# *External Peer Team Review Report*

AMRITSAR GROUP OF COLLEGES
NAAC Grade "A" 3rd Cycle | Autonomous Status
under Autonomous Category | (Since 2014) Conferred by UGC

## Academic Year: 2021-22

***(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 (3rd Cycle) &**
**Autonomous Status (since 2014) conferred by UGC, New Delhi**

An External Peer Team visited the College on **10.09.2022** to evaluate the performance of the College and the effective implementation of autonomy in tune with the rules and regulations laid down by UGC, Sate Government and Affiliating University for autonomous colleges. The members of the Peer Team are:

**Name & Details of the Experts**

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

1. Student Enrolment and Profile
2. Catering to Student Diversity
3. Teaching-Learning Process
4. Evaluation Process and Reforms

**Parameter C: Research, Innovations, and Extension**

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

**Parameter D: Infrastructure and Learning Resources**

1. Physical Infrastructure
2. IT Infrastructure
3. Maintenance of Infrastructure

**Parameter E: Student Support and Progression**

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

**Parameter F: Governance, Leadership, and Management**

1. Vision and Mission
2. Institutional Governance
3. Faculty Empowerment

**Parameter G: Institutional Values and Best Practices**

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

## Institutional Information

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| **Institution Name** | **Amritsar Group of Colleges** |
| **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@acetedu.in |

**Current Academic Details**

| Details | Acad. Year 2022-23 |
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| Number of Programs Offered in the College | 21 |
| Number of Courses in all the Programs | 1122 |
| Total Number of on roll Students | 2406 |
| Number of Full-Time Teachers working in the College | 192 |

**Parameter A: Curricular Aspects**

| Sub Parameter | Statement | Comments |
|---|---|---|
| **Curriculum Design and Development** | Is the curriculum aligned with local, national, and global developmental needs? | Yes, the college regularly updates its curriculum by incorporating contemporary academic developments in both the Indian and global contexts. A 10-point credit-based grading system has been adopted to meet the evolving demands of national and international industries. Efforts are currently underway to integrate the National Education Policy (NEP) 2020 into curriculum design and development. The curriculum is aligned with local, national, and global priorities, as demonstrated by the inclusion of subjects such as Environmental Science, Professional Ethics, Human Values, and the Indian Knowledge System in few programmes. Each department designs its own syllabi, which are then reviewed and approved by the respective Board of Studies. During the year, curriculum revisions were undertaken in 04 out of the 21 academic programs offered by the institution. |
| **Program Outcome** | Are Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) clearly defined and communicated? | Yes, the College has clearly formulated Programme Outcomes (POs) for all academic programmes offered, grounded in the pedagogical principles of the revised Bloom's Taxonomy. Each department develops Programme Specific Outcomes (PSOs) and Course Outcomes (COs), which are thoroughly discussed and finalized in the respective Board of Studies (BoS) meetings. COs are specifically |

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| | | designed to align with the broader POs to ensure coherence and academic consistency. Whenever syllabus revisions are approved by the BoS, corresponding updates are made to the POs, PSOs, and COs. These revisions are subsequently reviewed and ratified by the College Academic Council. The POs, PSOs, and COs are effectively communicated to all stakeholders through multiple channels, including the college website and physical displays within departments. This ensures transparency and enhances student awareness of their academic and career objectives. The College also regularly monitors the attainment levels of COs, PSOs, and POs through a robust, continuous, and comprehensive evaluation system. Based on the analysis of outcome attainment data, appropriate corrective measures are implemented to address identified gaps and promote need-based improvements in teaching and learning. |
| **Curriculum Flexibility** | Does the institution offer flexibility through electives, open courses, and MOOCs? | Yes, the college provides academic flexibility through a variety of options, including electives and MOOC courses. Flexibility is ensured via the Choice-Based Credit System (CBCS) and a Bucket System, which categorizes elective and open elective courses, allowing students to choose subjects aligned with their interests and career aspirations. This also includes the option to pursue MOOCs to further personalize their learning journey. In line with the National Education Policy (NEP) 2020, the institution is actively working to promote student enrollment in online platforms such as NPTEL and other MOOCs. During the academic year, the college offered 154 value-added courses aimed at developing transferable and life skills. A total of 877 students successfully completed these courses. |
| **Curriculum Enrichment** | Are cross-cutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability integrated into the curriculum? | Yes, cross-cutting themes are effectively integrated into the curriculum. Issues such as environmental sustainability, gender sensitivity, and human values are addressed through a combination of dedicated courses, experiential learning, and interactive activities. Environmental sustainability is emphasized through hands-on projects, encouraging students to |

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| | | engage with real-world environmental challenges. Professional ethics and human values are explored through workshops, group discussions, and case-based learning, ensuring students gain both theoretical knowledge and practical insight into ethical decision-making. Additionally, various courses expose students to themes such as business ethics, ethics in counselling, creative writing, public policymaking, genetic cloning, and clinical studies. These courses provide a multidisciplinary perspective, enriching students' understanding of ethical, social, and global issues. |
| **Feedback System** | Is there a structured feedback mechanism for curriculum improvements from stakeholders (students, alumni, industry)? | Yes, feedback is regularly collected and systematically used for continuous improvement. The institution has a structured feedback mechanism in place to gather inputs from students, alumni, employers, and other stakeholders. After thorough analysis, appropriate actions are taken in a timely manner. This feedback plays a crucial role in updating and improving the curriculum to ensure its ongoing relevance and alignment with industry and academic standards. |

**Peer Review Comments:**

- **Strengths:** The institution's curriculum is a key strength, as it is regularly updated to align with local, regional, national, and global needs. Its flexibility and emphasis on cross-disciplinary learning equip students with relevant, contemporary knowledge, preparing them effectively for diverse professional environments.
- **Suggestions for Improvement:** To build on this foundation, the institution should deepen industry involvement in curriculum design and review. Engaging industry experts regularly will ensure the curriculum stays aligned with evolving market trends and workforce demands, enhancing its practical applicability and preparing students for real-world challenges.

## Parameter B: Teaching-Learning and Evaluation

| Sub Parameter | Statement | Comments |
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| **Student Enrolment and Profile** | How does the institution ensure diversity in student enrolment? | The college demonstrates a commitment to diversity by actively promoting admissions across various regions and backgrounds, with a total of 2,406 students enrolled in the 2021-22 academic year, |

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| | | including 637 final-year outgoing students. This reflects a robust student body and an inclusive admissions approach. To further strengthen diversity, the college could partner with schools or organizations in underrepresented rural or remote regions to promote the institution's programs and offer virtual information sessions or campus tours to broaden geographic diversity. |
| **Catering to Student Diversity** | Are advanced and slow learners identified, and are appropriate support systems in place (e.g., remedial classes, mentorship)? | Yes, the institution effectively addresses diverse learning needs through a robust system of continuous assessment to identify advanced and slow learners. It considers factors such as students' medium of schooling, native tongue, and English exposure to tailor support for slow learners. The Language Lab plays a critical role, leveraging language acquisition technology to assist students struggling with English and those aiming to enhance communication skills. Advanced learners are challenged through workshops, site visits, research projects, and interactive lectures to stimulate higher-order thinking, while slow learners benefit from remedial classes and mentorship programs. For further enhancement, college may introduce peer-to-peer mentoring where advanced learners support slow learners, fostering collaboration and reinforcing learning for both groups. |
| **Teaching-Learning Process** | Is the teaching-learning process student-centric with methods such as experiential and participatory learning? | Yes, the college demonstrates a strong commitment to participatory and experiential learning, fostering high student engagement through a student-centric teaching-learning process. The institution employs diverse methods such as case studies, hands-on projects, open house exhibitions, field trips, and problem-solving exercises to enhance learning outcomes. Departments actively organize exhibitions and project viva voce in open mode, incorporating educational tools like games, quizzes, working models, charts, real-life visuals, and microscopy images. Regular field trips and industrial visits for real time problems & solutions further enrich experiential learning, ensuring practical exposure and skill development. For further strengthening, college |

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| | | may encourage more cross-departmental collaboration in open house exhibitions and projects to foster interdisciplinary problem-solving, aligning with the institution's emphasis on cross-disciplinary learning. |
| **Use of ICT** | Are ICT-enabled tools and Learning Management Systems (LMS) used effectively for teaching? | Yes, AGC effectively integrates Information and Communication Technology (ICT) into its teaching methodologies, leveraging a Wi-Fi-enabled campus with 3 Seminar Halls & 57 classrooms including rooms with ICT facilities (Smart LEDs/ Interactive Smart Panels/ Projectors/ Internet Facilities). These facilities support visual, virtual-experiential, and interactive learning. Faculty utilize tools like PowerPoint, statistical software, Excel, e-books, and Google Workspace for teaching, evaluation, communication, and resource sharing, encouraging students to gain contemporary knowledge. The Learning Management System (LMS) enhances resource sharing, online assessments, and examination processes, including marks entry, semester result declarations, report generation, admit card issuance, and individual student record management, with robust security features in place. |
| **Evaluation Process and Reforms** | Are reforms in the examination system and Continuous Internal Assessment (CIA) integrated into the teaching-learning process? | Yes, college has implemented robust reforms in its examination system and continuous internal assessments, aligning with Bloom's Taxonomy and Course Outcomes to effectively evaluate student learning. The institution employs diverse assessment methods, including written tests, MCQs, quizzes, presentations, assignments, projects, and end-semester assessments, to track program attainment. Feedback via teaching assessment questionnaires ensures alignment with learning objectives. The examination system is automated, covering pre-exam, exam, and post-exam processes, with IT integration, a Central Valuation Centre, and secure online result publication. Key reforms include automated question paper selection, online course registration, fee payment, and result visibility through the LMS portal. Security measures, such as CCTV monitoring and electronic gadget bans, minimize malpractices. The |

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| | | adoption of the Choice-Based Credit System per UGC guidelines, external expert involvement in question paper designing, and a grievance redressal mechanism further enhance fairness and efficiency. These reforms ensure streamlined, transparent, and comprehensive evaluation, promoting consistent tracking of student performance. |

**Peer Review Comments:**

- **Strengths:** Dynamic teaching-learning process, good emphasis on ICT and experiential learning methodologies.
- **Suggestions for Improvement:** Initiate interdisciplinary, cross-border projects with other institutions or industries, focusing on real-world issues like sustainability or technology innovation. These could be facilitated through virtual platforms or in-person collaborations, aligning with AGC's ICT capabilities.

**Parameter C: Research, Innovations, and Extension**

| Sub Parameter | Statement | Comments |
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| **Research Promotion** | Are research policies well-defined, and does the institution promote research activities? | Yes, the college has a solid foundation in place, with established policies, infrastructure, and industry collaborations driving initial progress. However, there's room for growth in deepening the research ethos, securing additional resources, and fostering multidisciplinary efforts. Actively apply for government-funded programs (e.g., from bodies like UGC, DST, or DBT etc). Form dedicated grant-writing teams or workshops to train faculty on proposal development. Additionally, expand industry collaborations beyond ideas to joint funding models, such as sponsored research projects or innovation hubs. |
| **Innovation Ecosystem** | Is there a system for innovation and entrepreneurship at the institution? | Yes, college has a foundation for fostering innovation and entrepreneurship, but there's room to strengthen it through deeper industry collaboration. The Entrepreneurship Cell's efforts in skill development and entrepreneurial activities are a solid start. Engaging more local and national industries for mentorship, funding, and real-world problem-solving |

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| | | opportunities. Industry-sponsored hackathons or incubators could bridge the gap. |
| **Research Publications and Consultancy** | Are there notable research publications, patents, and consultancy projects? | Currently, number of good research publications & moderate consultancy work and patents in the college. However, there is significant scope for enhancement. To strengthen this dimension, the institution should focus on developing faculty expertise, fostering robust industry linkages, and proactively pursuing consultancy opportunities. Building strategic partnerships and aligning research initiatives with industry needs will be essential to elevating the institution's consultancy profile and increasing its impact. |
| **Extension Activities** | Are there extension activities that involve students in community-based projects? | Yes, institution demonstrates general and active student involvement in a varied community-based initiatives. NSS wing conducts social outreach and extension activities, and various academic departments, often in collaboration with external organizations. Participating students engage with diverse groups such as street and slum children, individuals with physical and mental challenges, orphans, domestic workers, hospital patients, and senior citizens. Community outreach efforts include blood donation drives, rural camps, social projects, and annual exhibitions. Departments also organize cleanliness drives, health awareness programs, remedial coaching for students in village schools, environmental campaigns, and plantation drives. |

**Peer Review Comments:**

- **Strengths:** Strong engagement in outreach activities, with active student participation in a variety of community service and environmental initiatives. These efforts contribute to social responsibility and holistic student development.
- **Suggestions for Improvement:** While labs exist, assess and upgrade them for emerging fields (e.g., AI, sustainability). Seek funds from industries for specialized equipment.

## Parameter D: Infrastructure and Learning Resources

| Sub Parameter | Statement | Comments |
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| **Physical Infrastructure** | Are the physical infrastructure and facilities adequate for teaching and learning (e.g., classrooms, labs, libraries)? | Yes, college has reasonably adequate infrastructure and physical facilities to meet its current academic and administrative needs. The campus is equipped with well-maintained infrastructure, including modern classrooms, well-equipped laboratories, robust computing facilities, and a well-stocked library. With the fully wi-fi enabled campus, college possess 3 Seminar Halls & total 57 Classrooms including rooms with ICT facilities (Smart LEDs/ Interactive Smart Panels/ Projectors/ Sound Systems/ Internet Facilities). These facilities are currently sufficient to support the academic requirements of both students and faculty. |
| **IT Infrastructure** | Does the institution have adequate IT infrastructure (e.g., bandwidth, Wi-Fi, cyber security policies)? | The institution boasts a well-established and adequate IT infrastructure that robustly supports the academic environment. The campus is equipped with campus-wide Wi-Fi, offering 24/7 connectivity to both students and staff, supported by a 200 Mbps leased line 815 computers. Cybersecurity protocols are actively implemented to ensure a safe digital environment. Multiple computer labs, including IT labs, a video conferencing lab, and a language lab, are strategically located across the campus to support various academic programs. The college has assistive technologies (screen readers and text-to-speech converters) for visually impaired students. All departments are interconnected through a fiber-optic network, facilitating seamless communication and data sharing. Additionally, specialized facilities like the Big Data Analysis lab serve both general academic and administrative needs. Collectively, these IT facilities significantly contribute to the smooth conduct of learning, research, and administrative activities. |
| **Maintenance of Infrastructure** | Are there established procedures for maintaining | Yes, Infrastructure maintenance is systematic and effective, supported by well-established procedures to ensure all facilities remain in optimal condition. The |

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| | infrastructure and resources (e.g., libraries, labs)? | Central Store and its dedicated support staff oversee the upkeep of both physical and IT infrastructure. Regular maintenance is conducted through Annual Maintenance Contracts (AMCs) as well as routine inspections of electrical systems, equipment, water purifiers, sewage, and waste disposal. Qualified electricians and workshop technicians handle the basic maintenance of laboratory equipment, while classrooms and laboratories are cleaned daily by the attendants. The library is managed and maintained by the librarian, and ICT equipment in classrooms is serviced by the NIC Office. Sports equipment is regularly cleaned and maintained by the respective in-charge along with support personnel. Campus security personnel are recruited and managed directly by the Chief Security Officer office, ensuring a safe and secure environment on campus. |

**Peer Review Comments:**

- **Strengths:** Adequate physical and IT infrastructure to support academic and research activities. Well-established maintenance procedures for continued functionality and upkeep of facilities.
- **Suggestions for Improvement:** Considering the anticipated growth in student enrolment, infrastructural expansion may be necessary in the near future to maintain the quality of educational delivery.

**Parameter E: Student Support and Progression**

| Sub Parameter | Statement | Comments |
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| **Student Welfare** | Are there effective support systems for student welfare (e.g., scholarships, counselling, clubs)? | Yes, College has a well-established student welfare system that plays a vital role in supporting students throughout their academic journey. A comprehensive range of services is offered, including scholarships, counselling, and career guidance, which help students overcome academic challenges and prepare for successful professional careers.<br>During 2021-22: -<br>• 391 students benefitted from scholarships and freeships provided by the Government.<br>• 705 students received scholarships and freeships from the institution and non- |

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| | | governmental agencies.<br>• 939 students availed guidance/coaching for competitive examinations and career counselling offered by the institution. |
| **Student Progression** | What percentage of students' progress to higher education, secure placements, or clear competitive exams? | Yes, College demonstrates strong student progression outcomes, with a significant number of students securing placements, pursuing higher education, & successfully clearing competitive examinations. The number of students opting for higher education has shown a consistent year-on-year increase, along with a noticeable rise in those appearing for and clearing competitive exams.<br>During the academic year:<br>• 231 outgoing students secured placements through campus recruitment and other channels.<br>• 73 students progressed to higher education.<br>While the institution maintains an impressive track record, there is potential to further enhance placement opportunities, particularly in emerging sectors such as data science, artificial intelligence, industrial engineering, and Automobile sector. |
| **Student Participation** | Is there active student participation in academic and administrative bodies? | Yes, student participation at this college is robust and multi-dimensional, reflecting the college's commitment to fostering leadership, responsibility, and teamwork. Students are actively encouraged to engage in both academic and administrative bodies, including the Internal Quality Assurance Cell, Grievance Redressal Cell, and the Discipline Committee. Their involvement ensures transparency, inclusivity, and a sense of ownership in institutional functioning. Well-structured student committees are in place across various levels to coordinate and lead activities, contributing significantly to campus life. Students also take the initiative in organizing key events such as:<br>• Independence Day, Republic Day, other dedicatory day celebrations<br>• Teacher's Day functions<br>• Freshers' Party |

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| | | • Farewell Ceremony<br>• Various extracurricular and co-curricular activities<br>• College/Department Level Clubs |

**Peer Review Comments:**

- **Strengths:**
  - The institution offers comprehensive student welfare programs, including scholarships, counselling, and career guidance, which collectively support holistic student development.
  - Active student participation in institutional governance through bodies like IQAC, Grievance Cell, and various student committees promotes leadership, accountability, and a strong sense of community among students.
  - Student involvement in organizing academic, cultural, and national events fosters teamwork and enhances soft skills.
- **Suggestions for Improvement:**
  - Enhance alumni engagement in placement drives, mentorship programs, and skill development workshops.
  - Leverage alumni networks to bridge the gap between academic learning and evolving industry expectations, particularly in emerging sectors.
  - Encourage structured alumni-student interactions to provide guidance on higher education, entrepreneurship, and competitive exam preparation.

**Parameter F: Governance, Leadership, and Management**

| Sub Parameter | Statement | Comments |
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| **Vision and Mission** | Is the institution's governance reflective of effective leadership? | Yes, in alignment with its vision, the college leadership fosters a conducive environment characterized by empathy, inclusion, and continuous improvement. The management actively supports and encourages all stakeholders—students, faculty, and staff—to perform at their best, promoting a culture of collaboration and growth. The leadership is proactive in aligning both academic and administrative processes with institutional goals. It ensures that policies, practices, and initiatives remain student-centric and forward-looking, reflecting a strong commitment to academic excellence and social responsibility. |

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| **Institutional Governance** | Is there decentralization and participatory management within the institution? | Yes, the college follows a decentralized and participatory governance model. A comprehensive committee system is in place to manage various academic and administrative functions. These committees reflect the college's commitment to participative management and the decentralization of power. Key features include:<br>• Presence of multiple statutory and non-statutory committees, including those overseeing student activities, cultural events, seminars and conferences, library operations, and more.<br>• All committees operate in a democratic manner, fostering collaboration and ensuring accountability in institutional processes. |
| **Faculty Empowerment** | Are faculty welfare measures and career progression avenues available? | Yes, Faculty empowerment is a key priority at the institution. The college actively promotes professional growth by offering numerous opportunities for faculty development through workshops, seminars, and career advancement programs. Adequate infrastructure and resources are in place to support and sustain these empowerment policies. In addition to regular increments in salary & in recognition of their service and welfare, the college has instituted several support measures:<br>• Financial Support: A compensation of ₹2,00,000 is provided to teaching staff and ₹1,00,000 to non-teaching staff in case of any unfortunate mishap.<br>• Emergency Services: An institute vehicle is available 24×7 on campus for emergencies.<br>• Educational Benefits: Admission for wards of staff is prioritized, ensuring ease of access to quality education.<br>• Conference Support: Registration fees and travel expenses are reimbursed for both teaching and non-teaching staff to attend conferences, seminars, workshops, and skill development programs.<br>• Online Learning Incentives: Faculty members are encouraged and supported to complete |

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| | | MOOCs such as NPTEL, edX, and Udemy, with incentives and recognition upon successful completion.<br>• Consultancy Promotion: Faculty are motivated to engage in consultancy activities, with a revenue-sharing model in place to reward their contributions.<br>• Accommodation and Transport: Free accommodation and electricity are provided for staff residing on campus. Additionally, a free daily transport facility is available for staff commuting from home.<br>• Women Empowerment: A dedicated Women Empowerment Cell regularly organizes guest lectures, seminars, and workshops to promote gender equity and enhance the role of women in academia.<br>• Staff Amenities: Separate canteen facilities are available for faculty and staff to ensure comfort and convenience. |

**Peer Review Comments:**

- **Strengths:** (a) A robust governance framework promoting participatory management, (b) Pedagogical enhancement through faculty/staff development programs.
- **Suggestions for Improvement:** (a) More faculty exchange programs may be incorporated (b) More opportunities may be provided to faculty for partnership-based consultancy projects/revenue generation

## Parameter G: Institutional Values and Best Practices

| Sub Parameter | Statement | Comments |
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| **Gender Equity and Inclusiveness** | What are the institution's initiatives for promoting gender equity and inclusiveness? | The college demonstrates a strong commitment to gender equity and inclusiveness through comprehensive policies and initiatives. Key efforts include:<br>• **Policies and Committees**: The Women's Development Cell and Internal Committee actively address gender equity and grievances, ensuring a supportive environment.<br>• **Sensitization and Education**: Regular |

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| | | workshops, seminars, and discussions on gender policies and sensitive topics promote awareness and foster inclusivity.<br>• **Safe and Inclusive Campus**: A gender-neutral atmosphere is maintained, supported by increased CCTV coverage and the appointment of both male and female security personnel to ensure physical safety.<br>• **Proactive Initiatives**: Annual self-defence workshops and inclusive admission policies further strengthen the college's commitment to gender equity. |
| **Environmental Sustainability** | Are there initiatives for managing waste, renewable energy, and promoting environmental sustainability? | The college demonstrates a robust commitment to environmental sustainability through well-structured initiatives integrated into its operations. Key efforts include:<br>• **Waste Segregation and Management:** Separate bins for dry and wet waste are strategically placed across the campus to promote recycling of biodegradable and non-biodegradable waste. Vermicomposting pits convert organic waste into compost, which is utilized in the college's green spaces.<br>• **Awareness and Education:** Waste Management Awareness Lectures and field visits educate students on effective solid and liquid waste management, fostering a culture of environmental responsibility.<br>• **Institutional Integration:** Sustainable practices are embedded in the college's values and daily operations, ensuring long-term commitment to environmental stewardship. |
| **Best Practices** | Are there unique best practices implemented by the institution that reflect its distinctiveness? | Yes, the college has implemented two exemplary best practices that significantly contribute to its institutional excellence: **Continuous Enrichment of Teaching and Learning Process** and **Student Mentorship Program**. First practice focuses on enhancing the quality of education through dynamic and industry-aligned methods, ensuring students are well-prepared for national and global challenges |

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| | | while second practice support students' personal and professional growth, fostering a sense of community and alignment with institutional values. |

**Peer Review Comments:**

- **Strengths:** The Continuous Enrichment of Teaching and Learning Practice at the college ensures a dynamic, outcome-focused education system, while the Student Mentorship Program practice creates a supportive environment that nurtures both personal and professional growth
- **Suggestions for Improvement:** Gender Sensitization Committee may be formed in the college & semester vies self-defence workshops may be conducted for promoting gender sensitization.

**General Observations of Peer Team after its interaction and review of the documents:**

The institution is well-structured and adheres to UGC norms for autonomous colleges. It maintains high academic standards, effective governance, and transparency through stakeholder involvement. The IQAC actively ensures quality in teaching-learning processes, while the college supports faculty development, student participation in outreach programs, and welfare measures for staff. The lush green campus and optimal infrastructure further enhance the learning environment. Faculties are encouraged for higher studies, participation in Faculty Development Programmes, conferences etc. and for the same college conducts useful activities. Overall, the institution demonstrates a strong commitment to academic excellence, social responsibility, and stakeholder engagement.

**General Recommendations of the Team:**

1. More online Courses through NPTEL platform may be introduced in UG Courses.
2. Further strengthen academic partnerships with prominent Indian and international universities to enrich teaching, research, and student development.
3. Initiate steps towards achieving the status of a 'Deemed to be University' or 'Private University' to gain greater academic autonomy and recognition'.

**The external peer team is expressing satisfaction with the Implementation of Autonomy Processes & Performance of the College.**

***Signature of the Peer Team Members:***

10/9/2022

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

10/9/2022

**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: ....10.9.2022.....

Place: ....Amritsar.....

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

10.09.2022

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

**Principal**
Amritsar Group of Colleges, Amritsar

AMRITSAR GROUP OF COLLEGES * AMRITSAR *