



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GOVERNMENT COLLEGE ROPAR**

NEAR CHURCH ,COLLEGE ROAD ROPAR,  
140001

[www.govtcollegeropar.org](http://www.govtcollegeropar.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Government College, Ropar is a premier NAAC-accredited 'A' grade higher education institution with a history of offering quality education since its inception in 1950. It is dedicated to facilitating simple access to high-quality higher education, with the goal of developing professionally oriented and socially conscious human resources for India. It broadens the scope of studies to include tasks that aid in students' overall development. The mutually supportive study atmosphere, inclusive student growth, and participatory work ethics guide the college's operation.

The College is currently undergoing the third cycle of NAAC accreditation. The college administration and staff are committed to working in a systematic manner to satisfy the changing educational requirements. Among the key additions to physical infrastructure is the fine-tuning of teaching-learning activities with a new learning paradigm, the gradual transition to the CBCS system, the addition of innovative online learning modules, an expanded range of co-curricular/extra-curricular and extension activities, active student participation, a harmonious inclusive growth-oriented environment, gender equitable study conditions, and a renewed alumni network are some of the notable aspects of college operation over the last five years.

The college is expanding in accordance with the upcoming quality parameters and is dedicated to receiving the required assessment and accreditation from NAAC. Under the effective guidance of the worthy Principal and in accordance with the visionary policy guidelines provided by the directorate of higher Education, the college IQAC team and staff have worked hard to complete the procedural difficulties for this process.

The A&A process is a method of documenting all college events and facilities. Despite the operational constraints imposed by the unprecedented COVID-19 health pandemic and the complex negotiation of the vastness of data and its instantaneous availability with the demanding submission software, the current SSR has been prepared with the utmost thoroughness and in accordance with NAAC requirements. The entire procedure is anticipated to serve as a significant learning opportunity for the college administration and staff and result in favorable outcomes for the organization and its stakeholders.

### **Vision**

The college aspires to be a premier institute of excellence in higher learning. Our commitment to providing inclusive education for instilling professionalism, human values, and a scientific mindset is motivated by the college's motto, "Will to Seek." We make an effort to encourage career-based, need-based, and value-based programs to all student groups, especially female students and students from scheduled castes, and other underprivileged communities in order for them to develop into capable adults who can meet the constantly shifting demands of modern society.

The vision of Government College, Ropar is to follow rigorous quality standards of higher education as its defining core in order to develop India's emerging youth force into a fully capable, visionary, innovative, and socially aware human resource.

## Mission

Our goal is to provide higher education that will help all of our stakeholders grow fully and holistically. We hope that along with academic rigor, we are able to instill in our students a lifelong desire to learn, and a passion for sharing information. Along with scholastic excellence, students also receive social awareness training. Regardless of religion, race, caste, or gender, we want to give local youths abundant opportunities for multifaceted growth. Additionally, we strive to promote student-centered learning so that students can grow personally and develop their skills, which will lead to a keen sense of societal responsibility. By adhering to certain predetermined guidelines as their purpose, the faculty, students, administration, and supporting staff are working incredibly hard as a cohesive team to translate the ennobling ideal as envisioned in the college's vision. The following are the more specific details of the college's mission:

- To give students the best knowledge available
- To improve students' critical and analytical skills, to give them background knowledge about the course material and up-to-date information.
- To teach them through experience and exposure to real-world situations
- To inspire them to innovate and broaden their knowledge by instilling in them a sense of professionalism
- To regularly connect them to computers, wise use of the internet, and other digital mediums
- To give them the best possible learning tools and infrastructure
- To foster in them a sense of social responsibility and a humanistic outlook
- To instill in them a profound respect for morality and the value of social service
- To establish conditions conducive to their holistic development
- To instill in them a strong desire for a healthy and hygienic way of living.
- To prepare them for self-employment by focusing on their entrepreneurial abilities.
- To guarantee appropriate student representation in various college activities
- To counsel them and provide a comfortable atmosphere for them
- To make excellent education affordable and accessible by providing it at a low cost.
- To provide students with a transparent, conducive, inspiring, and grievance-free environment.
- To provide a favorable environment and participatory working circumstances for staff.

The College is working hard to carve out an unforgettable niche for itself through selfless missionary service to society.

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

### Institutional Strength

In order to provide students with a high-quality higher education, Government College, Ropar upholds excellent traditions in academics and other endeavors and offers all required facilities in a supportive learning environment.

In studies, scholarly and dedicated teachers provide outcome-based systematic learning with the broad objectives of providing the best possible subject knowledge, exposure to cross-cutting sociocultural & politico-economic issues, an environment to develop critical thinking & analytical skills, a deep grounding in value system & ethics, continuous graduation in discipline, an unstressed gradual learning, and easy accessibility of

education to all. The transparent and user-friendly Continuous Internal Evaluation (CIE) method improves the effectiveness of college studies.

A broad variety of designated cells, including NSS, NCC, Women Cell, Legal Literacy Cell, Placement Cell, and Subject Societies, carry out co-curricular/extracurricular and extension activities. A notable strategy for ensuring students' overall development is the leadership role students were given in planning these activities and their enthusiastic involvement in them. These activities will aid them in developing their professional careers by instilling in them the social work ethic and labor respect. College students have made notable contributions to cultural and athletic contests at the university, state, and national levels.

A large fourteen-acre multipurpose sports field in addition to grounds for other sports, a well-furnished centrally located Auditorium with good audio-visual facility, a well-equipped Conference-cum-Activity Room, Boys Hostel, and Canteen are some of the facilities available. Some of the mentionable infrastructural facilities provided by the college include fully equipped classrooms and laboratories, the availability of various computer labs and other ICT facilities, and a well-stocked two-story automated library with an E-Resource Center having a leased line internet facility.

Among the notable strengths of college functions are the practice of participative management, the transparent and grievance-free work environment, the affordable and cost-effective higher education, the scholarship facility for needy students, the resourceful mentor system, the informative college website, the vibrant feedback mechanism, the active IQAC cell, the dynamic Alumni Association, the disabled-friendly campus, and the sustainable environment-related initiatives.

### **Institutional Weakness**

Government College, Ropar offers excellent services in the area of higher education, but there are some problems that must be resolved if the college is to adhere to the standards set by accrediting and assessment organizations. The college must adhere strictly to the regulations of the university to which it is affiliated. Due to the demands of the pupils and the constraints of time, this limits the scope of changes. The procedure to make these changes is procedurally convoluted, and the changes made may not be healthy. Since college faculty are not permitted to serve as research guides under the rules of the affiliated university, some measures must be taken in the field of research.

There has been no major grant for research, and it is entirely reliant on the teachers' own initiative. Despite the college's active involvement with other agencies through various designated cells, the scope for formal MoUs and collaborative efforts is restricted due to the lack of enabling rules and the quick availability of accessible institutions/agencies.

The frequent transfer and deputation of teaching and non-teaching staff to other colleges, as well as the assignment of college staff to tasks other than college activities, may have an impact on the stability of academic activities.

Another area that requires consideration is placement, as students do not get dignified jobs with higher pay after graduation unless they have a higher degree or expertise. Even postgraduate students must take a break after graduation to prepare for the NET test. Furthermore, data on students' career/academic progression is limited and cannot provide complete proof because students are preoccupied with their future growth and do not keep in touch with the college after graduation.

These issues necessitate a focused strategy to navigate the various irritants that arise during the journey of offering quality higher education to students.

### **Institutional Opportunity**

Government College, Ropar is working hard to make excellent higher education affordable and accessible to the general public. It is dedicated to ensuring the inclusive development of all students and to providing them with a broad-based education that includes a variety of academic, co-curricular, and extra-curricular activities. The college is attempting to capitalize on the following opportunities for the benefit of students and society:

- Assisting students from nearby rural regions and giving them simple access to high-quality higher education in the area
- Working to include marginalized groups in education who would otherwise be denied this fundamental freedom due to their unfavorable socio-economic circumstances.
- Fostering an academic atmosphere that is conducive to inclusive growth and enables students from various socioeconomic, cultural, and racial backgrounds to develop in an amicable and mutually beneficial manner.
- Graduating students in the spirit of social work and teaching them about the integrity of work will help mold them into responsible citizens and creative workers in the future.
- Working to engage faculty and employees in participatory management practices for their better development and to inspire them to connect themselves.
- Providing students with a positive academic, co-curricular, and extracurricular environment and advising them on the avenues open to them in the future will help students prepare for their academic and career development.
- Serving as an expert organization to provide specialized knowledge in various areas of both theoretical and practical knowledge.
- Serving as a major social gathering place and fostering social responsibility in young people to advance society's growth and development
- Guiding society towards realizing the goals of our scientists, economists, and social reformers by developing untrained youth into skilled and knowledgeable resources who can comprehend the nuances and underlying principles of various socio-cultural and politico-economic issues
- Working to protect society from ignorance, mediocrity, and selfishness by encouraging a culture of merit, openness, and services

### **Institutional Challenge**

A premier institute of higher learning, Government College, Ropar serves students from semi-rural and rural regions. It is doing well and has a number of commendable accomplishments to its credit, but there are still a number of obstacles that must be overcome if it is to reach new heights of success.

The New Education Policy, 2020's goal of giving the institution autonomy presents the biggest challenge, and achieving it will take a concerted effort from the college, the affiliating university, and the parent Higher Education Department of the Government of Punjab. Along with the staff and students' diligence and persistence, this calls for the elimination of administrative roadblocks and the encouragement of enabling laws.

The College is committed to meeting this challenge in all seriousness because success will benefit both students and society.

Another formidable challenge for the College is to not only find but also nurture faculty and student research talent. A correct balance of teaching and research contributes to the overall quality of academic endeavors. The college is committed to raising this issue through all pertinent channels in order to effect necessary rule changes.

The balancing of the role of college as a higher educational institution and the involvement of the staff in different compulsory non-academic activities is another challenge faced by it as at times it leads to hampering of the routine schedule. The college is inclined to negotiate this issue for the benefit of both students and the community.

The convoluted web of rules and detailed formalities related to the procedure, slow down the work of making significant reform in the institution's functioning difficult. The mid-session transfer/deputation

is another challenge in ensuring the continuity of academic activities. Another challenge confronting the college is the disparity between the number of staff vacancies and the shortage of teaching faculty. Also, the policy of catholicism is hampering the working spirit of teaching faculty. However, the college is working hard under difficult circumstances to provide students with the best education available.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curricular features constitute the backbone of any institution, and they differ depending on the type of higher education institution. Government College, Ropar, a higher education institution affiliated with Punjabi University Patiala adheres to the curriculum established by the affiliating university. The college has a well-defined process for curriculum delivery and documentation, which is backed up by well-displayed weekly class plans.

The college provides 5 PG programs in addition to 4 UG, all of which use the CBCS/elective course method. The college also offers 7 Add-ons, Certificate, Diploma, or Advanced Diploma courses. Mentoring, peer teaching, remedial teaching, value enrichment courses, and programs such as Additional Skill Acquisition Workshop, Each One Support One Programme, etc. help students improve their cognitive domain.

The academic calendar and the co-curricular and extra-curricular activity schedules are strictly followed, and are decided upon at the beginning of each session in accordance with the rules and regulations of the parent Higher Education Department of the Government of Punjab and the affiliated university Punjabi University Patiala. The Continuous Internal Evaluation (CIE) system is implemented through a structured internal assessment process that keeps track of students' attendance, involvement in class discussions, academic performance, and subject-matter presentation. Interdepartmental and intercollegiate programs and competitions are organized to sensitize the students

and to make them responsible and responsive to social issues which form the broader part of the curriculum.

Almost all of the college's teachers are regularly involved in examination duties such as question paper preparation, invigilation, evaluation, and assessment work. Several senior college faculty members serve on the Board of Studies of various universities. The various cross-cutting concerns connected to environmental sustainability, gender sensitivity, human values, and professional ethics are an intrinsic element of the college syllabus taught in various courses.

Practical and experimental work is a common feature of the curriculum in all science courses and several social science courses. Feedback from students and other stakeholders is an important element of how the college operates, and a summary of the significant aspects of the feedback collected has already been posted on the college website. The yearly student satisfaction survey gives information about the impact of educational delivery. The essential proposals were included in IQAC's yearly suggestions, and required action was taken on these suggestions.

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

Government College in Ropar is dedicated to providing the best services to students from various backgrounds and skill levels. The hallmarks of the institution's operation include transparency, rigorous adherence to regulatory regulations, good academic facilities, knowledgeable teaching staff, well-planned teaching activities, and easily accessible college administrative channels.

The college is a highly sought-after college in the area, with students filling almost all of the available seats. It has an organized admissions process that caters to students from various backgrounds and learning capacities.

Admission is firmly administered in line with the reservation criteria, and practically all reserved seats are filled by students from the corresponding categories. Furthermore, certain students from the reserved groups are admitted on merit to public seats. Exam dates, academic, co-curricular, and extra-curricular activities are all included in the Academic Calendar. It is communicated to students via the College Prospectus, notice boards, and the website. IQAC closely monitors semester-by-semester courses and action plans developed at the start of the academic year.

College teachers constantly analyze students on several factors such as cognitive aptitude, academic preference, behavioral subtle differences, communicative competence, and language proficiency, and then evaluate their learning needs. They provide special attention to slow learners and consult and guide advanced learners about their future employment opportunities.

The basic concept of the college's teaching activities is perceptual learning. Learned behavior and improvisation prepare students to face practical challenges. ICT is an essential component of the college's teaching and learning operations. The faculty at the college is highly qualified, experienced, and dedicated to teaching students diligently. The shortage of regular teachers is filled by full-time teachers on a set wage from the PTA Fund.

Three distinct stages of grievance Concerns about exams are handled through a grievance procedure that involves the Department, the Principal at the college level, and the University at the graduate level. Programme Outcomes, Programme Specific Outcomes, and Course Outcomes are clearly stated and displayed on the institutional website and communicated to all stakeholders. Some other notable aspects of college academics are the efficient mentor-mentee system, the transparent and robust internal assessment process, the set, efficient, and student-friendly test system, and the good overall performance of college students.

The well-thought-out and clearly displayed learning outcomes for various programs, as well as their ongoing evaluation, are an essential aspect of the college's teaching-learning activities.

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

Research and innovation are essential components of education, and they provide a much-needed reformative push to the current system. Another element that connects a higher educational institution to society is extension. Because no large funds are targeted for research endeavors and no special financial corpus is available in the college for this purpose, the college faculty's research activities are primarily on their individual endeavors.

College lecturers create an environment for students to express their original ideas and comprehend the practical requirements of their respective academic sectors. Students are encouraged to become intrigued about the deeper subtler parts of the required syllabi-related topics, which aids in grooming them to think rationally, innovatively, and creatively in order to construct their own systematic understanding and add new dimensions to learning.

Despite being engaged in teaching duties and demanding college administrative duties, the faculty members pursued good research initiatives and produced commendable work. During the last five years, they have published research papers in prestigious publications and books/chapters.

Numerous activities were conducted throughout the year to develop students as socially conscious citizens and they actively participated in these activities. NSS units, NCC units, Women's Cells, Placement Cells, Legal Literacy Cells, and various Subject Societies are actively involved in the development of students as socially conscious citizens. Extension activities are the hallmark of college functioning and they form a very powerful medium to connect the institution with other governmental agencies and social organizations.

### **Infrastructure and Learning Resources**

**Government College Ropar** occupies a prime location in the city, spanning over twenty five acres of land. The campus is a picturesque blend of impressive architecture and lush lawns. Housing 27 well-furnished classrooms and 6 smart classroom the college ensures comfortable seating arrangements for students. It also features various well-equipped laboratories, air-conditioned computer labs with ICT facilities, an air-conditioned conference hall, a versatile multi-purpose hall, and an open air theatre stage for events.

The college's offerings extend to a boys hostel, providing secure accommodation. A well-maintained Gymnasium and a indoor game hall to cater to student's fitness needs. Dedicated playgrounds facilitate training in multiple sports.

The institution prides itself on its technological prowess, which include 3 dedicated fibre optic internet connections with a combined capacity of 440 Mbps for teaching and official usage. supporting 117 computers, out of which 107 are exclusively for student use. The campus is under 24-camera CCTV surveillance for security.

Beyond academics, **Government College Ropar** boasts 5 N.S.S. units and 1 N.C.C. unit for male and female student. The institution commits to continuous improvements, adapting its facilities, including the library and



laboratories, to meet evolving needs, ensuring an enriched academic environment.

The college sports infrastructure includes a large multipurpose sports field approximately 16 acres with handball, basketball, football, volleyball, badminton, cricket courts, a facility for martial arts, an open gym, and generous provisions for providing sport equipment, gear, and dresses to participating students.

The college's infrastructure underwent significant renovations over the course of the last five years, costing a staggering Rs 1,31,62,862/-. Additionally, the construction of New Commerce And Home Science block is going on whose approximate estimated expenditure Rs 1,95,00,000/-

The college's learning resources are enhanced by a completely automated, properly furnished, and well-stocked library enriching students' intellectual growth. The college houses a library with over 52554 books, including reference and competitive exam materials, supported by a well-maintained reading room.

The college has a well-established system for making the best use of available infrastructure and maintaining it on a regular basis. To achieve clarity about respective roles and a sense of responsibility among staff members, a transparent staff manual is followed

### **Student Support and Progression**

Government College Ropar is steadfastly committed to fostering the comprehensive growth and advancement of its students. The college is resolutely focused on ensuring accessible higher education for the broader populace. It extends scholarships to a substantial number of students, alleviating their educational financial burdens and enabling uninterrupted academic pursuits.

The institution's endeavors encompass enhancing student capacities and skills. Through its language lab, it imparts soft and communication skills, while the Computer Awareness certificate course hones ICT and computing abilities. Furthermore, diverse life skills are cultivated through dedicated cell activities.

To bolster career guidance, the college's Placement Cell conducts extension lectures, workshops, and training programs. It strives to empower students with knowledge about employment prospects and organizes an annual training-cum-placement fair. A notable percentage of students proceed to advanced studies and prepare for competitive examinations. Many undergraduate and postgraduate students from the college have successfully cleared the PUTET, CUTET, JAM, NET examination.

The college maintains a transparent grievance redressal system, facilitated by a reporting link on its website and a permanent Grievance Redressal Committee. This committee collaborates with other cells to cultivate awareness about the value of discipline and employs mentor-mentee groups as an effective mechanism to address student grievances.

Energetic participation in sports and cultural activities is a hallmark of college students. Remarkable accomplishments are witnessed across different levels. Active involvement and continuous engagement of students in various college activities occur in seamless collaboration with teachers and administrative

personnel, managing administrative, academic, co-curricular, and extra-curricular undertakings.

The institution boasts a registered Alumni Association that actively supports the college administration. The annual Alumni Meet is a significant event, and the association extends assistance in form of services as well as financial help to college underscoring its commitment to the college's growth and success..

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

Government College Ropar, under the auspices of the Higher Education Department, Government of Punjab, stands resolute in its dedication to providing exceptional education. The college envisions molding emerging youth into empowered, visionary, innovative, and socially conscious resources for India. This aspiration is firmly grounded in the rigorous standards of quality higher education.

The Principal serves as the institution's leader, operating under the overarching guidance of the Higher Education Department of the Government of Punjab. Policy directives and essential financial and logistical support are offered by the Higher Education Commissioner and the Director General of Higher Education. The Principal, supported by an empowered College Council, oversees the college's activities. A comprehensive system of committees guides the distribution and delegation of responsibilities, ensuring a cohesive approach.

The synergy between the Principal, college administration, faculty, students, and non-teaching staff is apparent in the college's harmonious functioning. The college has seamlessly integrated e-governance modules for administration, finance, student admissions, support, and examinations.

The college administration places paramount importance on fostering a conducive work environment for both teaching and non-teaching staff, upholding participative management and welfare measures. An effective annual performance appraisal system engages staff members actively.

As a government institution, the college meticulously adheres to the financial regulations outlined by the Finance Department of the Government of Punjab. Policy directives from the Higher Education Department guide operations, with sanctioned funds utilized by standard operating procedures. Rigorous internal and external audit mechanisms oversee financial transactions, ensuring transparency and accountability.

The College's Internal Quality Assurance Cell (IQAC) collaborates closely with college administration, faculty, non-teaching staff, and stakeholders to maintain exemplary quality standards throughout the institution.

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

Government College Ropar is unwavering in its commitment to uphold fundamental values encompassing gender equity, environmental responsibility, sustainable progress, energy conservation, inclusive growth, and professionalism across both careers and personal lives.

A paramount focus at the college is gender sensitization, prominently orchestrated by the active and dynamic Women Cell. This cell orchestrates a comprehensive gender sensitization action plan, disseminates awareness about gender-related issues, offers counseling to female students, and conducts workshops on job skills and safety. The college ensures that all essential facilities are provided to empower female students in their academic pursuits and personal development.

Adopting eco-conscious practices, the college has replaced conventional lighting with LED lights, implemented efficient waste management, incorporated water conservation techniques, restricted vehicle access to designated parking areas, introduced pedestrian pathways, and adorned the green spaces with appealing landscapes.

Inclusivity is deeply ingrained within the college ethos. The campus is designed to be disabled-friendly, equipped with ramps, designated washrooms, and other necessary amenities. An atmosphere of harmony prevails as the college administration and educators collaborate with students to cultivate an environment of holistic growth and inclusive values.

The institution is dedicated to sensitizing students and employees about constitutional values, rights, duties, and responsibilities. A meticulously devised Code of Conduct is prominently displayed on the college website, outlining guidelines for students, faculty, administration, and staff members.

Participatory management and decentralized decision-making stand as cornerstone practices within the college. These practices foster synergistic operations, cultivating an efficient, transparent, and consultative work culture.

At its core, Government College Ropar strives for the holistic development of students, aiming to nurture socially aware, professionally-driven, humanistic-minded, and articulate citizens of India. The institution takes pride in its distinctive mission to make higher education accessible to diverse socio-economic strata, offering affordable and quality education to students from various backgrounds.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE ROPAR
Address	Near Church ,College Road Ropar,
City	ROPAR
State	Punjab
Pin	140001
Website	<a href="http://www.govtcollegeropar.org">www.govtcollegeropar.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jatinder Singh	01881-222263	9881222263	-	Principal.gc.ropar@gmail.com
IQAC / CIQA coordinator	Harjas Kaur	-	9646074400	-	iqacgcr63@gmail.com

Status of the Institution	
Institution Status	Government

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
Punjab	Punjabi University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-07-2014	<a href="#">View Document</a>
12B of UGC	15-07-2014	<a href="#">View Document</a>

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?	Yes
If yes, name of the agency	PUNJABI UNIVERSITY PATIALA
Date of recognition	04-05-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Church ,College Road Ropar,	Urban	25	25341.43

## 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,PUBLIC ADMINISTRATION PHYSICAL EDUCATION HOME SCIENCE MUSIC INSTRUMENTAL	36	SENIOR SECONDARY	English,Hindi,Punjabi	560	407
UG	BA,Arts,With Honours in Geography	24	SENIOR SECONDARY	English,Hindi,Punjabi	50	12
UG	BA,Arts,PUNJABI LITERATURE ENGLISH LITERATURE HINDI LITERATURE	36	SENIOR SECONDARY	English,Hindi,Punjabi	400	352
UG	BA,Arts,MUSIC VOCAL GEOGRAPHY COMPUTER SCIENCE	36	SENIOR SECONDARY	English,Hindi,Punjabi	320	239
UG	BA,Arts,ECONOMICS	36	SENIOR SECONDARY	English,Hindi,Punjabi	160	86
UG	BA,Arts,HISTORY MATHEMATICS PHILOSOPHY	36	SENIOR SECONDARY	English,Hindi,Punjabi	480	365
UG	BA,Arts,With Honours in Hindi	24	SENIOR SECONDARY	Hindi	50	10
UG	BA,Arts,With	24	SENIOR SECONDARY	Sanskrit	50	0

	h Honours in Sanskrit		CONDARY			
UG	BA,Arts,POLITICAL SCIENCE POLICE ADMINISTRATION	36	SENIOR SECONDARY	English,Hindi,Punjabi	480	417
UG	BSc,Science, NON MEDICAL WITH PHYSICS CHEMISTRY AND MATHEMATICS	36	SENIOR SECONDARY	English,Hindi,Punjabi	150	83
UG	BSc,Science, MEDICAL WITH BOTANY ZOOLOGY AND CHEMISTRY	36	SENIOR SECONDARY	English,Hindi,Punjabi	57	52
UG	BCom,Commerce,GENERAL	36	SENIOR SECONDARY	English,Hindi,Punjabi	138	131
UG	BCA,Computer Applications,	36	SENIOR SECONDARY	English	115	114
PG	MA,Arts,PUNJABI	24	GRADUATION	English	40	35
PG	MA,Arts,POLITICAL SCIENCE	24	GRADUATION	English	40	25
PG	MA,Arts,ENGLISH	24	GRADUATION	English	40	17
PG	MSc,Computer Applications,IT LATERAL	12	PGDCA	English	40	12

	ENTRY					
PG Diploma recognised by statutory authority including university	PGDCA, Computer Applications,	12	GRADUATION	English	40	36

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				70			
Recruited	0	0	0	0	0	1	0	1	12	37	0	49
Yet to Recruit	0				0				21			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	2	8	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				63
Recruited	24	7	0	31
Yet to Recruit				32
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	9	2	0	11
Yet to Recruit				0



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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	3	3	0	7
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	6	0	6
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	7	30	0	37
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1		8		9

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1067	13	0	0	1080
	Female	1199	0	0	0	1199
	Others	0	0	0	0	0
PG	Male	20	0	0	0	20
	Female	53	0	0	0	53
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	13	0	0	0	13
	Female	6	0	0	0	6
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0

<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	390	435	475	413
	Female	425	504	416	314
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	275	293	278	244
	Female	299	366	283	224
	Others	0	0	0	0
General	Male	293	258	423	394
	Female	388	366	510	583
	Others	0	0	0	0
Others	Male	120	151	134	283
	Female	158	158	205	271
	Others	0	0	0	0
Total		2348	2531	2724	2726

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The New Education Policy, 2020 envisages structural changes while introducing a holistic &amp; multidisciplinary curriculum that has the potential to overhaul the learning environment as well as the learning process for the students. It aims for holistic academic growth among students by providing freedom to choose from preferred options of subjects and a range of programs offered in an institution. Government College, Ropar is an affiliated college to Punjabi University Patiala, which is a state university. It has to follow a road map or guidelines prepared and provided by the State Government. As and when the University prepares or provides a curriculum to implement the multidisciplinary/</p>
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	<p>interdisciplinary structure of the New Education Policy the College will abide by it. The College at its level encourages interdisciplinary activities by organizing special lectures on topics cutting across disciplines. With this aim, the College has opted for a variety of Open Courses under the stipulations of the university for the final year students to help them combine knowledge of various disciplines as they graduate. Various Add on courses are initiated by the departments to enhance the scope and depth of learning.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>One of the innovative provisions of the new National Education Policy 2020 (NEP 2020) is the introduction of the concept of the Academic Bank of Credit (ABC). ABC will facilitate multiple entry and exit opportunities to the students of undergraduate and postgraduate degree courses for various academic programs. The ABC allows students to earn and secure credits from registered Higher Education Institutions and through schemes such as SWAYAM, NPTEL, and various other upcoming Massive Open Online Courses. Government College, Ropar is an affiliated college to Punjabi University Patiala, which is a state university, hence, it follows the curriculum and structure prepared by the affiliating university in this regard. The institution will follow the guidelines of the affiliated university and the Higher Education Department of the state. As and when the University or the Education Department prepares or provides a roadmap to implement the ABC, the College will abide by it. Meanwhile, we have initiated the process at our level on instructions from the Directorate of Higher Education and registered our students for the Academic Bank of Credits (ABC).</p>
<p>3. Skill development:</p>	<p>As the skill ecosystem in India, is seeing some great reforms and policy interventions which is reinvigorating and re-energizing the country's workforce today; and are preparing the youth for job and growth opportunities in the international market. We at GOVERNMENT COLLEGE ROPAR have also started a few new skill-based initiatives in the form of the Institute's innovation council. Our students are participating in innovation-related competitions and a few are working on their start-ups. We have also introduced a program on entrepreneurship skills for the students. Our college as an Institute Innovation cell established on</p>

	<p>guidelines of the Ministry of Education, Government of India working for skill development in the college</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college thrives on incorporating the elements of the Indian Knowledge System in teaching. The medium of exams in science and commerce streams is mostly English but the medium of instruction involves the professors' usage of Indian languages like Punjabi and Hindi in addition to English. However, the subjects under humanities allow the student the freedom to choose their medium of writing in the language they prefer. The professors from the Science Department ensure to impart the historical background, philosophy, and scientific temperament connected with different scientific discoveries and inventions while teaching. Arts, Commerce and Science departments often impart knowledge of ancient Indian ideas, notions, and beliefs to students during lectures via Digital Teaching Aids. Throughout the year, different activities are conducted by Fine Arts, Punjabi, Hindi, and Home Science departments to instill India's rich and diverse culture and traditions among the students</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college criticizes the traditional method of education, which places all of the emphasis on giving instructions. With this method, students develop only test or score-driven orientated. The university has developed the learning and teaching process in this manner: students not only earn credits but obtain the knowledge and abilities needed in the area domain. Students receive instruction through Participatory learning, experiential learning, and using techniques for problem-solving in order to be able to do additional complex tasks outside of memorization or copying what was taught. Additionally to the university's final examinations, the Colleges conduct ongoing evaluations using written assignments, examinations, PowerPoint presentations, and oral presentations. etc. Additionally, the college has established the program Results at the UG and PG levels. At UG Level 1) Extensive domain knowledge. 2) The capability of critical and innovative thinking. 3). Self-awareness, personal growth, and communication abilities. 4). The ability to adjust to different conditions and leadership characteristics. 5). Ethical and social comprehension. 6). Digital proficiency. (Grade PG) 1) Thorough domain knowledge and intellectual grooming in the relevant</p>

	discipline. 2) Critical thinking skills, as well as the ability to create, evaluate, and remake. 3) Excellent communication abilities, as well as the capacity to organize and lead. 4) Global perspective and ethical commitment. 5) Digital savvy. 6) Social and emotional intelligence
6. Distance education/online education:	Because the college is associated with Punjabi University, it cannot provide autonomous online courses. However, it has consistently worked to incorporate online learning systems into traditional learning. Colleges quickly adopted digital and virtual methods of teaching education during the testing times of Covid-19. Both the university and the college provided training to faculty members. Teachers have embraced tools such as PowerPoint presentations, smart boards, and Google Classroom. The college has been attempting to establish online teaching platforms and technologies to boost its online platforms. Attempts are being made to strengthen digital infrastructure and digital repositories. Because the college is associated with Punjabi University, Patiala, it does not provide any courses delivered via distance education.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club has been set up in the college since August 2018.
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?	One ELC incharge, One nodal Officer, and four Campus Ambassadors (Student Representatives) were appointed by the college. Students volunteer to be members of the Club.
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 Electoral Literacy Club of our college plays a crucial role in promoting civic engagement and electoral literacy within the community. Here are some activities that this club undertakes to serve the community: Voter Registration Drives: The college organizes voter registration drives on campus and in the surrounding community. All the teachers are involved in the students' voter registration and assist them individually in registering as voters, provide information on the registration process, and help them understand the importance of exercising their

	<p>right to vote. The ELCS takes initiatives in the following areas: • To serve as a platform for engaging students in interesting activities and hands-on experience with elections/voting • To sensitize them on their electoral rights • To familiarize them with the electoral process of registration and voting • To stimulate and motivate students by prompting them to think and ask questions • To strengthen the culture of electoral participation among young and future voters</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Workshops and Training Sessions: Our College plays a pivotal role in conducting workshops and training sessions on electoral processes, voter education, and the significance of informed decision-making in collaboration with District administration. These sessions cover understanding electoral systems, analyzing candidates' platforms, and evaluating political campaigns. Mock Elections: The college in collaboration with the District administration organizes mock elections to provide students and community members with hands-on experience in the electoral process. They set up voting booths, and ballot boxes, and simulate the voting procedure. This activity helps demystify the process and builds confidence among potential voters.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college has been urging eligible students to register to vote. A team of a teacher and two students communicate with pupils and assist them become acquainted with the government app Voter Helpline. Students are also given information on the subject matter.</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
2726	2724	2531	2348	2158

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: 84

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
69	61	64	67	66

### 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
132.27026	63.86986	31.23674	125.26507	47.95826

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:**

Government College Ropar, founded in 1945, is affiliated with Punjabi University, Patiala. The college aligns its curriculum with the university's syllabus, incorporating updates as per academic course curricula, syllabi changes, and the Annual Academic Calendar notified by Punjabi University.

##### **Effective Curriculum Delivery**

Within this established academic framework, the college ensures the effective delivery of course curricula across various streams. The College Timetable Committee plays a pivotal role in devising schedules that adhere to the latest UGC Regulations' workload specifications. Department Heads collaborate with staff to prepare teaching plans and timetables, taking into account faculty expertise.

##### Timetable and Allocation

Each department's Head allocates classes to faculty members based on their specialization and knowledge. The finalized timetable is accessible on both the College Website and students' notice boards, facilitating easy reference for all stakeholders.

##### Library's Supportive Role

The college library serves as a dynamic resource in curriculum delivery. It provides teachers and students with essential learning materials, including access to diverse research journals and e-books. Regular updates keep the library current with the latest books and journals.

##### Orientation and Digital Resources

During the Orientation program, first-year students are acquainted with the timetable, syllabus, and Continuous Internal Evaluation process. Faculty members develop weekly teaching plans, while e-content for various subjects is made available on the college website. The institution adeptly transitioned to online teaching-learning through platforms like MOODLE and Google due to the COVID-19 crisis.

##### Faculty Development and Engagement

Faculty members actively participate in Faculty Development Programs to enhance curriculum planning and implementation. They contribute to curriculum revision, assessment, and evaluation through roles in bodies like the Board of Studies and Faculties of Punjabi University Patiala.

## Principal's Oversight and Student Interaction

The college's principal ensures seamless curriculum execution through periodic departmental meetings. Class tests and mid-semester examinations gauge student academic performance. Detailed lists of awards for all subjects are posted on the college website. Teachers provide personalized guidance, discussing student performance in class and suggesting improvements where needed.

## Student Participation and Committees

Encouraging student engagement, the college promotes presentations on chosen topics. Prior to each academic session, the principal forms committees for academic, co-curricular, and extracurricular activities. Internal assessments form a part of UG and PG classes, evaluating students based on mid-semester exam marks, class participation, and attendance.

## Examination Management

Class tests and mid-term exams are conducted as per the academic calendar. University examinations adhere to Punjabi University Patiala's prescribed academic schedule.

File Description	Document
Upload 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:** 61

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>

**Other Upload Files**

1

[View Document](#)**1.2.2**

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

**Response:** 50.95

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
1586	1408	1163	1055	1150

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

The institute seamlessly integrates cross-cutting issues related to professional ethics, gender equality, human values, and environmental sustainability into its curriculum. While the university dictates the syllabus, the college strives to address these important matters within its limitations. The purpose is to cultivate social skills, intellectual growth, moral values, personality development, and character refinement in students, making them well-prepared for the future while enriching their social and organizational skills.

Gender Initiatives

Several initiatives are undertaken for women and girls students, including folk-dance competitions, hemoglobin check-up camps, and various programs organized by the Women's Cell. The Sexual Harassment and Grievance Redressal Committee organizes events on Woman's Empowerment, Laws for

Women, and Women's Day. The college's N.S.S. unit actively engages in extension activities within both the college premises and adopted villages, focusing on gender-related issues. Activities like Save Girl Child campaigns, essay and poster exhibitions, invited lectures, and awareness sessions contribute to addressing major gender concerns. The college conducts a Gender audit every year to have information about gender equality in the institution and frame its policies and programs according to the Gender audit report.

#### Environment and Sustainability

The N.S.S. unit plays a pivotal role in promoting environmental protection through tree plantation and sustainable development programs. Special camps in nearby villages feature various environment-related activities such as tree plantation, village cleanliness drives, eradication of invasive grass species, awareness campaigns about stubble burning, plastic-free initiatives, and competitions like debates and poster presentations. Regular celebrations of events like World Environment Day, Van Mahautsav, and N.S.S. Day, etc. reinforce environmental awareness. The college actively participates in the Swachh Bharat Abhiyan (Clean India Campaign) and tree plantation drives initiated by the Indian Government. The establishment of an Eco-Club further enhances environmental consciousness, overseeing various related activities on campus.

#### Fostering Professional Ethics and Human Values

Various entities such as NSS, Red Ribbon Club, Guru Gobind Singh Study Circle, NGOs, and government groups collaborate to impart lectures, quizzes, essays, and other activities that nurture students' scientific mindset and social consciousness. Extracurricular activities serve as a platform to promote the integration of ethical and human values. The NSS, NCC, and Political Science departments collectively contribute to instilling human values through lectures and guest talks. National holidays are seized to infuse patriotic and moral ideals in students. The college actively initiates social programs, including health and hygiene awareness campaigns, medical check-up camps, AIDS awareness drives, voter awareness initiatives, and more, fostering a sense of responsibility and community engagement.

File Description	Document
Upload 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:** 36.06

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

**Response:** 983

<b>File Description</b>	<b>Document</b>
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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 85.94

##### 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
1063	1060	1038	1039	939

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

2022-23	2021-22	2020-21	2019-20	2018-19
1230	1180	1180	1180	1210

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 69.14

##### 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
343	339	425	448	428

### 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
590	566	566	566	580

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 39.51

## 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:****Enhancing Learning through ICT: A Student-Centric Approach**

In order to meet the diverse learning needs of its students and foster an experiential and participatory learning process, the college places a strong emphasis on student-centric methodologies facilitated by ICT tools. The institution employs the best ICT-based instructional technologies available to enrich the teaching-learning process. Faculty members are equipped to adapt to the evolving digital landscape through programs that enhance their proficiency in utilizing ICT-enabled technologies effectively. The college's commitment to this approach is exemplified through various initiatives:

**1. MOOC Courses and Training:**

Faculty and students are actively encouraged to enroll in Massive Open Online Courses (MOOCs) and attend training sessions, workshops, and seminars related to the use of ICT to enhance the effectiveness, interaction, and enjoyment of teaching and learning.

**2. Wi-Fi Access:**

A Wi-Fi-enabled campus creates an environment conducive to online learning, enabling students to access digital resources and engage in remote learning activities.

**3. Add-On Courses:**

The college offers Add-On Courses using diverse ICT tools, including language labs, computers, and PowerPoint presentations. These courses provide hands-on training and prepare students for a range of career paths, such as Spoken English, Industrial Chemistry, Data Care Management, and Instrumental Physics, promoting practical knowledge acquisition.

**4. Well-Equipped Laboratories:**

Experiential learning is facilitated by well-equipped laboratories, ensuring students gain practical insights through hands-on exploration.

**5. Interactive Learning through Short Films:**

Short films on course content and societal issues offer students practical experiences. Drama performances and role-plays enable them to experiment with settings and characters, nurturing creative writing skills, stage presence, and collaborative abilities.

**6. ICT-Enabled Classrooms:**

The college boasts 8 ICT-enabled classrooms furnished with internet-connected interactive whiteboards, LCD projectors, and laptops. Four computer labs with 70 systems provide students with a dedicated online space for research, project work, assignments, and other activities. A language lab with 8 computers enhances communication skills, enabling self-paced learning.

**7. LMS Moodle and KOHA-Based LMS:**

Faculty utilize Moodle and Google Classrooms for efficient course delivery. Learning Management Systems (LMS) incorporate multimedia resources like YouTube videos, movies, PPTs, and video recordings. The college's library management system, based on KOHA, offers streamlined access to e-resources, N-LIST, and online magazines. Students engage in creating departmental and intercollegiate materials using ICT tools.

**8. Interactive Assessments and Presentations:**

The institution fosters a supportive learning environment by incorporating a blend of online and offline skills. Learners benefit from online support to connect with their teachers at any time. Presentations, assignments, and quizzes augment student confidence and curiosity, covering both syllabus-aligned and additional subjects. Online assessments employ various learning systems, enhancing engagement.

**9. Comprehensive Participation Opportunities:**

Students are encouraged to participate in department, college, and university-level activities that transcend subject boundaries, promoting holistic development.

**10. Community Services:**

The college instills the value of giving back through community service, ensuring learners contribute not only to each other's growth but also to various segments of society.

In essence, the institution's dedication to integrating ICT into its pedagogical approach underscores its commitment to fostering a dynamic and adaptable learning environment. By leveraging technology and innovative methodologies, Government College Ropar ensures that its students are well-prepared for the demands of the digital age while promoting inclusive and holistic development.

<b>File Description</b>	<b>Document</b>
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:** 92.9

**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
71	71	70	70	70

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 55.96

**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
42	38	36	34	33

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

The Continuous Internal Evaluation System (CIE) has undergone major revisions at the institute level as a result of the college's efforts to raise students' academic performance through repeated and regular analytical procedures. The college takes the necessary precautions to guarantee that the students never lose their privileges.

**CIE Calendars:** The dates for students' seminars, assignments, internal exams, and projects are announced in CIE calendars created by the college well in advance, giving the students ample time to prepare and assess their progress. This helps them achieve more and also ensures that the faculty,

students, and all other staff members are aware of the various grading processes.

**College Prospectus:** The Continuous Internal Evaluation process, as well as documents related to the marking scheme, the schedule for internal and external evaluation, and the procedure for registering grievances, are all thoroughly explained in the College Prospectus that is given to the students. The Prospectus also includes the Scheme and Schedule for more information.

**Department and College Level Review Meetings:** Students are informed of the fundamental prerequisites and eligibility for the evaluation process through the university website, notice boards, orientation, and class counseling. Periodically, departmental and college-level staff review meetings are held to discuss the evaluation process.

**Question Archive:** In order to help students get ready for their university exams, great attention is taken while setting questions from the Question Archive.

**Examination Cell:** The college has an Examination Cell which ensures the transparent conduction of exams both on internal and external levels. Valued answer scripts are given to the students in a timely manner. The teachers take great care to hand deliver the papers to the students, making it possible to provide the required adjustments and beneficial comments for their benefit. Before the final scores are posted, the students, class teachers, HoD, and Principal sign and verify the exam results as well as all of the CIE assessment components.

**CCTV Surveillance:** The college ensures that the examinations are conducted in a transparent and robust way. To make sure of this, CCTV cameras are installed in colleges for surveillance.

**Departmental Analysis of Exam Results:** Every exam's results are analyzed at the departmental level, which aids in tracking a student's development. The creation of authentic, unique assignments, seminars, and projects is encouraged.

**Grievance Redressal:** According to the three-tier system, where redress is available at the departmental, college, and university levels to ensure complete justice for the students, all CIE-related grievances are resolved with the aid of effective student-oriented mechanisms and specific redressal applications for the various requirements instituted by the college.

**PTA Meetings:** To update the parents on their children's performance, the **PTA has regular meetings**. Whenever required, the tutor suggests that parents come to the college to talk to someone about their child.

**Regular Attendance Monitoring:** Regular attendance of the students is also traced on a monthly basis and the students are informed about the shortage if any. The departments keep track of the mental and physical well-being of the students. If there is any kind of discrepancy in any of the records, the students are counseled and their parents are informed by the respective departments.

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:**

#### **Institution's Commitment to Outcome Awareness**

At the institution, a concerted effort is made to ensure both teachers and students are well-informed about the essential educational components: Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). The dissemination of this crucial information starts with departmental talks, where a comprehensive understanding of POs and COs is established for all Undergraduate (UG) and Postgraduate (PG) programs.

#### **Alignment with Syllabus and Accessibility**

The institution strictly adheres to the syllabus set by Punjabi University, implementing it within specified timelines. POs, PSOs, and COs for these programs are made easily accessible on the college website, and presented in clear and concise language to facilitate student comprehension. This accessibility extends to program applicants, who can readily access relevant information on the website. Additionally, printed versions of these outcomes are made available within each department.

#### **Faculty Engagement and Communication**

At the onset of every academic year, department meetings serve as a platform to ensure effective communication of POs, PSOs, and COs to the faculty. To ensure absolute clarity before engaging with students, newly onboarded professors receive comprehensive briefings and have their queries addressed during these meetings. Moreover, during the initial staff meetings of each academic year, consolidated POs, PSOs, and COs from various departments are discussed, fostering a holistic understanding.

#### **Continuous Improvement and Curriculum Development**

The institution underscores the significance of faculty involvement in curriculum enhancement workshops organized by the University. This continuous engagement keeps departments well-informed about any curriculum updates, empowering them to adapt and optimize degree programs and courses for the benefit of students. Regular revision of POs, PSOs, and COs is entrusted to faculty members serving on the Board of Studies for different programs.

#### **Transparent Communication and Feedback Mechanism**

Transparency is maintained through prominently displaying POs, PSOs, and COs on both the college website and department notice boards. Timely communication regarding syllabus modifications is a priority, ensuring that teachers and students are promptly informed. The Board of Studies at the university level plays an integral role by identifying syllabus-related issues and providing corrective

suggestions which are implemented at the college level.

### **Student Engagement and Orientation**

Pre-course orientation programs, conducted at both college and department levels, serve to familiarize students with the nuances of POs, PSOs, and COs. This orientation complements the comprehensive information available in the College Prospectus and Calendar, which offers detailed insights into every facet of the college experience, including curriculum specifics.

### **Classroom Engagement and Support**

Class teachers further deepen students' understanding by periodically discussing outcomes during tutorial hours. This practice helps students appreciate the breadth and depth of their discipline and understand potential future opportunities. Teachers take a hands-on approach by elaborating on specific COs during class sessions, ensuring clarity.

### **Empowering Student Success**

Student success is a priority, and the institution employs value added courses, remedial sessions, and reinforcing techniques to support students in achieving program goals. The Internal Quality Assurance Cell (IQAC) reviews feedback to address any concerns related to POs, PSOs, and COs, effecting necessary improvements.

<b>File Description</b>	<b>Document</b>
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:**

The POs and COs of the institute are mentioned in detail on the college website and the attainment of these is also ensured.

**Compliance with the Evaluation Guidelines:** The institution complies with the evaluation guidelines given by the university to evaluate the achievement of the program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs). The institution has well-defined POs, PSOs, and COs for each program, and they are all evaluated using both internal and external techniques.

**Continuous Internal Evaluation:** Continuous internal evaluation is performed to gauge how well POs and COs have been attained. The accomplishment is evaluated from the answer scripts while maintaining COs as the core upon which the questions for the internal examinations and assignment

subjects are created. The student's marks in the CIE components, such as class tests, assignments, and seminars, are included in the matrix to help illustrate how well learning outcomes have been met. The attainment of POs and COs is also evaluated through extracurricular, co-curricular, and in-class activities.

**Exit Surveys and Feedback:** Exit surveys were given to students at the conclusion of the semester, particularly from graduating classes, to aid in obtaining a thorough assessment of POs and COs. With the involved departments, IQAC discusses the feedback and, if necessary, takes corrective action.

**Pass Rates, Progressions, and Placements:** Exams at the university assess students' attainment of POs and COs. With recommendations for improvement, IQAC assesses examination outcomes by program and course. Another technique for evaluating students' COs is through assignments that PG and UG students complete as part of their coursework. To assess the learning outcomes, pass rates, students' progression to higher education, and placement are examined. Parents' feedback is gathered via written comments, email, and phone to analyze student performance and PSOs. Since they are the immediate beneficiaries of the POs, PSOs, and COs of their particular programs, they provide insightful feedback on the results of learning. The effectiveness of teaching-learning and assessment procedures is monitored by IQAC, which also ensures that all programs' POs, PSOs, and COs are met. The assessment is shared with the College Council and Governing Body, who offer insightful recommendations for improvement based on academic reviews and revisions to the curricula. The curriculum enables the achievement of Programme Outcomes and Programme Specific Outcomes. To evaluate the attainment of COs, question papers are created based on previous years' final question papers. The cut-off percentage for CO achievement is determined by the Department Board of Studies.

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

### 2.6.3

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

**Response:** 80.82

#### 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
709	504	736	623	453

#### 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
907	799	737	628	672

<b>File Description</b>	<b>Document</b>
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>

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

<b>File Description</b>	<b>Document</b>
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:** 0

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

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

**File Description**

**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:**

The institution has created an innovation ecosystem known as the Indian Knowledge System (IKS), which encompasses various initiatives to promote innovation. This includes raising awareness about Intellectual Property Rights (IPR), establishing an IPR cell, setting up an incubation center, and other efforts to facilitate the creation and transfer of knowledge and technology. The outcomes of these endeavors are clearly visible.

One of the key driving forces behind fostering innovation in higher education institutions in India is the Ministry of Human Resource Development (MHRD), Government of India. They've established the 'MHRD's Innovation Cell (MIC)' with the core objective of systematically nurturing an innovation culture among all Higher Education Institutions (HEIs). The primary focus of MIC is to inspire and support young students in transforming their novel ideas into prototypes during their formative years. To realize this vision, MIC has introduced the concept of 'Institution's Innovation Council (IICs)' across selected HEIs. A network of these IICs is being developed to create an innovation-promoting ecosystem within campuses.

Aligned with the national initiative, Govt. College Ropar proudly establishes its 'Institution's Innovation Cell' following the Ministry of Education, Government of India's guidelines, during the IIC calendar year 2020-2021..

## VISION

The Institute Innovation Council (IIC) at Govt. College Ropar is committed to:

- Enriching innovation and incubation culture among faculty and students.
- Fostering faculty and student-led successful start-ups.
- Transforming business ideas into practical solutions, promoting innovation, and nurturing an entrepreneurial spirit.

## MISSION

The IIC's mission encompasses:

- Creating a vibrant local innovation ecosystem.
- Establishing mechanisms supporting start-ups and entrepreneurship within HEIs.
- Preparing for Atal Ranking of Institutions on Innovation Achievements (ARIIA).

## JOURNEY OF IIC ESTABLISHED

The journey of establishing the Institution's Innovation Cell (IIC) began with an invitation from the Ministry of Education's Innovation Cell (MIC). After discussions with the college council and senior faculty members, a unanimous decision was reached to set up the IIC on campus. To involve all stakeholders, the issue was presented in a general body meeting of the Internal Quality Assurance Cell (IQAC).

With unanimous support from the IQAC members, the decision to establish the IIC was confirmed. The college's principal initiated the registration process and submitted the application. Approval from the Institution's Innovation Council (IIC) of the Ministry of Education's Innovation Cell (MIC) was received on March 23, 2021.

The next steps involved forming the IIC council as directed by the MIC, engaging in various prescribed activities from the third quarter onwards, and documenting these activities on the institution's social media platforms. The council was constituted to include representation from all college departments, as well as experts from fields such as IP, startups, alumni entrepreneurship, nearby industries, investors, and incubation centers.

In the subsequent academic year (2021-22), the innovation journey continued, with Govt. College Ropar was selected as a mentee institute, mentored by Kanya Maha Vidyalaya Jalandhar. With their guidance, the institution participated in NIRF and ARIIA rankings, formulated its Innovation and Startup Policy (GCR-ISP), and updated this information on the national portal

File Description	Document
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:** 22

**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
6	16	0	0	0

**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:** 0.14

**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
2	6	0	1	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.33

**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
18	1	7	2	0

File Description	Document
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:**

Over the past five years, Government College Ropar has been actively engaged in various extension activities in the neighboring community through its NSS (National Service Scheme), NCC (National Cadet Corps), and Red Ribbon Club initiatives. These activities have yielded significant outcomes in terms of both impacts on the community and sensitization of students to critical social issues,

contributing to their holistic development.

**\*1. Community Impact:\***

Through regular NSS camps, the college has organized health and sanitation drives, awareness campaigns, and skill development workshops in the local community. These efforts have led to improved hygiene practices, increased health awareness, and the acquisition of practical skills by community members. Moreover, various environmental conservation initiatives, such as tree plantation drives and waste management campaigns, have contributed to a cleaner and greener neighborhood. These activities have fostered a sense of responsibility among students towards their surroundings and have helped in building a stronger relationship between the college and the community.

**\*2. Sensitization to Social Issues:\***

The NSS, NCC, and Red Ribbon Club activities have played a pivotal role in sensitizing students to a range of social issues. Through engagement with underprivileged sections of society during these extension activities, students have developed a deeper understanding of poverty, inequality, and the challenges faced by marginalized groups. This exposure has led to increased empathy, social consciousness, and a desire to contribute positively to society. The Red Ribbon Club's focus on raising awareness about HIV/AIDS and promoting safe practices has not only educated students but also equipped them with the knowledge to spread awareness in their communities.

**\*3. Holistic Development:\***

The extension activities have contributed significantly to the holistic development of students. Participation in community-driven initiatives has provided them with hands-on experience in leadership, teamwork, problem-solving, and effective communication. The exposure to diverse community members and their needs has broadened students' perspectives and nurtured their interpersonal skills. The challenges faced during these activities have instilled resilience and adaptability among students, preparing them for real-world situations.

**\*4. Strengthening Citizenship Values:\***

By actively engaging in community service, students have imbibed essential citizenship values such as responsibility, civic duty, and ethical conduct. The exposure to ground-level challenges has deepened their understanding of societal complexities, encouraging critical thinking and informed decision-making. This, in turn, equips them to become responsible citizens who actively contribute to the betterment of society.

In conclusion, the extension activities conducted by Government College Ropar through NSS, NCC, and Red Ribbon Club have yielded positive outcomes in terms of community impact, sensitization to social issues, holistic development of students, and the promotion of citizenship values. These initiatives have not only benefited the neighboring community but have also nurtured socially conscious and responsible individuals who are better prepared to address the challenges of the contemporary world.

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:**

#### **Recognition for Extension Activities: A Testament to Societal Impact**

Acknowledgment and acclaim bestowed upon institutions for their extension activities by government and government-recognized entities are profound validations of the transformative influence these initiatives have on communities. These awards underscore the institution's steadfast commitment to community service and its pivotal role in advancing societal well-being.

#### **Diverse Domains of Recognition**

The spectrum of awards and recognitions for extension activities encompasses a wide array of domains, including education, healthcare, environmental stewardship, social welfare, and cultural enrichment. Institutions that transcend their core mandates to actively engage with and uplift local communities draw the attention and appreciation of government bodies.

#### **Beyond Academics: A Holistic Approach to Betterment**

These accolades serve as a testament to an institution's devotion, ingenuity, and efficacy in driving extension endeavors. They not only validate the institution's commitment to societal improvement but also inspire continuous innovation and expansion in outreach endeavors. The synergistic relationship fostered between academia, government, and civil society is a cornerstone of such awards.

#### **Catalyzing Positive Change and Enhancing Reputation**

Government recognition in extension activities amplifies an institution's reputation, positioning it as a formidable agent of positive change. By bridging academic knowledge with real-world challenges, these awards highlight the institution's role in effecting holistic development and sustainable advancement, leaving an indelible mark on society.

#### **Proactive Engagement in Youth Development and Community Outreach**

The college has consistently demonstrated its proactive involvement in various extension activities aimed at fostering youth development and engaging with the community. Whenever ministries call upon their participation, the college authorities diligently carry out these initiatives. This resolute dedication underscores the institution's alignment with the overarching goals of district and state-level programs.

#### **NSS-Adopted Villages: A Catalyst for Social Reform**

Under the aegis of the National Service Scheme (NSS), Government College Ropar has embraced multiple villages, playing a pivotal role in bringing about impactful social reforms and community development. The concerted efforts of the institution's five NSS units have garnered appreciation from the adopted villages. These initiatives have contributed significantly to catalyzing positive change and fostering holistic growth within these communities.

#### **Collaboration with District Employment Office: Empowering Job Seekers**

The institution's active collaboration with the district employment office has yielded noteworthy results.

Government College Ropar was duly acknowledged for its substantial contribution to the organization and arrangement of job fairs within the college campus. This collaboration underscores the institution's commitment to facilitating employment opportunities for its students and the local community.

### **Partnership with Nehru Yuva Kendra: Enabling Community Progress**

In its pursuit of fostering community growth and civic engagement, Government College Ropar maintains a robust partnership with Nehru Yuva Kendra. This collaboration amplifies the institution's impact, effectively channeling efforts toward community betterment. The college's collaborative approach underscores its role as an active agent in driving positive change at the grassroots level.

### **Institutional Dedication to Societal Welfare**

In conclusion, awards and recognitions granted for extension activities by government and government-recognized bodies stand as a testament to an institution's impactful contributions and unwavering dedication to community welfare. These acknowledgments serve as beacons of institutional excellence, driving the continuous pursuit of meaningful engagement and progress for the betterment of society.

<b>File Description</b>	<b>Document</b>
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:** 78

**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
18	18	12	15	15

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>



### 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:** 16

File Description	Document
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>

## 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:

Our college's infrastructure and physical facilities encompass a wide range of areas that contribute to the overall learning, growth, and well-being of students.

**ICT Infrastructure:** Information and Communication Technology (ICT) infrastructure of the college includes computer labs, internet connectivity, and other technology resources such as Desktops, Xerox machines, Printers, Smartboards, and Projectors to support research, online learning, and access to digital resources. To manage a large number of students on college premises, a new public address system has been installed including 11 speakers which can be accessed through only the principal's office. In 2022-23, there has been the addition of two computer labs, one of which is in the HEIS department and the other in the Geography Block. A total of 41 computers have been added.

**Classrooms:** Our college has well-equipped classrooms with comfortable seating, writing boards, audiovisual aids, and adequate lighting to facilitate effective teaching and learning. There are 27 classrooms in total. Six classrooms have Smart Boards cum LED screens.

**Laboratories:** We have 20 laboratories on campus and all are well connected with the local area network. There are specialized laboratories for various disciplines such as physics, chemistry, botany, and computer science, Home Science, Geography, and Spoken English. These labs are well-equipped with the necessary equipment, tools, and materials for practical experiments and hands-on learning for the students.

**Museums and Botanical Garden:** We boast a Botany and Zoology Museum for students. The Botany Museum of the college has approximately 800 specimens of plants and Zoology Museum also has a number of skeletal frames of human beings, animals, and birds. We also have a Botanical garden, which has approximately 30 Herbs, 15 Shrubs, and some rare Trees.

**Library:** We have a spacious library with a built-in area of 78 X 52 meters and a reading hall of 18 x 26 meters with a good stock of books (Exact number is 52,683), 25 journals, and magazines and 10 newspapers (5-English, 3-Punajbi, 2-Hindi). Reading Hall is further subdivided for boys and girls, with a capacity of 50 each. It also has a staff reading room.

**Seminar Halls:** The college also has two seminar halls one in the main building and another in the HEIS building. Each has a seating capacity of approximately 80 people.

**Cultural Activities:** The college has ample space and facilities dedicated to cultural activities such as a Multipurpose Hall, Open Air theatre with a capacity of 700 people, and music rooms (Instrumental and Vocal). These areas encourage creativity, artistic expression, and cultural events like plays, concerts, exhibitions, and performances.

**Sports Activities:** We have a 12-acre dedicated sports complex behind the hostel building in which 2 Handball courts, 2 Volleyball courts, 1 hockey court, 1 Kho-Kho, 1 football court, a 400-meter track for athletics, and space for cricket. The main campus has a court for basketball, badminton, and indoor sports facilities such as Table Tennis.

**Gymnasium:** A dedicated gymnasium equipped with all modern fitness equipment for students to engage in physical exercise, workouts, and fitness training is available in the hostel building and an open Gymnasium in the main college premises.

File Description	Document
Upload 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:** 32.86

**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
38.03451	20.02223	3.53827	69.23206	0.80155

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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

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

#### Library as a Learning Resource:-

The Library's total area is 78' X 50' feet and its seating capacity of 120. The Collection of 52554 Books, 23 print periodicals, 6000+ E-journals (N-list) and subscription of 10 Newspaper. Electronic Resource Management package for E-journals/ E-books, Subscription to UGC (INFLIBNET) E-book And E-journals Via N-List. The Library functions on all working days from 9:00 A.M. to 3:40 P.M. The Books are purchased on request from Staff and Students. All books are with Accession and classification Numbers. Open Access System is followed in the College Library. Reprographic facility and CCTV Surveillance.

In this College we are using Library Automation System, as we Know prior to Computerization, Library tasks were performed manually and independently from one another but now a day, In some libraries, Library digitization has performed well four widely. In our college Library, we facilitate our users through (ILMS) intergraded Library management system. In this Library, we are using "Koha" Software as well. This Software Is useful to automate the Library step by step. It is built on a centralized database and normally utilizes a common computing platform and consolidated all Library operations into a uniform and systematic order.

We subscribed to the N-List From 2019 to 2023 for our faculty/PG students to open the portal <https://nlist.inflibnet.ac.in> to date. We are providing this facility regularly. Our motive is to deepen their knowledge using e-resources through the server. As per Govt. instructions all Govt. aided colleges

covered under section 12B/2F of the UGC Act are eligible to access e-resources through the N-List program.

2018-2019, In this year we had ILMS Campus EDGE Software version 1 and we spent Rs. 28142/- for purchase of journals/magazines and Rs 2024/- spent on books. In 2019-2020 Library used Campus EDGE. The Library spent Rs. 34232/- for Journals /magazines and Rs. 1544/- used for the purchase of books. In 2020-2021 the time was “Covid-19” That period was not good for the library, no books were purchased that year but Rs. 580/- were spent on Journals/magazines.

In 2021-2022 this library started to use “KOHA” after struggling from one platform to another platform for better services. Link- <http://dpi-lib.pbhe.punjab.gov.in/> or **MIS Punjab portal login-> Koha LMS** for OPAC (Online Public Access Cataloging), Version 21.11.02.000. The Library spent Rs 43077/- for books and Rs 13085/- for journals/magazines. In 2022-2023 our library used the same software as that “Koha” LMS. The Library Spent Rs 3440/- for books and Rs 36277/- for journals/ magazines. Now our Library is providing the “Koha” (ILMS) Services for their users.

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:**

Over the years, technological advancements have transformed the landscape of education and research, making reliable and high-speed internet connections indispensable for academic institutions. In the past, our college had been reliant on BSNL lease lines to meet the internet needs of its various departments. However, due to frequent disruptions in services, we decided to switch to a more reliable solution. As a result, we now have two connections to Airtel fiber internet service, each boasting a commendable speed of 200 MBPS. One of these connections is specifically tailored for the Higher Education and Information Services (HEIS) Department.

The new tariff plan for the HEIS Department comes at an affordable cost of Rs. 999, excluding GST, totaling Rs. 1178.82 after considering an 18% GST charge. This economical package ensures that the department can access high-speed internet without straining its budget. Additionally, we have installed 48 new junction boxes strategically throughout the university

campus. These junction boxes play a vital role in ensuring a seamless and robust internet connection

across the premises. Recognizing the importance of staying technologically up-to-date, the university recently made significant investments in enhancing its computing infrastructure. These additions will significantly improve the productivity and efficiency of the various departments, especially the HEIS Department, enabling them to conduct their research and administrative tasks with ease.

As part of our commitment to providing excellent learning opportunities for our students, a new Computer Lab has been established in the Geography Department's Room No.93. This lab is equipped with a dedicated Airtel connection, providing a reliable internet speed of 40 MBPS. This facility aims to empower students with the latest technological resources, enabling them to conduct research, collaborate on projects, and enhance their digital literacy skills.

During the academic session 2018-19 we had 53 computers, in 2019-20 we added 08 more computers. In 2020-21, 12 more computers were purchased and in 2021-22 we bought 09 computers by 2022-23, the college took a student-centric approach and invested in 41 new computers. These acquisitions were made possible through various funds, including RUSA (Rashtriya Uchcharat Shiksha Abhiyan), UCDF (University Consolidation and Development Fund), and HEIS funds. By leveraging these resources, the university demonstrated its commitment to fostering a conducive learning environment, enriched by cutting-edge technology.

In conclusion, the transition from BSNL lease lines to Airtel fiber internet service has significantly improved the university's connectivity and reliability. The dedicated 200 MBPS connection for the HEIS Department ensures efficient research and administrative operations. Moreover, the establishment of a new Computer Lab with a high-speed internet connection for the Geography Department further enhances the learning experience for our students. The recent investments in computing infrastructure and the procurement of additional computers signify the university's dedication to academic excellence and innovation. With these advancements, we are poised to take education and research to new heights, preparing our students and faculty to excel in the dynamic and technology-driven world.

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

#### 4.3.2

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

**Response:** 22.72

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

Response: 120

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<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:** 67.14

**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
94.23575	43.84763	27.69847	56.03301	47.15671

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 maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 33.59

**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
986	1003	896	716	594

#### 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](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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



File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<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:** 57.97

**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
2106	1028	1287	973	1845

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:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 44.72

**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
313	389	162	99	341

**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
604	504	732	623	453

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:** 2.48

**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
22	10	3	3	2

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:** 119

**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
61	40	2	2	14

**File Description****Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

**Response:** 38.2

**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
88	70	3	14	16

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

**Response:**

**Introduction:**

The Old Student Association (OSA) of Government College Ropar is a vibrant and esteemed registered organization that brings together former students of the college. It serves as a platform for alumni to connect, collaborate, and contribute towards the growth and development of their alma mater. The association plays a pivotal role in fostering a strong bond between the college and its former students, enabling them to stay connected with the institution's current affairs and support various educational initiatives.

**Objectives of the Old Student Association:**

The primary objectives of the Old Student Association of Government College Ropar are as follows:

1. **Alumni Network Building:** The association aims to build a vast and well-connected network of alumni, facilitating communication and interaction among former students, irrespective of their geographical location.
2. **Alumni Engagement:** OSA organizes regular events, reunions, and networking sessions to engage alumni with each other and with the college community. These interactions provide opportunities for alumni to share their experiences, exchange knowledge, and mentor current students.
3. **Supporting Current Students:** The association is actively involved in providing mentorship, career guidance, and support to current students. It assists them in shaping their career paths and preparing for life after college.
4. **Contributing to Academic Excellence:** OSA promotes academic excellence by collaborating with the college administration to establish scholarships, grants, and awards for meritorious students. This financial support encourages students to excel in their studies.
5. **Social Responsibility:** OSA actively participates in social welfare activities, such as organizing blood donation camps, tree planting drives, and awareness campaigns on various social issues. This reflects the commitment of the association towards giving back to society.

**Achievements and Contributions:**

Over the years, the Old Student Association of Government College Ropar has achieved significant milestones and made valuable contributions to the institution and society. Some noteworthy accomplishments include:

1. **Non-Financial contribution:** The OSA besides contributing financially in the form of annual or life membership contributes non-financially by providing services in the form of lectures, seminars, and various such initiatives where the Government college was unable to carry out the desired goal due to lack of funds.
2. **Alumni Speaker Series:** The association regularly organizes speaker series where successful alumni from different fields share their experiences and insights with current students. This initiative has been immensely inspiring for the college's youth, motivating them to work towards their goals.

**3. Community Outreach:** OSA has actively engaged in community outreach programs, making positive contributions to society. These efforts have had a tangible impact on the local community and have promoted a sense of responsibility among the alumni.

**Conclusion:**

The Old Student Association of Government College Ropar is a testament to the strong bond that the college shares with its former students. Through its diverse initiatives and contributions, the association has played a vital role in nurturing the college's growth, promoting academic excellence, and fostering a sense of social responsibility. As the association continues to grow, it is poised to have an even greater impact on the lives of current and future students, further solidifying the legacy of Government College Ropar.

File Description	Document
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:

Nurturing Excellence and Holistic Development: Vision and Academic Functioning at Government College Ropar

#### Vision:

Government College Ropar envisions itself as an eminent institution of excellence in higher education. The college's motto, "Will to Seek," drives its commitment to providing an inclusive education that instills human values, professionalism, and scientific temperament. By offering need-driven and career-based programs to diverse student segments, including marginalized communities and religious minorities, the institution aims to foster competent individuals equipped to meet the evolving demands of contemporary society. Special attention is dedicated to female students, ensuring their growth through facilities such as dedicated common rooms with attached washrooms.

#### Mission:

Enriched and Holistic Development: The college's mission centers on providing higher education that leads to comprehensive and wholesome development among all stakeholders.

Yearning for Learning and Academic Rigor: Instilling a perpetual passion for learning, coupled with academic rigor and passionate knowledge dissemination, is a key aspiration.

Sensitization to Societal Concerns: Beyond academic excellence, students are sensitized to societal issues, nurturing a sense of responsibility toward society.

Multifaceted Development and Inclusivity: The college is dedicated to fostering the multifaceted growth of local youth, promoting inclusivity irrespective of religion, caste, race, or gender.

Student-Centric Learning and Skill Development: The institution prioritizes student-centric learning and skill development through various courses and programs, frequently organizing job fairs in collaboration with district administration for students' benefit.

Social Awareness and Responsibilities: Students are sensitized to critical societal matters like drug abuse and unemployment. Buddy groups are formed to raise awareness and protect students from such issues.

Participative Management and Leadership:

Annual Duty List and Governance Process: The college operates under enlightened leadership, where academic and administrative policies are formulated and executed collaboratively. Faculty members actively contribute at all levels, ensuring seamless institutional functioning. The Principal addresses faculty at the commencement of each academic session, briefing them about upcoming programs and projects.

Advisory Committee and Decision Making: The advisory committee (college council), comprising senior

faculty, oversees college affairs, including management and decision-making processes.

**Working Committees and Their Roles:** Around 59 working committees manage diverse aspects of the college, including admissions, cultural events, academics, courses, discipline, student welfare, library, and more. These committees, headed by senior faculty members, deliberate on matters and make informed decisions.

**Meetings and Communication Channels:** Regular meetings engage teaching and non-teaching staff, discussing student concerns, courses, safety, and the learning environment. The staff has the freedom to raise queries and discuss issues, contributing to an open dialogue.

**Orientation and Familiarization Sessions:** An orientation session kick-starts each academic session to acquaint freshers with college operations and activities, fostering their holistic growth.

**Administrative Responsibility and Budgeting:** Administrative duties and budgeting are jointly managed by the Superintendent and college authorities. While budget preparation is an administrative task, individual departmental budgets contribute to the final budget formulation.

**Conclusion:**

Government College Ropar's clear vision and well-structured academic functioning exemplify its commitment to nurturing excellence, inclusivity, and holistic development among its stakeholders. Through participative management, student-centered initiatives, and comprehensive welfare measures, the institution embodies its mission to shape responsible and accomplished individuals equipped to address the evolving challenges of society.

File Description	Document
Upload 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:**

Ensuring Quality Education and Effective Governance at Government College Ropar

1. **Commitment to Quality Education:** Government College Ropar remains steadfast in its commitment to providing quality education that molds the youth into individuals possessing not just professional competence, but also the right attitude and ethical values.
2. **Internal Co-ordination and Monitoring Mechanisms:** The college operates with highly efficient internal coordination and monitoring mechanisms at every level, ensuring seamless collaboration among various stakeholders.
3. **Co-ordination and Planning at the College Level:** Effective coordination is orchestrated by the Principal to foster harmonious interactions among college functionaries. Policies are translated into



objectives, leading to comprehensive plans that are regularly monitored and adjusted for optimal support and coordination. Department heads and teachers align their activities with this approach and report to the Principal accordingly.

4. Pursuit of Excellence and Quality Policy: Our pursuit of excellence is encapsulated in the quality policy – "to achieve standards of excellence across teaching, learning, research, services, and administration." Shaped by the institution's objectives, this policy is deeply ingrained in both staff and students, reinforced through consistent reminders of its significance. Standardization of procedures, interactive meetings, audits, and compliance checks contribute to maintaining this quality policy, which is regularly reviewed based on stakeholder feedback by the IQAC.

5. Communication and Support for Students: To offer constant support to students, online tools serve as a medium for timely notifications and updates. Notices and feedback forms are available on the college website, complemented by online messages and SMS notifications for academic and official updates. Faculty further engage students through Google classroom groups and WhatsApp channels.

6. Faculty Involvement in Research and Academic Activities: Faculty members actively contribute to research papers and proudly showcase their work to students. Renowned experts are invited for talks to enrich students' exposure and cultivate critical thinking.

7. Effective Functioning of Institutional Bodies: The institution's functioning is notable in its policies, administrative setup, appointment rules, procedures, and more. The College Council plays a pivotal role in discussing major programs and supporting the Principal in managing institutional affairs. Committees and cells such as IQAC, Purchase Committee, Library Advisory Committee, and others fortify the administration.

8. Administration and Committees Supporting the College: The college, permanently affiliated with Punjabi University, Patiala, entrusts the Principal with executive authority for day-to-day operations. The College Council collaborates on significant matters. The Placement Cell guides students towards job opportunities through on-campus and off-campus placement drives. The administration is backed by a range of committees and cells, each contributing to the college's holistic functioning.

9. Adherence to Regulations and Government Guidelines: The institution remains aligned with UGC Acts and Regulations, affiliating University statutes, and State Government norms for recruitment and promotion. Guest faculties are recruited following merit-based Government rules. The institution's adherence to UGC regulations, Punjab Service Rules, and University Statutes underscores its commitment to compliance.

In summary, Government College Ropar's unwavering dedication to quality education, effective coordination, and adherence to governance principles is a testament to its commitment to nurturing capable, ethically-grounded individuals.

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>

### 6.2.2

#### *Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<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:**

**Fostering Faculty Welfare at Government College Ropar: Empowering Educators for Growth**

#### **Introduction:**

Government College Ropar is committed to the well-being and professional development of its faculty members. A comprehensive array of strategies and benefits are in place to ensure faculty welfare, ranging from career advancement opportunities to comprehensive leave benefits.

#### **Career Advancement and Qualification Enhancement:**

Faculty members possessing higher qualifications such as M.Phil and Ph.D. are eligible for career advancement benefits, reflecting the college's recognition of academic excellence. Additionally, avenues for further qualification enhancement are provided to support the continuous growth of educators.

**Adherence to Government and University Schemes:**

The college diligently follows the welfare schemes introduced by both the Punjab Government and Panjabi University, reinforcing its commitment to aligning with broader policies and guidelines that benefit faculty members.

**Leave Benefits and Flexibility:**

Faculty members are entitled to leave benefits as outlined by Punjab Government regulations. Duty leaves are granted when applicable, ensuring that educators have the flexibility to attend to personal and professional commitments.

**Retirement and Medical Benefits:**

Retirement benefits in accordance with Punjab Govt./Panjabi University/UGC rules provide a secure future for faculty members. Comprehensive medical benefits, including medical leaves, are extended to both teaching and non-teaching staff, underlining the college's dedication to the well-being of its workforce.

**Professional Development Opportunities:**

*The college actively encourages faculty development through a range of programs:*

Refresher Courses, Orientation Programs, and Short-Term Courses: Faculty members are readily granted permission to participate in these initiatives, fostering continuous professional growth.

Skill Upgradation and Training: Faculty enhancement programs are thoughtfully organized for both teaching and non-teaching staff, supporting skill development and knowledge enrichment.

Conducive Facilities for Faculty:

*The college ensures a comfortable and conducive environment for its faculty members:*

Residential Facilities: Male teachers have the option to reside within the boys' hostel premises, promoting convenience and accessibility.

On-Campus Residence for Supporting Staff: Recognizing the value of a supportive workforce, the college offers residential facilities on campus.

Parking and Gymnasium: Adequate parking facilities cater to the convenience of both teaching and non-teaching staff. Moreover, a gymnasium is available for faculty members, promoting physical well-being and a balanced lifestyle.

Conclusion:

The Government College Ropar's commitment to faculty welfare extends beyond conventional norms, reflecting its dedication to nurturing content and empowering the educator community. By offering career advancement, comprehensive benefits, professional development opportunities, and conducive facilities, the college underscores its appreciation for the pivotal role educators play in shaping the institution's success.

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:** 29.66

**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
60	37	0	0	0

<b>File Description</b>	<b>Document</b>
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>

**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:** 48.91

**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
98	34	59	5	6

**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
16	16	19	18	17

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

## 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:**

### **Efficient Financial Management at Government College: Ensuring Transparency and Growth**

**Introduction:**

The prudent management of financial resources is paramount for the growth and development of any institution. Government College exemplifies exceptional financial management practices, emphasizing transparency, regulatory adherence, and optimal fund utilization.

**Sources of Institutional Funding:**

The college's financial inflow primarily originates from the following sources:

- State Government Grants
- Student Fees
- Rental Income from Canteen Contractors
- Framework for Financial Management:

A robust framework governs the college's financial management. All financial transactions necessitate prior approval from the College Principal, guided by Punjab Financial Rules and DPI Colleges'

regulations. The accounts section operates through a fully computerized system, employing a double-entry methodology.

#### **Types of Accounts:**

To maintain meticulous financial records, the college maintains three types of accounts:

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

#### **Optimized Resource Allocation:**

Various college bodies, including Purchase Committees and Library, contribute to efficient fund allocation and utilization. Funds from diverse sources are judiciously utilized to enhance academic and physical facilities for students, fortify library and sports services, and upgrade laboratories and IT infrastructure.

#### **Transparent Procurement Process:**

The Purchase Committee plays a pivotal role in formulating procurement policies and procedures. All acquisitions involve meticulous comparison of a minimum of three vendor quotations. Transactions are meticulously supported by vouchers. Collections are deposited in the bank, and expenditures, both recurring and non-recurring, are managed via cheques and online payments.

#### **Budgeting for Efficiency:**

To ensure the prudent utilization of financial resources, the college meticulously prepares budgets catering to two types of expenditures:

- Recurring Expenditures
- Capital Expenditures

#### **Rigorous Financial Audits:**

To maintain financial transparency and accountability, the college follows a robust auditing system:

**Internal Audit:** The internal audit committee, comprising the bursar and Office Superintendent, perpetually monitors financial activities.

**External Audit:** As a Government of Punjab institution, the AG office in Punjab conducts periodic audits to verify compliance with government guidelines.

**Assurance of Financial Integrity:**

Together, internal and external audits assure the financial integrity of the college's operations. The internal audit committee ensures continuous oversight of financial matters, while the AG office of Punjab's audits confirms adherence to government stipulations.

Through the effective management of its financial resources, Government College not only ensures the seamless operation of its functions but also demonstrates its commitment to transparency and growth. By upholding accountability, adhering to regulations, and optimizing resource utilization, the college stands as a beacon of financial excellence within the education sector.

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:**

### **Strengthening Quality Assurance Through the Internal Quality Assurance Cell (IQAC)**

**Introduction:**

The Internal Quality Assurance Cell (IQAC) of the college plays a pivotal role in institutionalizing quality assurance strategies and processes. Through regular meetings and collaborative initiatives, the cell aims to enhance the overall quality of education provided by the college.

**Regular Review and Academic Calendar:**

The IQAC conducts regular meetings to comprehensively review strategies and processes from previous and ongoing semesters. It also plays a crucial role in creating and approving the academic calendar for each session, aligning with the guidance of the affiliating University and the college's requirements.

**Introduction of New Courses and Collaborative Initiatives:**

Recognizing the need to adapt to the evolving educational landscape, the IQAC recommends the introduction of new courses and reviews recently introduced courses. The cell acknowledges the significance of collaborative quality initiatives and has established several Memorandums of Understanding (MOUs) with various entities.

**Feedback Collection and Analysis:**

The IQAC ensures the collection and analysis of feedback from different stakeholders, with special emphasis on the Students' Satisfaction Survey (SSS) as per NAAC's prescribed proforma. The Action Taken Report (ATR) based on stakeholder feedback is presented in periodic IQAC meetings.

**Continuous Evaluation of Teaching-Learning Process:**

The IQAC institutionalizes continuous evaluation of the teaching-learning process. This includes regular preparation of lesson plans, class tests, and Mid-Semester Tests (MSTs), ensuring an effective and student-centric learning environment.

**Enriching Faculty and Student Exposure:**

The IQAC understands the importance of staying updated with the latest developments in research and academics. Seminars, workshops, field visits, and interactions with industry personalities are integral

parts of the college calendar. Different departments and cells are encouraged to organize such events to enrich faculty and student exposure.

#### **Training, Internship, and Human Resource Development:**

To provide students with real-life learning experiences, the IQAC promotes the organization of training and internships by various departments. Additionally, it emphasizes the significance of faculty development. Teachers are encouraged to attend Faculty Development Programs, Refresher Courses, and the Career Advancement Scheme (CAS).

#### **Encouraging Research and Human Capital Development:**

Recognizing the value of research, the IQAC encourages teachers to pursue doctoral degrees and undertake various projects. This focus on research contributes to the enhancement of human capital within the college community.

The efforts of the Internal Quality Assurance Cell (IQAC) at the college exemplify its commitment to maintaining and improving the quality of education. Through its systematic approach to feedback analysis, continuous evaluation, exposure-enhancing activities, and focus on faculty and student development, the IQAC ensures that the college community remains aligned with the ever-changing dynamics of education. The collaborative initiatives and emphasis on research and human capital development showcase the institution's dedication to holistic growth and academic excellence.

File Description	Document
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>

## 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:**

#### **Empowering Gender Equity: Government College Ropar's Commitment**

##### **Introduction: Fostering Concurrent Progress**

Government College Ropar is dedicated to the holistic advancement of all genders. The institute stands as a beacon of gender justice, proactively addressing the unique needs of its students on a practical level.

##### **Gender Justice Policies: Paving the Path to Equity**

The college steadfastly adheres to gender justice policies, effectively promoting gender equity. These earnest endeavors have yielded positive outcomes, evident in the substantial representation of female students within the college.

##### **Gender Audit: Identifying Gaps and Solutions**

The institution conducts Gender Audits to identify gaps and challenges, leading to actionable recommendations for promoting gender parity. This approach underscores the college's unwavering commitment to fostering an inclusive environment.

##### **Promoting Gender Sensitization: Raising Awareness**

An extensive Gender Sensitization action plan is in place, designed to raise awareness among faculty, staff, and students about diverse gender-centric issues. This initiative is a powerful tool for cultivating empathy and inclusivity across the campus.

##### **Ensuring Safety and Facilities: Prioritizing Well-Being**

Safety remains paramount, with trained security personnel stationed throughout the campus. CCTV cameras are strategically placed for vigilant monitoring. Separate common rooms for boys and girls provide convenience, equipped with necessary amenities, including an incinerator in the Girls' common room.

##### **Supportive Clubs and Cells: Nurturing Holistic Growth**

Diverse clubs and cells, such as the Women's Cell, Anti-Ragging Cell, Grievance Redressal Cell, and Discipline Committee, contribute to the overall welfare of female students, faculty, and non-teaching staff. Maternity leave provisions underscore the institution's commitment to work-life balance.

### **Inclusive Financial Support: "Each One Supports One"**

Through the "Each One Support One" initiative, faculty members extend financial aid to students for purchasing costly books and covering admission fees. Fee concessions are available for both genders, eliminating financial barriers to education. Equal encouragement is given to boys and girls to participate in academics, extracurriculars, and cultural activities.

### **Encouraging Participation: NCC and NSS Enrollment**

Annual NCC and NSS enrollment drives actively involve girl students, fostering leadership skills and community engagement.

### **Transparency and Complaint Handling: Empowering Voices**

Complaint boxes placed strategically across the campus ensure a transparent grievance redressal process. The college remains committed to timely resolution of student concerns, fostering an environment of transparency and responsiveness.

### **Gender-Neutral Spaces: Library and Canteen Facilities**

The college prioritizes gender-neutral spaces, with designated reading areas for both genders in the library. The canteen features separate spaces for boys and girls, eliminating any inconvenience during working hours.

### **Empowering Initiatives and Celebrations:**

Various activities and lectures empower female students, promoting independence. Women's Day celebrations highlight women's potential, while Yoga Day emphasizes mental and physical well-being for all genders. Events such as National Nutrition Week, Cyber Awareness Day, and more raise awareness on pertinent issues.

### **Conclusion: Fostering Inclusivity**

In essence, Government College Ropar's resolute commitment to gender equity and inclusivity is evident in its comprehensive approach to education, empowerment, and support. The institution's proactive measures create an environment where individuals of all genders thrive, contributing positively to both the campus community and society at large.

<b>File Description</b>	<b>Document</b>
Upload 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>

#### 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:**

#### **Cultivating Cultural Unity Through Inclusivity**

*"No Culture can live if it attempts to be exclusive." - Mahatma Gandhi*

#### **Embracing Diversity: An Inclusive Environment**

An inclusive atmosphere fosters respect and belonging, providing the opportunity to learn from and accept individual differences. Government College Ropar diligently promotes communal harmony by valuing cultural, regional, linguistic, socioeconomic, and other diversities among its students, faculty, and staff.

#### **Enriching Understanding: Diverse Student Population**

With a diverse student body, the college facilitates cross-cultural learning, allowing students to gain insights from people of various backgrounds. This proactive approach includes catering to marginalized groups, and ensuring a holistic educational experience.

#### **Financial Support: Scholarships and Assistance**

The college extends scholarships and concessions to deserving students through the PTA Fund and actively promotes various financial assistance programs offered by the government and other sources. The "Each One Support One" initiative ensures anonymous aid to students in need.

#### **Equal Access: Open Doors for All**

Government College Ropar ensures unfettered access for all sections of society, irrespective of caste, creed, religion, or language. The institution adheres to state reservation policies to ensure equal opportunities in admissions and appointments.

#### **Addressing Grievances: Equal Treatment for All**

The Grievance Redressal cell resolves issues impartially, disregarding racial or cultural backgrounds, and fostering a fair and inclusive environment.

#### **Fostering Understanding: Cultural Exchange and Unity**

The college's Annual Youth Festival serves as a dynamic platform for cultural exchange, promoting discipline and social values. Diverse cultural programs including folk dances, theatre, quizzes, and rangoli art contribute to fostering understanding and unity.

### **Empowering Women: Celebrating Achievements**

The institution celebrates Women's Day, emphasizing women's accomplishments and advocating against gender-based biases. It educates students on the significance of breaking stereotypes and respecting gender equality.

### **Cultural Festivities: Embracing Richness**

Through festivals like Lohri, Diwali, Teej, and other cultural events, the college celebrates the richness of culture, nurturing unity and harmony within its community.

### **Empowering Through Education: Constitutional Awareness**

Government College Ropar educates students and staff about their constitutional rights, duties, and responsibilities. It empowers them to be informed citizens by instilling knowledge of democratic principles.

### **Celebrating Patriotism: National Values**

The college marks Independence Day and Republic Day with patriotic fervor, engaging students in parades and activities that reinforce their roles as responsible citizens. Initiatives like Swachh Bharat and Ek Bharat Shreshtha Bharat further strengthen their commitment to the nation.

### **Community Impact: NSS and NCC Involvement**

NSS volunteers play an active role in community services, embodying the motto "NOT ME, BUT YOU" through their selfless actions. During the pandemic, NSS and NCC participants extended help to communities in need, exemplifying unity in diversity.

### **Cultural Enrichment: Gurmat Events and Beyond**

Annual Gurmat events, food festivals, and celebrations like Punjabi Language Day and Hindi Diwas enhance cultural understanding, creating an inclusive atmosphere that celebrates diversity.

### **Fostering Unity: Commitment to Inclusivity**

Government College Ropar's dedication to inclusivity goes beyond words, shaping its educational ethos and practices. By nurturing an environment of respect, empathy, and unity, the college equips students to thrive in a diverse world and contribute positively to society.

<b>File Description</b>	<b>Document</b>
Upload 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 Practice-1**

1. Title of the Practice: Nurturing Innovative Ventures through Srijana - Pre Incubation Unit at Govt. College Ropar

2. Objectives of this Practice:

Cultivate an entrepreneurial culture within a general stream college.

Provide a platform for students to ideate, develop, and launch innovative start-ups.

Offer mentorship and guidance from industry experts to refine business concepts.

Enhance students' practical knowledge in entrepreneurship through workshops and seminars.

3. The Context:

In the evolving landscape of education, promoting innovation and entrepreneurship has become essential. Govt. College Ropar recognized the significance of fostering entrepreneurial skills in students, even in a general-stream college setting. Thus, the college established Srijana, a pre-incubation unit, to provide students with a conducive environment for cultivating innovative ideas and turning them into impactful ventures.

4. The Practice:

Srijana's holistic approach to nurturing innovative ventures includes the following key components:

Providing a dedicated platform for students to explore and refine their start-up ideas.

Offering expert mentorship from experienced entrepreneurs and industry specialists.

Conducting interactive workshops, seminars, and guest lectures to expose students to real-world entrepreneurship.

Encouraging students to participate in start-up challenges and competitions.

Exposing students to practical aspects like market analysis, product development, finance, and marketing strategies.

#### 5. Evidence of Success:

Participation of student teams in the Smart India Hackathon, showcasing practical problem-solving skills.

Launch of diverse and successful start-ups such as KS Mehndi Artist, Preet's Fashion Accessories, Nisha Designer, and more.

Increased awareness of entrepreneurship and innovation among students.

Positive feedback from students about enhanced practical skills and entrepreneurial knowledge.

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

**Awareness:** Initial challenges involved creating awareness about the benefits of Srijana among students.

**Mentorship:** Ensuring a consistent pool of experienced mentors and industry experts.

**Funding:** Adequate financial support is required for organizing effective workshops and seminars.

**Sustainability:** Ensuring the long-term sustainability of the pre-incubation unit.

Srijana stands as a testament to Govt. College Ropar's innovative efforts in a general stream college foster entrepreneurial spirit and ignite students' creative potential. This practice emphasizes the institution's commitment to providing exceptional opportunities beyond traditional educational paths.

In an environment where professional streams are absent, Srijana breaks the mold, nurturing students' unconventional talents and turning hobbies into promising start-ups. This initiative highlights Govt. College Ropar's visionary approach in paving a path for students to excel in their chosen fields, regardless of their academic background. The dedication to launching and supporting student-driven start-ups reflects the institution's commitment to shaping well-rounded, innovative, and empowered individuals who contribute to both local development and the national entrepreneurial ecosystem.

## Best Practice-2

**1. Title of the Practice:** "Imandari Di Dukan" - Fostering Knowledge Sharing, Honesty, and Digital Detox at Govt. College Ropar

#### 2. Objectives of this Practice:

Promote honesty, integrity, and a sense of responsibility among students.

Provide students with access to diverse educational resources.



Encourage reading habits and self-learning among students.

Offer a space for students to disconnect from electronic gadgets and engage in meaningful offline activities.

**3. The Context:** In the age of technology and digital distractions, Govt. College Ropar recognized the need to foster values of honesty, integrity, and the joy of reading among students. The "Imandari Di Dukan" initiative was born from the desire to create a space where students could share knowledge, learn from each other, and take a break from electronic devices.

**4. The Practice:** "Imandari Di Dukan" is a multi-faceted practice that involves:

Placing open bookshelves at strategic locations within the college campus.

Encouraging students to donate books they no longer need and borrow books they're interested in.

Creating a trust-based system that relies on students' honesty to return borrowed books.

Providing an opportunity for students to disconnect from electronic gadgets and engage with physical books.

**5. Evidence of Success:**

Development of a culture of honesty and responsibility among students as they voluntarily participate in the initiative.

Positive impact on students' reading habits, leading to increased curiosity, knowledge, and self-learning.

Creation of a diverse collection of books that cater to a wide range of interests and academic needs.

Encouragement of a sense of community and sharing among students, fostering empathy and cooperation.

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

**Awareness:** Initial challenges involved raising awareness about the initiative and its potential benefits.

**Book Diversity:** Ensuring a continuous influx of books to provide students with a wide array of options.

**Maintenance:** Regular upkeep of the bookshelves and organization of donated books.

**Sustainability:** Ensuring the continued engagement of students to maintain the initiative's vitality.

The "Imandari Di Dukan" initiative not only fosters knowledge sharing but also serves as a powerful tool to instill values of honesty and integrity in students. By placing trust in students to return borrowed books, the initiative encourages them to take responsibility and make honorable choices.

Furthermore, "Imandari Di Dukan" addresses the need for students to take a break from the digital world.

In a time where electronic gadgets dominate students' attention, this initiative provides a refreshing avenue for students to disconnect and engage in the timeless pleasure of reading. The practice not only contributes to personal growth but also cultivates an environment of learning, empathy, and ethical behavior.

Govt. College Ropar deserves commendation for pioneering such an innovative effort that transcends conventional educational boundaries. By embracing values of honesty, creating a space for knowledge sharing, and promoting a break from digital distractions, "Imandari Di Dukan" reflects the college's commitment to holistic development and innovative thinking.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<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:**

### **"Government College Ropar: Fostering Community Growth and Civic Engagement"**

#### **Government College Ropar's Integral Role in District Administration Services**

Government College Ropar, an esteemed institution founded in 1945, has emerged as a significant contributor to district administration services. With a rich history of academic excellence and community engagement, the college has actively supported the conduction of district and state-level programs, facilitated various Indian elections, and played a pivotal role in hosting entrance exams. Furthermore, the college's state-of-the-art facility, the college ground, has provided a hub for community development by offering recreational opportunities to all age groups.

#### **I. Supporting District and State-Level Programs**

The college stands as a reliable partner to the district administration in organizing and facilitating various district and state-level programs. Its extensive infrastructure and capable workforce have played a crucial role in hosting events ranging from cultural exhibitions to educational seminars. The college's auditorium and conference facilities have been instrumental in accommodating diverse programs that contribute to the intellectual and cultural enrichment of the community.

## **II. Enabling Indian Elections**

Government College Ropar has been a key ally in the democratic process by serving as a polling station for numerous Indian elections. Its spacious and secure environment provides a conducive setting for citizens to exercise their right to vote. The college's commitment to the democratic process is exemplified through its seamless coordination with the election commission, ensuring smooth and organized conduct of elections, and promoting civic participation.

## **III. Facilitating Entrance Examinations**

The college's well-equipped facilities have made it an ideal location for hosting entrance examinations for various educational institutions and competitive exams. Its spacious classrooms and advanced technology infrastructure ensure a comfortable and conducive environment for candidates to appear for examinations. This contribution has eased the logistical challenges of conducting large-scale examinations and has benefited both students and examining bodies.

## **IV. The State-of-the-Art College Ground**

### **A. A Center of Recreation and Community Engagement**

Government College Ropar's state-of-the-art college ground is a cornerstone of its commitment to community development. Spanning a vast area, the ground offers a range of recreational facilities that cater to the diverse needs of the local community. The ground is not only an arena for sports and fitness but also serves as a gathering place for various social activities.

### **B. Vibrancy in the Early Morning and Evening**

The college ground springs to life during the early morning and evening hours, becoming a vibrant hub of activity. Joggers, fitness enthusiasts, and sports teams utilize the well-maintained facility to engage in physical activities that contribute to their overall well-being. This bustling atmosphere fosters a sense of community and camaraderie, connecting people from different walks of life through shared interests.

## **V. Physical Benefits Across Age Groups**

### **A. Youth and Sports Enthusiasts**

For the youth, the college ground offers an opportunity to hone their athletic skills and participate in organized sports activities. The 400-meter athletic track provides an ideal space for aspiring athletes to train, compete, and refine their talents. The presence of professional trainers and coaches further enhances the ground's appeal to young sports enthusiasts.

### **B. Middle-Aged Individuals**

Middle-aged individuals find solace in the college ground's serene environment, which encourages physical activity and stress relief. The ground becomes a haven for joggers, walkers, and yoga practitioners, offering a peaceful setting to rejuvenate both the body and mind. The availability of open spaces and facilities like outdoor fitness equipment caters to a range of wellness preferences.

### C. Seniors and the Elderly

Even the elderly population benefits from the college ground's inclusive environment. The availability of gentle walking paths, shaded seating areas, and access to basic exercise equipment fosters an environment where seniors can engage in low-impact activities that promote mobility and joint health. The social interactions that naturally occur at the ground contribute to mental well-being and a sense of belonging.

In conclusion, Government College Ropar's multifaceted contributions to district administration services are underscored by its dedication to hosting programs, facilitating elections, and hosting examinations. However, the college's impact extends beyond administrative roles to encompass community development through the provision of a cutting-edge college ground. This facility has become a thriving center for various recreational activities, benefiting individuals of all age groups by fostering physical, mental, and social well-being. The college's commitment to serving the community sets a commendable precedent for academic institutions, demonstrating the profound influence education can have on societal progress and quality of life.

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

## 5. CONCLUSION

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### **Additional Information :**

NIL

### **Concluding Remarks :**

Government College Ropar stands as a beacon of quality education, committed to nurturing holistic growth and advancement among its students. Upholding core values of gender equity, environmental responsibility, inclusivity, and professionalism, the college exemplifies a progressive educational institution.

The curricular aspects serve as the foundation of the college's educational framework, which adheres to the curriculum established by the affiliating university, Punjabi University Patiala. With a range of PG and UG programs, along with diverse Add-on and Certificate courses, the college employs innovative teaching methods, mentoring, and enrichment programs to enhance students' cognitive domains and overall development.

Teaching, learning, and evaluation are executed with transparency, and the college's academic calendar is meticulously followed. The faculty employs a student-centric approach, tailoring teaching methods to individual learning needs. The emphasis on perceptual learning and the integration of technology contribute to creating an enriched academic environment.

Research, innovations, and extension activities are fundamental elements of the college's operations. While faculty members actively engage in individual research endeavors, students are encouraged to explore deeper aspects of their syllabi, fostering rational, innovative, and creative thinking.

The college's student support and progression initiatives encompass scholarship provisions, career guidance through the Placement Cell, and active involvement in sports, cultural, and co-curricular activities. The governance, leadership, and management practices emphasize transparency, adherence to regulations, and a collaborative approach among all stakeholders.

Government College Ropar stands as a testament to its commitment to accessible and quality higher education. It extends beyond academics to inculcate values, promote inclusivity, and prepare students to be socially conscious, responsible, and well-rounded citizens of India. The college's blend of comprehensive infrastructure, technological resources, and vibrant academic environment reaffirms its role in shaping the future leaders of the nation.