposed to organize for better performance. The Committee evaluated plan submitted by the departments and committees, twice in an academic session as per the academic plan and reviewed their academic progress. The report of the committee was submitted to the IQAC and the same is put in the College Development Committee for discussion, suggestion and approval.

#### **Implementation of Green practices in the campus:**

The IQAC proposed to initiate various green practices to maintain eco-friendly college campus through the activities i.e. Tree Plantation, Paperless Work, Plastic Eradication, Clean and Beautiful Campus, No Vehicle Day, Save Power, Paper Bag Workshop, Awareness Programme on Renewable Energy and e-Waste Management. For the better implementation of green practices, IQAC distributed these activities among various departments. IQAC constantly takes the feedback about the proper result oriented implementation of these activities through academic audit every year. Because of these practices, eco-friendly and pollution free college campus and social awareness about renewable energy and e-waste management is developed in the community.

#### **Use and enrichment of ICT infrastructure:**

IQAC always encouraged teachers to utilize these tools in classroom teaching and laboratories. IQAC prepares the plan to include the use and enrichment of ICT infrastructure expecting from each departments. The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, broadband internet Wi-Fi facility. Periodically IQAC has trained teachers and non-teaching staff to use ICT by arranging different workshop i.e. Google Apps, Video conference, use of e-mail, handling ICT instrument etc. The educational use of social media has also been utilized to establish communication with the students and peers.

| <b>File Description</b>       | <b>Document</b>               |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

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

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

## 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:**

Syon College, Abohar, actively promotes gender equity through admissions, recruitment, administration, academics and Co-curricular Activities. The institution raises awareness and responds to societal events with various activities, reflecting a deep commitment to gender sensitivity within its cultural ethos and the surrounding community.

**Policies and Procedures for Gender Equality:** Syon College enforces strong policies and procedures to combat gender discrimination, including a strict code of conduct, a comprehensive grievance redressal system, and targeted training programs for faculty and staff to promote gender equity.

**Safety and security:** At Syon College, the safety of female students is the top priority, addressing parents' concerns about campus security. The college has implemented specific measures to ensure the safety of girl students.

- **CCTV Camera** 24 hours CCTV surveillance is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance.
- **Security Guard** The college has employed both Men & women security guards for better compatibility to the girl and boys students.
- **Visitor register** :The institute keeps visitor log register to record the details of any person entering the college premises.
- **Fire Protection:** Classrooms and laboratories are fire protected.
- **Medical Assistance:** Timely medical assistance on campus. Ever-ready transport facilities in case of medical emergency.
- **Discipline in campus** There is a Discipline Committee in the institution to take care of safety and security of the students. It also keeps an eye on the working of all the employees as well as the activities of the students within the institution.
- **Social Security** The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee. At the time of admission, the students sign an affidavit to refrain from ragging activities. Complaint box is installed in the institute's main building and its follow up is taken by the Grievance Redressal Committee.

**Common Rooms:** Common rooms are provided for girls to relax in between their academic schedules and during their menstrual cycles. The college has vending machines and incinerators that supply sanitary pads for the convenience of all women.

**Day care Centre :** As young mothers resume their work after delivery need to go through the trouble of taking care of their babies, the college has provided an in-house, well- furnished day care centre. As a welfare measure, women faculty are given **6 months maternity leave**, for the benefit of taking care of their newly born, retaining their jobs, and also avail **paid leaves**.

**Gender-Sensitive Counseling Services:** The college's counseling center extends gender-sensitive counseling to students grappling with gender-based violence or identity concerns, offering the necessary guidance and emotional support.

**Workshops and Seminars:** Regular workshops and seminars focusing on gender matters offer students a platform to comprehend and engage with gender equity issues. These events encourage a more inclusive atmosphere on campus.

**Commemorative Days and Events:** Our College is an active participant in celebrating national and international commemorative days, underlining its commitment to diversity and inclusivity. For instance **International Women's Day, National Girl Child Day, Mothers Day**.

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

### 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

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus.                              | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities.                                      | <a href="#">View Document</a> |
| Circulars and report of activities for the implementation of the initiatives document | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric    | <a href="#">View Document</a> |

### 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

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

### 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:**

Syon college is committed to fostering an inclusive environment that supports the educational and economic upliftment of all students, particularly those in need. Key initiatives include:

**Educational and Economic Support:** Various programs are designed to improve educational outcomes and provide economic assistance to underprivileged students.

**Environmental and Ethical Awareness:** The college regularly conducts lectures to enhance students' awareness of environmental issues and ethical behavior.

**Extension Activities:** A range of activities is organized to create a holistic environment for student growth, addressing cultural, regional, linguistic, communal, and socio-economic diversity.

**Cultural and Regional Celebration:** The college actively promotes participation in cultural activities and celebrations of national events such as Constitution Day, Voters Day, Republic Day, and Independence Day. These events are aimed at teaching tolerance and harmony.

**Youth and Athletic Festivals:** Students are encouraged to participate in youth festivals and an annual athletic meet, providing a platform for their overall development.

**Support for Differently-Abled Students:** The college ensures a barrier-free environment with necessary facilities, including ramps and wheelchairs, to make activities accessible to differently-abled students.

**Curriculum Enhancements:** The curriculum has been updated to include topics on human rights, peace, tolerance, social values, and environmental protection.

**Moral and Ethical Development:** Motivational speeches are regularly conducted to inspire students.

By continuously striving to create an inclusive and supportive environment, the college ensures that all students have the opportunity to thrive academically, socially, and personally.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practices 2022-23**

**Title of the Practice:****Green Initiatives and Environment Friendly Campus**

Green campus initiatives are becoming integral part of the modern-day education system and the institutions can act as pioneers in promoting these principles within society. Our college has initiated the green campus program in order to support a **sustainable and climate-friendly environment**.

**Objectives**

- Minimize the energy consumption by use of energy efficient equipment.
- Maximize use of day light and natural ventilation.
- Segregating solid waste on daily basis.
- To ensure continuous supply of water throughout the year
- To replenish ground water through rainwater harvesting.
- To plant sufficient number of trees, potted plants every year and keep the campus green

**The Context:** Our main focus behind this Green campus program is to ensure the sustainability of sufficient water, materials and other resources for our future generation. But the main challenge is the proper translation of the education for sustainable development into practice so that it can be more effective. Any new development should consider and maintain the proper balance of economic, social and environmental conditions and the participation of all the staff members and students is very important. More stress is being given on the proper infrastructure development so as to continue and maintain the green practices.

**The Practice:** The college has developed a beautiful campus with lawns, a botanical garden, etc. .The college has preserved the existing flora and fauna within the campus. Signboards/posters are displayed on the college campus to encourage ideas of plastic-free campuses, noise pollution, and environmental awareness. Rain water Harvesting, re-use of paper, The college organizes international conferences, workshops, etc. on environment-related issues. LED bulbs are installed in the college buildings and the campus to save electricity.

**Evidence of Success:** This best practice has proven to be successful through the following activities:

- Through periodical tree plantations, flora and fauna on the campus have been enriched, resulting in the transformation of the campus into an eco-friendly one.
- An awareness campaign for the plastic-free campus through signboards and display boards has made the campus overall plastic free.
- Through workshops/seminars/NSS/Nature Club, students are made aware of the various environmental issues.
- A mandatory course on environmental awareness at the B.A./B.Com level is taught.

**Problems Encountered and Resources Required:**

While carrying out this practice, the following problems are encountered by the college:

- Green Campus initiatives are challenging, so they require determination and a long-term



commitment from all the stakeholders.

- The Green Campus initiative is a rather expensive practice. It needs expert advice and an investment of resources.
- Sufficient manpower is needed to sustainably maintain green practices.
- Lesser awareness among the students and community towards environmental issues aggravates the problem levels.

### 1. Title of the Best Practice

#### Azadi ka Amrit Mahotsav Vishav Guru Bharat 75th Independence Day

### 2. The Context

Syon College Abohar celebrated Azadi ka Amrit Mahotsav Vishav Guru Bharat 75th Independence Day) in collaboration with Sant Darbara Singh College of Education for Women, Lapon (Moga), CollegeDevelopment Council Panjab University Chandigarh, Department of Youth Welfare PanjabUniversityChandigarh, Himalayiya University Utrakhand,Guru Ramdass B.Ed College Jalalabad, , S.D. College Hoshiarpur, GHGH College of Education Sidhwan Khurd , Kenway College of Education,Abohar From August 07, 2022 to August 15, 2022. This Mahotsav is dedicated to the people of India who have not only been instrumental in bringing India thus far in its evolutionary journey but also hold within them the power and potential to enable Prime Minister Narendra Modi's vision of activating India 2.0, fuelled by the spirit of Aatmanirbhar Bharat.

### 3. Objectives of the Practice

The foremost objective of Azadi ka Amrit Mahotsav is to spread the feeling of patriotism throughout the participants. It helps to celebrate and commemorate the 75 years of independent India and the majestic history of the freedom movement, its people, culture, and achievements. The main objective is to increase awareness and interest in the nation's journey and prospective growth.

**4. The Practice.** Each day prepares a different program that helps to paint the country with a patriotic colour

| Date& Day           | Event                                  | Moderators                               | Timings        |
|---------------------|--|--|----------------|
| Day1<br>07.08.2022  | Har Ghar Tiranga Selfie Contest        | Mrs. Reeta Arora Dr. Tripta Parmar       | Upto 04:00pm   |
| Day2<br>08.08.2022  | FacePainting                           | Mrs. Amandeep Kaur Dr. Tripta Parmar     | Upto04:00pm    |
| Day 3<br>09.08.2022 | Flag Quiz                              | Dr. Sarvjit Kaur Dr. Amandeep Kaur       | 11:00amonwards |
| Day4<br>10.08.2022  | Expert Talk                            | Mr. Kashmir Loona Dr. Susheela Narang    | 11:00amonwards |
| Day 5<br>11.08.2022 | Rakhi ka Tayohar-Sainik Bhaiyo ke sang | Dr. Naresh Gandhi<br>Dr. Susheela Narang | Upto04:00pm    |

|                     |  |   |                |
|---------------------|--|---|----------------|
|                     |  | Dr.Girdhar Lal Sharma   |                |
| Day 6<br>12.08.2022 | Street Play<br>Naresh  | Dr.Gandhi Dr. Susheela<br>Narang  | 11:00amonwards |
| Day 7<br>13.08.2022 | Geet/ Gazal/Poem<br>Competition  | Dr. Neha Sachdeva<br>Dr. Sarabjit Kaur  | 11:00amonwards |
| Day 8<br>14.08.2022 | Elocution<br><br>(Theme Bharat ki Azadi<br>ka Amrit Mahotsav)                        | Mrs. Megha Dua Dr.<br>Nand Kishore  | 11:00amonwards |
| Day 9<br>15.08.2022 | Azadi ka Amrit<br>Mahotsav- Vishaw Guru<br>Bharat-75<br>Independence<br>Celebrations | Dr. Nand Kishore Dr.<br>Susheela Narang Dr.<br>Sarabjit Kaur Dr. Tripta<br>Parmar | 10:00amonwards |

### 5. Advantages

- Elixir of new ideas
- Message of great love and great compassion for all.
- Beneficial for the institution to achieve its goals and objectives
- Igniting the challenger spirit in every citizen
- Shared and promoted digitally to highlight India's culture & heritage and highlight the India legacy global

### 6. Problems Encountered

Apparently there were no problems encountered while undertaking this event..

### 7. Evidence of Success

Certificate of Appreciation by ministry of culture Government of India, our faculty member Dr. garima won firstprize in Har Ghar Tiranga Selfie Contest, our students won first prize in Rakhi ka Tayohar-Sainik Bhaiyo ke sang . The major success was building close co-operation between students , teachers and others instution.

### 8. Resources Required

Financial and Technical Support

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |

## 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:**

#### **Transforming Lives and Communities through learning**

Syon College, Abohar, established in 2015 in Fazilka, Punjab, near the Pakistan border, is dedicated to its mission of "Transforming Lives and Communities through Learning." The college believes that providing quality education with a focus on exposure, accessibility, and physical facilities is essential for the academic and personal development of its students. Since its inception, the college has made significant strides in various areas to achieve its vision.

#### **Distinctive Features of Syon College**

##### **1. Outcome-Based Education:**

The college follows outcome-based educational practices, including periodic quizzes, seminars, and internal assessments to evaluate learning outcomes.

##### **2. Academic Tracking System**

Conducted regular classes, followed by two mid-term tests over two years to assess learning outcomes and understanding.

##### **3. ICT-Based Teaching**

ICT-based teaching methods are employed to facilitate easy and effective learning.

##### **4. Value-Added Courses:**

The college offers various value added courses for undergraduate students, enhancing their skills and knowledge in multiple areas.

##### **5. Adequate Infrastructure:**

Facilities include ICT-enabled classrooms, a library, common rooms, and a playground to create an effective learning environment.

#### **6. Mentoring Program:**

Faculty members are assigned specific students to mentor throughout their time at the college, ensuring personalized guidance.

#### **7. Professional Counseling:**

Need-based counseling sessions are conducted by professional counselors for students seeking support.

#### **8. Career Counseling and Employability enhancement program :**

This cell provides career guidance, entrepreneurship skills, and motivational programs. It also organizes training and coaching to improve soft skills, employability, and communication.

#### **9. Student Activities**

Various clubs such as Drama, Dance, Music, Debate, Photography, Quiz, Sports, Creative Writing, Art, and Drawing help nurture students' creativity and talents.

#### **10. Eco-Club:**

The college promotes environmental awareness and green values through its Eco-Club.

#### **11. National Unity and Integration**

The NSS and other forums involve students in extension activities to promote social inclusion and responsibilities.

#### **12. E-Library**

The partially automated library uses an integrated management system with modules for shelf management, stock verification, membership, and transaction reports.

#### **13. Sports Facilities**

A fully equipped sports ground and equipment are available to ensure students' physical fitness.

#### **14. Cultural Activities:**

The college organizes various sports and cultural events, encouraging student participation for overall development.

#### **15. Scholarships and Freeships**

Assistance is provided to students in obtaining government scholarships and Freeships. The college also

offers scholarships from its Students Aid Fund.

## **16. Examinations and Felicitations**

Regular examinations and the best reader and graduate awards motivate students to excel.

## **17. CCTV Surveillance**

The campus is monitored 24/7 with 30 CCTV cameras, ensuring safety and discipline.

Syon College is committed to continuous improvement in all its endeavors for the benefit of its students.-Through its various initiatives and facilities, the college aims to provide an environment that fosters learning, creativity, and personal growth, truly transforming lives and communities through education.

The college has carved a distinctive place for itself even after majority of the students come from low income families with minimal exposure in the cultural and sports arena and lowest rung academically. Nurturing these students to excel in various fields is the priority for the institution. The college focuses on catering to the social, emotional and educational needs of the students to make them realize their full potential. The students with mediocre profile are selected in various co-curricular activities and sports, and then given the right exposure and guidance so that they can create a mark for themselves.

*Some of the students who have excelled in various fields (institutional distinctiveness)*

### **Tanya Narula: A Journey of Triumph over Self-doubt and Low Self-esteem**

Tanya Narula, a college student, achieved a remarkable feat by winning a gold medal in B.Lib at Panjab University in Chandigarh. However, her journey was not without its challenges. Tanya struggled with self-doubt, frustration, and low self-esteem, despite her exceptional academic skills. She constantly compared herself to her peers and found it difficult to recognize her own worth.

Fortunately, Tanya had the support of her teachers, who played a crucial role in helping her overcome these obstacles. They encouraged her to believe in herself and emphasized her unique abilities. With their guidance, Tanya began to shed her self-imposed limitations and realized that her worth was not defined by external validation, but by her own personal growth.

Tanya's journey also involved learning to embrace failure as a stepping stone towards success. Instead of allowing setbacks to discourage her, she viewed them as opportunities for growth. This mindset allowed her to develop resilience and strength, which ultimately propelled her towards achieving her goals.

Through her perseverance and determination, Tanya became a beacon of inspiration for her peers. Her transformation from a student plagued by self-doubt to a gold medalist serves as a testament to the power of self-belief and the support of mentors.

### **Finding Calm in the Storm: Himanshu's Path to Self-Discovery**

One more example of Himanshu, a B.A. student at Syon college known for his frequent short temper and outbursts, underwent a remarkable transformation under the guidance and support of the college

staff. through regular monitoring and counseling sessions, teachers worked diligently to help himanshu channel his energy positively. encouraged to engage in various co-curricular activities, himanshu discovered a passion for shooting. his journey culminated in representing the college at the all india inter university shooting 50 mtr free rifle prone competition. this significant achievement not only showcased his newfound talent but also highlighted his growth in areas of creativity, life skills, and empathy. Himanshu's story serves as a testament to the power of nurturing potential, perseverance, and the importance of holistic education in shaping individuals into well-rounded and successful members of society.

The college believes that education is the process of enlightens divinity which is within and every interaction between the student and teacher should transform students. The teachers recognize that they have to be well-aware and self-directed. then only they can create sell-directed students. The institution works towards inspiring students to fulfill their potential and takes pride in it.

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |

## 5. CONCLUSION

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### **Additional Information :**

In the fast changing academic environment the college is well assured to take on future challenges of higher education. During the last five years, the college has transformed in both quantitative and qualitative form. The college strives to maintain and sustain the standards of effective teaching learning process and provides the quality education and value based learning to make the learner to face the challenges of life. The college faculty and students are fulfilling their roles in making knowledge accessible to the community. They live up to the vision and mission of the college. There has been major infrastructural upgradation in the college in keeping with the vision towards making the institution up-to-date and technologically advanced. More than 16 MoUs have been signed by the college to maximise on teaching-learning through academic exchange and mutual dialogue. In the spirit of environmental conservation, the college has set up a rainwater harvesting plant which would enable the institution to meet water requirements without excess capital expenditure and also ensure availability of uncontaminated water to all stakeholders. and the college has also setup 10 kwp solar power plant to generate clean renewable energy.

### **Concluding Remarks :**

Syon College is committed to its mission of achieving excellence not only in academics but also in extra and co-curricular activities. Our highly qualified and dedicated faculty strive for the holistic development of students, utilizing ICT facilities to make the teaching-learning process both engaging and effective. To ensure smooth operations, various committees comprising all members of the teaching council have been formed. The college is deeply conscious of its values and social responsibilities, organizing sensitization programs annually. Our initiatives in curricular enrichment, along with a focus on inculcating values, ethics, and environmental awareness, are reflected in the numerous co-curricular activities, social services, and orientation programs conducted for students and faculty alike. Syon College prioritizes instilling core values and adherence to the code of conduct among its students, teachers, and staff. Despite the challenges, the college remains dedicated to its vision and mission, continually striving to create a better learning environment.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :48</p> <p>Remark : As per clarification received from HEI, and excluding multiple counting of the same course, during the assessment period, thus DVV input is recommended.</p>   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 1.2.2     | <p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>985</td> <td>970</td> <td>950</td> <td>980</td> <td>960</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>985</td> <td>970</td> <td>950</td> <td>980</td> <td>947</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and as per attendance sheet in supporting documents is provided, thus DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 985  | 970  | 950  | 980  | 960  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 985 | 970 | 950 | 980 | 947 |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 985       | 970   | 950     | 980     | 960     |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 985       | 970   | 950     | 980     | 947     |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 2.1.1     | <p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1090</td> <td>1004</td> <td>1051</td> <td>1138</td> <td>1006</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>440</td> <td>350</td> <td>391</td> <td>526</td> <td>320</td> </tr> </tbody> </table>  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1090 | 1004 | 1051 | 1138 | 1006 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 440 | 350 | 391 | 526 | 320 |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 1090      | 1004  | 1051    | 1138    | 1006    |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |
| 440       | 350   | 391     | 526     | 320     |         |         |      |      |      |      |      |         |         |         |         |         |     |     |     |     |     |



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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1620    | 1620    | 1560    | 1560    | 1560    |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 730     | 730     | 730     | 690     | 690     |

Remark : As per clarification received from HEI, data for the first year only to be considered, thus DVV input is recommended.

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**
**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 271     | 256     | 281     | 302     | 281     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 271     | 256     | 281     | 302     | 281     |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 381     | 381     | 381     | 381     | 381     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 447     | 447     | 430     | 430     | 430     |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

**wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25      | 24      | 26      | 20      | 17      |

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and ecluding the faculty having 11 months experience, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9       | 9       | 9       | 9       | 8       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 08      | 10      | 07      | 10      | 07      |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8       | 72      | 5       | 20      | 5       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 72      | 05      | 20      | 03      | 02      |

Remark : As per clarification received from HEI, and books and chapters in edited volumes/books published and papers published in national/ international conference proceedings only with ISBN no and as per calendar year ( JAN- DEC ) are to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18      | 13      | 9       | 16      | 15      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05      | 06      | 11      | 07      | 10      |

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes and academic year to be considered, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : As per clarification received from HEI, and MOUS done for internship, on-the-job training, project work, student / faculty exchange and collaborative research to be considered, and functional MoUs/linkages with same institutions/ industries for three years to be counted as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23  | 2021-22  | 2020-21  | 2019-20  | 2018-19  |
|----------|----------|----------|----------|----------|
| 45.93371 | 59.22393 | 57.04351 | 24.21151 | 34.25252 |

Answer After DVV Verification :

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

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 44.94 | 42.43 | 56.14 | 16.27 | 20.74 |
|-------|-------|-------|-------|-------|

Remark : As per clarification received from HEI, and data for the Expenditure for infrastructure development and augmentation, excluding salary only to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1158    | 540     | 993     | 475     | 430     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1068    | 540     | 993     | 475     | 430     |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 188     | 156     | 225     | 208     | 80      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 94      | 81      | 104     | 103     | 61      |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 406     | 419     | 324     | 358     | 414     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 403     | 414     | 324     | 354     | 402     |

Remark : As per clarification received from HEI, and according to the proof provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 3       | 3       | 4       |

Remark : As per clarification received from HEI, and excluding inter collegiate level awards, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 45      | 39      | 30      | 44      | 54      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 10      | 13      | 15      | 17      |

Remark : As per clarification received from HEI, and events cannot be split in to activities, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 29      | 10      | 30      | 16      | 22      |

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and financial support of less than Rs 2000 per faculty per year, should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31      | 34      | 20      | 39      | 15      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31      | 31      | 20      | 31      | 09      |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13      | 12      | 12      | 12      | 14      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13      | 12      | 12      | 12      | 14      |

Remark : As per clarification received from HEI, and excluding multiple counting of the same faculty for the same year, and excluding less than 5 days FDPs, MDPs, thus DVV input is recommended.

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
|---------|--|---------|---------|---------|---------|---------|-------|-------|-------|--------|--------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
| 1.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br/>           Answer before DVV Verification : 36<br/>           Answer after DVV Verification : 64</p>  |         |         |         |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 1.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>40</td> <td>42</td> <td>32</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>32</td> <td>34</td> <td>31</td> <td>35</td> </tr> </tbody> </table>  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 34    | 40    | 42    | 32     | 36     | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 33     | 32     | 34     | 31     | 35     |
| 2022-23 | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 34      | 40   | 42      | 32      | 36      |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 2022-23 | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 33      | 32   | 34      | 31      | 35      |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 2.1     | <p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100.4</td> <td>79.22</td> <td>78.48</td> <td>111.06</td> <td>116.05</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>146.07</td> <td>138.09</td> <td>134.71</td> <td>127.73</td> <td>141.40</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 100.4 | 79.22 | 78.48 | 111.06 | 116.05 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 146.07 | 138.09 | 134.71 | 127.73 | 141.40 |
| 2022-23 | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 100.4   | 79.22  | 78.48   | 111.06  | 116.05  |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 2022-23 | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |
| 146.07  | 138.09   | 134.71  | 127.73  | 141.40  |         |         |       |       |       |        |        |         |         |         |         |         |        |        |        |        |        |