

External Peer Team Review Report



Academic Year: 2020-21

*(Regarding the Implementation of Autonomy & Performance of
the College)*

Internal Quality Assurance Cell

Amritsar Group of Colleges, Amritsar

12 km Stone, Amritsar – Jalandhar G.T. Road, Amritsar – 143001, Punjab
(Approved by All India Council for Technical Education, New Delhi & Pharmacy Council of India, New Delhi)
(Affiliated to I.K. Gujral Punjab Technical University, Kapurthala, Punjab)

**Accredited by NAAC 'A' Grade &
Autonomous Status (since 2014) conferred by UGC, New Delhi**

The External Peer Team visited the College on **16-10-2021** to evaluate the performance of the College and the effective implementation of autonomy in tune with the rules and regulations laid down by UGC, State Government and Affiliating University for autonomous colleges. The members of the Peer Team are:

Name & Details of the Experts:

Name & Address	Contact/Email
<p>Prof. (Dr.) Rajiv Kumar Garg Professor (HAG) (<i>Officiating Director, National Institute of Technology (NIT) Jalandhar & Former Director, NIT Arunachal Pradesh</i>), Department of Industrial & Production Engineering, Dr. B.R. Ambedkar National Institute of Technology (NIT) (<i>An Institute of National Importance</i>), Jalandhar, Punjab - 144008.</p>	Contact No.: +91-94175-49528, Email: gargrk@nitj.ac.in
<p>Prof. (Dr.) Rajesh Khanna Professor, Department of Electronics and Communication Engineering, Thapar Institute of Engineering and Technology (<i>Deemed to be University</i>), Patiala, Punjab - 147004</p>	Contact No. +91-98728-83263 Email: rkhanna@thapr.edu

The modus operandi of the Peer Team included physical inspection of the campus, review of the relevant documents, interaction with the staff and collection of abstract information from various departments/offices. The team gathered evidence & interacted with the Governing Body, Principal, Registrar, Professor In-charge IQAC, Dean Academic Affairs, Dean Students Affairs, Controller of Examinations, Heads of Departments, Faculty, Training & Placement Officer, Students, and Alumni Representatives. These meetings gave a clear picture of academics, administration, student support, research, infrastructure, and overall implementation of autonomy in the college. The Team also toured the Boys & Girls Hostels and verified the transportation facilities of the college. The Notice of the Meetings, Agenda, Minutes of meetings, Action Taken, and relevant documents of the statuary, non-statutory committees are verified.

For systematic review, the IQAC Peer Team decided to conduct the Review about the Implementation of Autonomy & performance of the College under the following seven parameters:



Parameter A: Curricular Aspects

1. Curriculum Design and Development
2. Program Outcomes
3. Curriculum Flexibility
4. Curriculum Enrichment
5. Feedback System

Parameter C: Research, Innovations, and Extension

1. Research Promotion
2. Innovation Ecosystem
3. Research Publications
4. Extension Activities

Parameter E: Student Support and Progression

1. Student Welfare
2. Student Progression
3. Student Participation

Parameter G: Institutional Values and Best Practices

1. Gender Equity and Inclusiveness
2. Environmental Sustainability
3. Best Practices

Institutional Information

Institution Name	Amritsar Group of Colleges, Amritsar
Address	12 km Stone, Amritsar-Jalandhar, G.T. Road, Amritsar, 143001, Punjab
Year of Establishment	2002 (Autonomy status being conferred in 2014)
Name of Head of the Institute	Dr. Vijay Kumar Banga
Mobile No. (Head of the Institute)	+91-8196952000
Registered e-mail ID (Head of the Institute)	principal@agcedu.in

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Current Academic Details

Details	Acad. Year 2020-21
Number of Programs Offered in the College	26
Number of Courses in all the Programs	1185
Total Number of on roll Students	2372
Number of Full-Time Teachers working in the College	190

Parameter A: Curricular Aspects

Sub Parameter	Statement	Comments
Curriculum Design and Development	Is the curriculum aligned with local, national, and global developmental needs?	It is observed that the institution's curriculum is aligned with local, national, and global developmental needs. The curriculum is structured around a clearly defined framework, ensuring systematic implementation of Course Outcomes (COs) and Program Outcomes (POs). In response to the COVID-19 pandemic, the institution ensured uninterrupted education by effectively leveraging ICT tools, including Zoom, Google Meet, and YouTube-based lectures, demonstrating adaptability while maintaining academic quality and relevance.
Program Outcome	Are Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) clearly defined and communicated?	Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are clearly defined and communicated to both faculty, students & other stakeholders. These outcomes were systematically integrated into the teaching-learning process, enabling faculty to align instructional strategies and assessment methods with the intended competencies. During the COVID-19 pandemic, this structured approach facilitated continuity and clarity in online and remote teaching, ensuring that learning objectives remained transparent and achievable despite disruptions.
Curriculum Flexibility	Does the institution offer flexibility through electives, open courses,	It is observed that the institution provides flexibility in the curriculum through a diverse range of elective courses, open courses, CBCS system supporting

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	and MOOCs?	multidisciplinary learning. During the COVID-19 pandemic, these options were effectively leveraged to enhance the academic experience, enabling students to continue their education remotely while pursuing subjects of interest and broadening their knowledge base.
Curriculum Enrichment	Are cross-cutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability integrated into the curriculum?	It is observed that the institution integrates cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum. During the COVID-19 pandemic, these aspects were reinforced through dedicated online courses, virtual extension activities, outreach programmes, and digital green initiatives, ensuring that students continued to develop as socially conscious, ethically responsible, and environmentally sensitive individuals despite restrictions on physical interactions.
Feedback System	Is there a structured feedback mechanism for curriculum improvements from stakeholders (students, alumni, industry)?	It is observed that the institution has a structured feedback mechanism for curriculum improvements, engaging key stakeholders including students, alumni, and industry representatives. During the COVID-19 pandemic, feedback was collected digitally on a regular basis, and appropriate actions were implemented for curriculum improvements, ensuring its relevance and responsiveness to academic, professional, and societal needs despite the constraints of remote operations.

Peer Review Comments:

It was observed that the institution maintains a well-structured and flexible curriculum with clearly defined Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs), integrating ethics, human values, and sustainability across academic and co-curricular activities. Electives, open courses, CBCS system provide multidisciplinary learning opportunities. During the COVID-19 pandemic, the institution effectively leveraged ICT tools to ensure continuity of teaching and learning, and a structured digital feedback mechanism engaged stakeholders to maintain curriculum relevance.

It is suggested that the institution should start offering MOOC courses to further enhance digital learning along with ongoing teaching learning practices.

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Parameter B: Teaching-Learning and Evaluation

Sub Parameter	Statement	Comments
Student Enrolment and Profile	How does the institution ensure diversity in student enrolment?	It is observed that the institution ensures diversity in student enrolment by actively promoting admissions across various regions and socio-economic backgrounds. During the 2020-21 academic year, a total of 2,383 students were on-roll, with 618 final-year outgoing students. While the college maintains a diverse student profile, there remains potential to further enhance diversity by attracting students from an even broader range of geographical and socio-economic backgrounds, demonstrating a commitment to inclusive education during the pandemic period.
Catering to Student Diversity	Are advanced and slow learners identified, and are appropriate support systems in place (e.g., remedial classes, mentorship)?	It is observed that the institution effectively identified advanced and slow learners through periodic assessments during the COVID-19 pandemic. Appropriate support systems, including remedial classes, personalized mentorship, and online guidance, were made available to ensure that all students received the necessary academic support, fostering inclusive and equitable learning despite the challenges of remote education.
Teaching-Learning Process	Is the teaching-learning process student-centric with methods such as experiential and participatory learning?	It is observed that the institution's teaching-learning process is student-centric, even during the COVID-19 pandemic. The institution actively implemented experiential and participatory learning methodologies, ensuring that students remained engaged, interactive, and involved in practical and collaborative learning activities despite restrictions on traditional classroom interactions.
Use of ICT	Are ICT-enabled tools and Learning Management Systems (LMS) used effectively for teaching?	It is observed that the institution effectively utilized ICT-enabled tools and Learning Management Systems (LMS) to support teaching and learning during the COVID-19 pandemic. The integration of these digital platforms facilitated a blend of online and offline learning, ensured continuity of education, enabled efficient resource sharing, and enhanced overall student engagement, demonstrating adaptability and effective use of technology under



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		pandemic conditions.
Evaluation Process and Reforms	Are reforms in the examination system and Continuous Internal Assessment (CIA) integrated into the teaching-learning process?	It is observed that the institution has integrated reforms in the examination system and Continuous Internal Assessment (CIA) into the teaching-learning process, including during the COVID-19 pandemic. In addition to traditional examinations, a variety of evaluation methods such as class tests, assignments, presentations, small projects, seminars, quizzes, and viva-voce were systematically employed, ensuring comprehensive assessment of student learning and progress even under pandemic-induced restrictions on physical classroom activities.

Peer Review Comments:

It was observed that the institution ensures a student-centric teaching-learning process while maintaining diversity and inclusiveness in enrolment. During the COVID-19 pandemic, students engaged in experiential and participatory learning supported by ICT tools and LMS, while advanced and slow learners received remedial classes, mentorship, and online guidance. Reforms in examinations and Continuous Internal Assessment (CIA) were integrated, employing varied methods to ensure comprehensive assessment despite remote learning challenges.

It is suggested that the institution further enhance enrolment diversity and leverage digital tools to strengthen personalized learning and student engagement.

Parameter C: Research, Innovations, and Extension

Sub Parameter	Statement	Comments
Research Promotion	Are research policies well-defined, and does the institution promote research activities?	It is observed that the institution has well-defined research policies and continued to promote research activities during the COVID-19 pandemic. Despite restrictions, faculty and students engaged in online seminars, virtual workshops, and digital access to journals and databases, ensuring the continuity of research initiatives and fostering a culture of knowledge creation and academic inquiry under pandemic conditions.
Innovation Ecosystem	Is there a system for innovation and entrepreneurship at the institution?	It is observed that the institution has an established system for innovation and entrepreneurship through the Entrepreneurship Development Cell (EDC), set up in 2016. In the post-COVID-19 scenario, the EDC

		actively supported students in developing innovative solutions and entrepreneurial ventures that address societal and economic challenges. The institution provided infrastructure, guidance, and mentoring, aligning with national missions "Make in India" and "Start-up India", thereby fostering a culture of innovation and entrepreneurship despite pandemic-related disruptions.
Research Publications and Consultancy	Are there notable research publications, patents, and consultancy projects?	It is observed that the institution actively promoted research, innovation, and consultancy during the COVID-19 pandemic. Faculty and students contributed to research publications and undertook online consultancy services, including initiatives addressing challenges that emerged during and after the pandemic. These efforts facilitated the development of practical solutions and generated societal impact, demonstrating the institution's commitment to knowledge creation and innovation even under pandemic conditions.
Extension Activities	Are there extension activities that involve students in community-based projects?	It is observed that the students actively participated in virtual campaigns, online workshops, and digital initiatives, enabling them to apply practical skills while fostering social responsibility and community engagement despite restrictions on physical interaction.

Peer Review Comments:

It was observed that the institution has well-defined research policies and actively promotes research, innovation, and entrepreneurship, even during the COVID-19 pandemic. Faculty and students engaged in online seminars, virtual workshops, and digital access to journals, while the Entrepreneurship Development Cell (EDC) supported the development of innovative solutions and entrepreneurial ventures, aligned with initiatives like "Make in India" and "Start-up India." The institution's community engagement was sustained through virtual campaigns, online workshops, and digital extension activities, enabling students to apply practical skills and foster social responsibility. Notable research publications and consultancy offerings further reflect the institution's commitment to knowledge creation and societal impact under pandemic conditions.

It is suggested that the institution expand collaborative research and industry partnerships, encourage greater participation of students in innovation projects, and explore blended models for extension activities to enhance practical learning and societal engagement in future scenarios.



Parameter D: Infrastructure and Learning Resources

Sub Parameter	Statement	Comments
Physical Infrastructure	Are the physical infrastructure and facilities adequate for teaching and learning (e.g., classrooms, labs, libraries)?	It is observed that the institution's physical infrastructure and facilities were effectively leveraged to support teaching and learning during the COVID-19 pandemic. Online learning was implemented as the primary mode of instruction, supported by ICT-enabled facilities and digital library access. Laboratories were upgraded with digital tools to facilitate virtual and remote practical sessions, ensuring continuity of academic activities despite restrictions on physical attendance.
IT Infrastructure	Does the institution have adequate IT infrastructure (e.g., bandwidth, Wi-Fi, cyber security policies)?	It is observed that the institution maintained adequate IT infrastructure to support online learning and operations during the COVID-19 pandemic. The transition to virtual education accelerated IT upgrades, including subscriptions to licensed online meeting platforms such as Zoom, MS Teams, and Google Meet. E-library access and digital repositories were expanded to facilitate remote learning. Additionally, cyber security measures, including firewalls and restricted access controls, were implemented to ensure secure and reliable digital operations during the pandemic period.
Maintenance of Infrastructure	Are there established procedures for maintaining infrastructure and resources (e.g., libraries, labs)?	It is observed that the institution had established procedures for maintaining infrastructure and resources during the COVID-19 pandemic. Basic maintenance activities continued despite restrictions, with emphasis on sanitization and hygiene protocols. IT and e-learning systems were prioritized to ensure uninterrupted online learning, while preventive maintenance schedules for laboratories and equipment were duly implemented and monitored, demonstrating proactive measures to maintain operational readiness and resource availability during the pandemic period.

Peer Review Comments:

It is observed that the institution's physical and IT infrastructure effectively supported teaching and learning during the COVID-19 pandemic. ICT-enabled classrooms, digital library access, and upgraded laboratories facilitated online and remote practical sessions, while IT infrastructure, including licensed online meeting platforms, expanded e-resources, and cybersecurity measures, ensured secure



and uninterrupted digital operations. Established maintenance procedures and preventive schedules for labs and equipment demonstrated proactive management and operational readiness despite pandemic restrictions.

It is suggested that the institution continue upgrading digital infrastructure, enhance remote lab simulations, and strengthen monitoring of maintenance protocols to further support resilient teaching and learning environments.

Parameter E: Student Support and Progression

Sub Parameter	Statement	Comments
Student Welfare	Are there effective support systems for student welfare (e.g., scholarships, counselling, clubs)?	It is observed that the institution maintained effective support systems for student welfare during the COVID-19 pandemic. Counselling services were strengthened and delivered through online sessions to address mental health and stress. Financial assistance, including scholarships, fee concessions, and educational loans, was made digitally accessible to students. Furthermore, student clubs and societies conducted virtual engagement activities, ensuring continuity of peer interaction and co-curricular participation despite pandemic restrictions.
Student Progression	What percentage of students' progress to higher education, secure placements, or clear competitive exams?	It is observed that despite disruptions caused by the COVID-19 pandemic, the institution facilitated students' progression to higher education, placements, and competitive examinations. Online placement drives and career counselling sessions were conducted to support employment opportunities. Students were also encouraged to pursue higher education through online coaching for competitive exams such as GATE, CAT, GRE, and UPSC. Available data indicates a sufficient percentage of students successfully securing placements and enrolling in higher studies, reflecting the institution's continued efforts to support career advancement during the pandemic.
Student Participation	Is there active student participation in academic and administrative bodies?	It is observed that the institution ensured active student participation in academic and administrative bodies despite COVID-19 restrictions. Student involvement was primarily virtual, with participation in online

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		decision making like conduct of exams, organizing training activities, feedback mechanisms, webinars, and clubs/committee discussions/decisions. Additionally, virtual student councils and club activities were conducted, ensuring continuity of student engagement and representation in institutional decision-making during the pandemic.
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Peer Review Comments:

It is observed that the institution maintained effective student support systems during the COVID-19 pandemic. Online counselling, scholarships, fee concessions, and educational loans ensured mental, financial, and academic support, while virtual student clubs and councils facilitated peer interaction and co-curricular engagement. Despite pandemic disruptions, the institution promoted higher education, placements, and competitive exam preparation through online coaching, career counselling, and virtual placement drives, with a sufficient percentage of students successfully progressing. Student involvement in academic and administrative bodies continued through online feedback, webinars, and committee participation, ensuring active representation and engagement.

It is suggested that the institution should enhance digital support for career services and explore innovative online platforms to further strengthen student welfare, engagement, and progression outcomes.

Parameter F: Governance, Leadership, and Management

Sub Parameter	Statement	Comments
Vision and Mission	Is the institution's governance reflective of effective leadership?	It is observed that the institution's governance reflected effective leadership during the COVID-19 pandemic. Despite unprecedented challenges, the leadership ensured continuity of learning through online platforms, digital resources, and faculty trainings. Governance efforts emphasized student welfare, examination reforms, and psychological support systems, demonstrating resilience, adaptability, and a sustained commitment to uphold the mission of quality education during the crisis.
Institutional Governance	Is there decentralization and participatory management within the institution?	It is observed that the institution practiced decentralization and participatory management during the COVID-19 pandemic. Departments were empowered to independently conduct online classes, internal assessments, and digital student engagement



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		activities. Faculty were granted autonomy to design innovative e-learning resources, while student councils actively organized virtual cultural and awareness programs, demonstrating a collaborative and participatory approach during the crisis period and thereafter.
Faculty Empowerment	Are faculty welfare measures and career progression avenues available?	It is observed that the institution prioritized faculty welfare and career progression during the COVID-19 pandemic. Measures included health support, flexible teaching schedules, and IT trainings to facilitate effective online teaching. Faculty Development Programs (FDPs) on e-learning tools were conducted to enhance digital pedagogy skills. Additionally, faculty were encouraged to publish in reputed journals and participate in online conferences, ensuring continued professional growth and career progression despite pandemic-related disruptions.

Peer Review Comments:

It was observed that the institution's governance reflected effective leadership during the COVID-19 pandemic, ensuring continuity of learning through online platforms, digital resources, and faculty trainings. The institution practiced decentralization and participatory management, empowering departments to conduct online classes and assessments, granting faculty autonomy in e-content designing, and engaging student councils in virtual programs. Faculty welfare and career progression were prioritized through health support, flexible schedules, online FDPs on digital teaching, and encouragement for research and virtual conference participation, demonstrating resilience, adaptability, and commitment to quality education.

It is suggested that the institution should further strengthen faculty development opportunities in emerging digital pedagogy, and continue enhancing mechanisms for faculty well-being and professional growth.

Parameter G: Institutional Values and Best Practices

Sub Parameter	Statement	Comments
Gender Equity and Inclusiveness	What are the institution's initiatives for promoting gender equity and inclusiveness?	It is found that the institution undertook initiatives to promote gender equity and inclusiveness during the COVID-19 pandemic. Multiple online awareness sessions, webinars, expert talks on gender sensitization were organized for female



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		students/faculty/staff. Additionally, counselling support and helplines were made accessible to female students & faculty/staff, addressing issues related to stress, harassment, and inclusivity, thereby fostering a safe and supportive environment during the pandemic period.
Environmental Sustainability	Are there initiatives for managing waste, renewable energy, and promoting environmental sustainability?	It is found that the institution undertook initiatives for environmental sustainability during the COVID-19 pandemic. Awareness campaigns on environmental conservation were conducted through online seminars, ensuring continued engagement despite restrictions on physical gatherings. Furthermore, the institution promoted paperless administrative practices by shifting notices, examinations, and documentation to digital platforms, thereby reducing paper usage and maintaining operational efficiency during pandemic conditions.
Best Practices	Are there unique best practices implemented by the institution that reflect its distinctiveness?	It is observed that the institution implemented unique best practices that reflect its distinctiveness, particularly during the COVID-19 pandemic. The mentorship system was digitized, ensuring personalized guidance and psychological support to students despite restrictions on physical interactions. The institution also initiated Outcome-Based Education (OBE) with CO-PO mapping, demonstrating a structured approach to learning outcomes. Additionally, virtual outreach programs and online awareness campaigns were conducted, highlighting the college's commitment to social responsibility and innovative engagement with the community during the pandemic.

Peer Review Comments:

It is observed that the institution actively promoted gender equity, inclusiveness, and environmental sustainability during the COVID-19 pandemic. Online awareness sessions, webinars, counselling support, and helplines fostered a safe and supportive environment, while digital awareness campaigns and paperless administrative practices advanced environmental conservation and sustainable operations. The institution also implemented distinctive best practices, including a digitized mentorship system, introductory Outcome-Based Education (OBE) with CO-PO mapping, and virtual outreach



 AMRITSAR GROUP OF COLLEGES <small>NAAC Grade "A" 3rd Cycle Autonomous Status (Since 2014) Conferred by NAAC Under Autonomous Category</small>	IQAC External Peer Team Review Report (Regarding the Implementation of Autonomy & Performance of the College) AY: 2020-21	Internal Quality Assurance Cell (IQAC)
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programs, ensuring personalized guidance, structured learning, and continued social responsibility despite pandemic restrictions.

It is suggested that the institution further enhance digital mentorship, expand sustainability initiatives, and continue innovating practices that strengthen inclusiveness, social responsibility, and operational efficiency.

The Peer Team has made the following observations after interaction and review of the documents:

The institution demonstrates a robust and resilient academic ecosystem, maintaining quality across curriculum delivery, teaching–learning, research progress, infrastructure built, student support, governance, and best practices, even during the COVID-19 pandemic. The curriculum is well-structured, with clearly defined COs, POs, and PSOs, flexible electives and CBCS system, and integration of ethics, sustainability, and social responsibility courses into the curriculum. Structured digital feedback mechanisms ensure its continued relevance. The teaching–learning process is student-centric, supported by ICT tools and LMS, experiential and participatory methods, and diverse assessment strategies. Advanced and slow learners receive targeted support through remedial classes, mentorship, and online guidance. Student engagement and participation in councils, clubs, and committees were effectively maintained virtually during COVID-19.

The institution actively promotes research, innovation, and entrepreneurship, supported by well-defined policies, EDC initiatives, publications, consultancy offerings, and community-based virtual extension activities. Infrastructure and IT facilities are robust, with ICT-enabled classrooms, digital libraries, upgraded labs, and secure online platforms, ensuring uninterrupted learning and operational readiness. Faculty welfare, professional development, participatory management initiatives, and best practices, including digitized mentorship and sustainability initiatives, reflect effective leadership and institutional distinctiveness.

Recommendations for Quality Enhancement of the College:

Institute should include more elective courses, MOOC courses, strengthen feedback monitoring in the current era of digital world; enhance collaborative research with digital infrastructure and remote lab capabilities to continue quality enhancement.

External peer team members satisfied regarding the Implementation of Autonomy & Performance of the College.



Signature of the Peer Team Members:

Raj Garg
16/10/2021

Raj

Prof. (Dr.) Rajiv Kumar Garg

Professor (HAG) (*Officiating Director National Institute of Technology (NIT) Jalandhar & Former Director, NIT Arunachal Pradesh*),
Department of Industrial & Production Engineering,
Dr. B.R. Ambedkar National Institute of Technology (NIT) (*An Institute of National Importance*),
Jalandhar, Punjab - 144008

Prof. (Dr.) Rajesh Khanna

Professor,
Department of Electronics and Communication Engineering
Thapar Institute of Engineering and Technology, Patiala, Punjab – 147004,
(*Deemed to be University*)

Date: 16-10-2021

Place: Amritsar

We have gone through the Report (observations/recommendations) of the External Peer Team as mentioned in this report. We accept the Report:

Hans
16.10.2021
Prof. In charge (IQAC)
Amritsar Group of Colleges, Amritsar

Vijay
16/10/2021
Principal
Amritsar Group of Colleges, Amritsar

