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: 2023-24

(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 **21.09.2024** 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 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.	Contact No.: +91-94175-49528, Email: gargrk@nitj.ac.in
Prof. (Dr.) Rajesh Khanna Professor, Department of Electronics and Communication Engineering, Thapar Institute of Engineering and Technology *(Deemed to be University),* Patiala, Punjab - 147004	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, Head of the Institution, 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

Institution Name	Amritsar Group of Colleges
Address	12 km Stone, Amritsar-Jalandhar, G.T. Road, Amritsar, 143001, Punjab
Year of Establishment	2002 (Autonomy status conferred in 2014)
Name of Head of the Institute	Dr. Gaurav Tejpal
Mobile No. (Head of the Institute)	+91-9888300111
Registered e-mail ID (Head of the Institute)	principal@acetedu.in
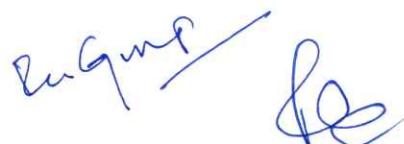
Current Academic Details

Details	Acad. Year 2023-24
Number of Programs Offered in the College	21
Number of Courses in all the Programs	971
Total Number of on roll Students	2534
Number of Full-Time Teachers working in the College	228

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 institution regularly updates its curriculum by incorporating contemporary academic and industrial developments in alignment with local, national, and global needs. A 10-point credit-based grading system has been adopted to meet global and national industry standards. Efforts are underway to integrate the National Education Policy (NEP) 2020 into curriculum design and development. The curriculum includes courses such as Environmental Science, Professional Ethics, Human Values, and the Indian Knowledge System (IKS), reflecting a balanced approach toward holistic education. In consonance with NEP 2020, emerging programmes such as Computer Engineering, Bachelor of Tourism and Travel Management, B.Sc. (Hons.) Nutrition & Dietetics, and B.Voc. (Fashion Design and Garment Technology) have been introduced to provide students with future-ready competencies. The curriculum design emphasizes employability, innovation, and research. Syllabi are prepared by respective departments, reviewed by the Boards of Studies (BoS), and approved by the Academic Council. • During the year, syllabus revision was undertaken in 05 out of 21 programmes,

		reflecting a continuous and systematic approach to curriculum enrichment.
Program Outcome	Are Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) clearly defined and communicated?	Yes, the College has formulated Programme Outcomes for various Programmes offered. The Departments formulate the Programme Specific Outcomes (PSO) and Course Outcomes (CO). The same is discussed in the Board of Studies (BoS) meetings and finalized. The Course outcomes are specifically tailored keeping in view the Programme outcomes. The COs & PSOs are re-formulated whenever changes in the syllabi are passed by the BoS. The same are then approved by the Academic Council. POs, PSOs & COs are well-communicated to all stakeholders through various channels, including the website and physical displays within departments, orientation sessions and mentorship booklets, ensuring transparency and student understanding of their educational goals. The college regularly monitors the attainments of CO's, PO's and PSO's and appropriate action are taken based on the identified weaknesses through a well-structured continuous and comprehensive evaluation mechanism, for ushering need-based improvement.
Curriculum Flexibility	Does the institution offer flexibility through electives, open courses, and MOOCs?	Yes, the institution provides substantial flexibility through a variety of electives, open courses, and MOOCs. The Choice-Based Credit System (CBCS) allows students to customize their academic experience, fostering a personalized learning environment that aligns with their individual interests and professional goals. The institution's Bucket System encourages interdisciplinary learning, enabling students to explore diverse subjects and develop skills that enhance their employability. In line with institutional practices and in consonance with the NEP 2020, students are encouraged to enroll in online learning platforms (NPTEL/MOOCs) to enhance their knowledge and acquire additional certifications. • During the year, 50 value-added courses (each with 30 or more contact hours) were offered to impart transferable, technical, and life skills.

		A total of 526 students successfully completed these courses, reflecting the institution's strong commitment to holistic and skill-oriented education.
Curriculum Enrichment	Are cross-cutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability integrated into the curriculum?	Yes, the institution effectively integrates cross-cutting themes such as environmental sustainability, and human values into the curriculum in line with its commitment to holistic education. These themes are addressed through dedicated courses, projects, workshops, and experiential learning activities. For instance, environmental sustainability is explored through hands-on projects, while professional ethics and human values are emphasized through interactive workshops and discussions. Additionally, certain programmes expose students to specialized domains such as business ethics, ethics in counselling, creative writing, policymaking, genetic cloning, and clinical studies, ensuring that learners develop a comprehensive and practical understanding of ethical and socially responsible practices.
Feedback System	Is there a structured feedback mechanism for curriculum improvements from stakeholders (students, alumni, industry)?	Yes, the institution has established a structured feedback mechanism to ensure continuous curriculum improvement. Feedback is regularly collected from students, alumni, employers, faculty, and other stakeholders. The collected feedback is systematically analyzed by IQAC and appropriate actions are taken based on the findings. The revised inputs are incorporated into curriculum planning to maintain its relevance, quality, and responsiveness to academic and industry needs. This mechanism reflects a culture of participatory governance and a commitment to continuous academic enhancement.

Peer Review Comments:

  Strengths:

- Curriculum is regularly updated in alignment with global, national, and local needs.
- NEP 2020 principles are being integrated, including multidisciplinary learning and skill-based courses.
- Emerging programmes like Computer Engineering, Bachelor of Tour. & Travel Management, B.Sc. Nutrition & Dietetics, and B.Voc. Fashion Design are added.
- 10-point credit system ensures standardization and global compatibility.

- Value-added courses and online/NPTEL/MOOCs support transferable skills and self-learning.
- Cross-cutting themes such as sustainability, ethics, and human values are well integrated.
- Structured feedback from students, alumni, employers, and stakeholders is used for curriculum improvement.

Suggestions for Improvement:

- Accelerate full integration of NEP 2020 across all programmes.
- Introduce more interdisciplinary and research-oriented courses.
- Formalize credit transfer for online/NPTEL courses.

Parameter B: Teaching-Learning and Evaluation

Sub Parameter	Statement	Comments
Student Enrolment and Profile	How does the institution ensure diversity in student enrolment?	The college follows the counselling and reservation rules prescribed by the affiliating university/State Govt. For non-counselling programs, admissions are merit-based under the college's inclusive policy. Students are encouraged to avail various government scholarships such as PMS, PM-USPY (SSJKL), and DRCC. The college also conducts its own scholarship test and offers PG scholarships based on qualifying exam marks. During 2023–24, a total of 2,534 students were enrolled, with 560 final-year students graduating.
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 has effective systems to address diverse learning needs of students. Advanced and slow learners are identified through continuous assessment, classroom interactions, and analysis of students' prior educational background, medium of schooling, and language proficiency. Slow learners receive targeted support through remedial classes, mentorship programs, and engagement in the Language Lab. Advanced learners are provided with additional academic challenges to foster higher-order thinking and intellectual growth. They are encouraged to participate in workshops, industrial/site visits, research projects, and interactive lectures to strengthen their problem-solving, analytical, and creative abilities.

Teaching-Learning Process	Is the teaching-learning process student-centric with methods such as experiential and participatory learning?	The institution emphasizes a student-centric and participatory learning environment, fostering active engagement and experiential learning. The teaching–learning process integrates case studies, hands-on projects, open house exhibitions, field trips, and problem-solving exercises, which effectively enhance learning outcomes. Various educational tools and methods such as working models, real-life visuals, microscopy demonstrations, and quizzes are employed to enrich classroom learning. Experiential learning is further reinforced through field trips and industrial visits, providing students exposure to real-world applications of their academic knowledge.
Use of ICT	Are ICT-enabled tools and Learning Management Systems (LMS) used effectively for teaching?	The institution has effectively integrated ICT tools into its teaching–learning and evaluation processes. The campus is fully Wi-Fi enabled, and classrooms are equipped with smart teaching facilities such as overhead projectors, sound systems, and interactive panels, supporting visual, virtual, and experiential learning. Faculty use these facilities for teaching, evaluation, communication, and resource sharing. The institution also uses a LMS to share resources, conduct online assessments, and manage examination-related activities. LMS functionalities include marks entry, declaration of semester results, report generation, admit cards, and individual student record management, with robust security features. To enhance the teaching–learning experience, the ICT infrastructure has been upgraded. With the fully wi-fi enabled campus, college possess 3 Seminar Halls & total 68 classrooms including rooms with ICT facilities (Smart LEDs/ Interactive Smart Panels/ Projectors/ Sound Systems/ Internet Facilities).
Evaluation Process and Reforms	Are reforms in the examination system and Continuous Internal Assessment (CIA) integrated into the teaching-learning process?	The institution has effectively integrated examination reforms and CIA with the teaching–learning process. Continuous evaluation is carried out in alignment with Outcome-Based Education (OBE) and Course Outcomes (COs). The CIA framework comprises two Mid-Semester Tests (MSTs), two assignments, and attendance weightage. End Semester Examinations are conducted to evaluate the attainment of Program

		Outcomes (POs). Student performance is continuously monitored, and constructive feedback mechanisms are employed to facilitate continuous improvement.
		Key Reforms Implemented (2023–24):
		• 100% automation of the Examination Management System, including result processing, grade sheet generation, and online access.
		• Central Evaluation Centre; IT integration in all examination processes via LMS.
		• Secure and transparent practices: randomized question paper selection, CCTV monitoring, biometric access, and strict invigilation.
		• Continuous practical evaluation and revaluation system for fairness.
		• A grievance redressal mechanism for evaluation-related issues has been established.

Peer Review Comments:

Strengths:

- Diverse student enrolment ensured across regions and backgrounds; total student strength 2,534 with 560 outgoing students.
- Effective support systems for advanced and slow learners, including mentorship, remedial classes, and language lab assistance.
- Student-centric and experiential learning emphasized through case studies, projects, exhibitions, field trips, and industrial visits.
- Optimum use of ICT tools and LMS for teaching, evaluation, resource sharing, and examination management.
- Evaluation reforms including continuous internal assessment, automated examination management, revaluation, and grievance redressal.

Suggestions for Improvement:

- Expand use of advanced ICT tools, virtual labs, and AI-enabled teaching methods.
- Increase peer-assisted learning and collaborative study initiatives.

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

Parameter C: Research, Innovations, and Extension

Sub Parameter	Statement	Comments
Research Promotion	Are research policies well-defined, and does the institution promote research activities?	Yes, the institution has a well-defined research policy and a supportive environment. Laboratories are well-equipped with modern infrastructure, enabling faculty and students to engage in multidisciplinary research projects. Industry collaborations have increased, providing practical exposure and research opportunities. Workshops, seminars, and training programs have been organized to strengthen research culture. The institution extends financial assistance to both faculty and students to encourage research initiatives and publication in reputed journals.
Innovation Ecosystem	Is there a system for innovation and entrepreneurship at the institution?	Yes, the innovation ecosystem has been strengthened with greater industry engagement and mentorship. The developing Entrepreneurship Cell promotes entrepreneurial skills through workshops, incubation support, and start-up mentoring. Students participate in industry-linked innovation projects and competitions, fostering practical entrepreneurial experience.
Research Publications and Consultancy	Are there notable research publications, patents, and consultancy projects?	Yes, the number of research publications has increased across departments, reflecting growing scholarly engagement. Consultancy projects have been initiated with industries and local communities, though scope for growth remains. Institutional policies support faculty research, patents, and consultancy projects, linking research with practical and societal applications.
Extension Activities	Are there extension activities that involve students in community-based projects?	Yes, the students are actively engaged in community-based projects through NSS and departmental societies/clubs/initiatives. Activities include support for street and slum children, differently-abled individuals, orphans, hospital patients, senior citizens, and domestic workers. Programs include blood donation drives, rural camps, cleanliness drives, health awareness campaigns, environmental initiatives, and remedial coaching for local schools.

Peer Review Comments:

Strengths:

- Well-defined research policy with modern laboratory infrastructure supporting multidisciplinary research.
- Active industry collaborations enhancing applied research and practical exposure.
- Increased number of research publications in peer-reviewed journals and conferences.
- Strengthened innovation ecosystem through Entrepreneurship Cell, student start-ups, incubation support, and industry-linked projects.
- Optimum student participation in community engagement and extension activities, including social outreach, health, environment, and education programs.
- Initiation of consultancy projects and policies encouraging patents and applied research.
- Structured programs promoting skill development, entrepreneurial mind-set, and social responsibility among students.

Suggestions for Improvement:

- Expand interdepartmental and multidisciplinary research collaborations.
- Encourage faculty for publications in high impact journals.

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)?	Yes, the college possesses reasonably adequate infrastructure and physical facilities to meet the current academic and administrative requirements. The campus houses well-maintained classrooms, laboratories, computing infrastructure, and a well-stocked library that collectively support effective teaching–learning processes. With the fully wi-fi enabled campus, college possess 3 Seminar Halls & total 68 classrooms including rooms with ICT facilities (Smart LEDs/ Interactive Smart Panels/ Projectors/ Sound Systems/ Internet Facilities). These facilities adequately meet the needs of students and faculty; however, expansion is anticipated in the near future to accommodate the expected increase in student enrolment. In alignment with the institution's commitment to continuous improvement, the ICT infrastructure is regularly upgraded to optimize the teaching–learning experience and foster an engaging, technology-enabled academic environment.

IT Infrastructure	Does the institution have adequate IT infrastructure (e.g., bandwidth, Wi-Fi, cyber security policies)?	The college has an adequate and well-established IT infrastructure that effectively supports the academic and administrative environment. The entire campus is Wi-Fi enabled with 24×7 connectivity for students and staff, backed by a 200 Mbps leased line and a maintained 3:1 student–computer ratio. All departments are interconnected through a fiber optic network, ensuring seamless communication and data sharing. The institution has multiple computer laboratories, including IT labs, a video conferencing lab, and a language lab, which cater to the diverse needs of various programs. A dedicated Big Data Analysis Lab and other IT facilities are available for both academic and office use. To promote inclusive education, the college provides technological support for visually impaired persons, including screen readers and text-to-speech converters. Robust cybersecurity protocols are in place to ensure data protection and secure digital access. Additionally, CCTV cameras are installed across the campus to maintain safety and surveillance. Collectively, these facilities directly and indirectly facilitate the smooth conduct of teaching, learning, and research activities.
Maintenance of Infrastructure	Are there established procedures for maintaining infrastructure and resources (e.g., libraries, labs)?	Yes, maintenance of infrastructure is systematic and effectively monitored through established institutional mechanisms. The Estate office oversees the overall maintenance of physical and IT infrastructure with the support of trained technical and housekeeping staff. Regular maintenance is ensured through Annual Maintenance Contracts (AMCs) and periodic inspections of electrical systems, laboratory equipment, water purifiers, and waste management systems. Electricians and workshop technicians manage laboratory and equipment upkeep, while support staff ensure daily cleaning of classrooms and laboratories. The library operations are managed by the librarian, ensuring efficient upkeep of library resources. Maintenance of ICT equipment is handled by the NIC Office, while sports equipment is maintained by the respective in-charges and support staff. Campus security is managed under the

	IQAC External Peer Team Review Report (Regarding the Implementation of Autonomy & Performance of the College) AY: 2023-24	Internal Quality Assurance Cell (IQAC)

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

		supervision of the Chief Security Officer, ensuring round-the-clock safety and discipline.

Peer Review Comments:

Strengths:

- Adequate and well-maintained physical and ICT infrastructure.
- Campus-wide Wi-Fi with strong IT support and cybersecurity systems.
- Availability of smart classrooms, advanced labs, and assistive technologies.
- Systematic maintenance of physical and digital resources through AMCs.
- Well-equipped library with both print and digital learning resources.

Suggestions for Improvement:

- Plan for infrastructure expansion to meet future academic needs.
- Periodically upgrade IT systems and e-resources.

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)?	Yes, student welfare systems are well-established and provide essential support to the students. AGC offers a wide range of welfare services, including scholarships, counselling, and career guidance. These initiatives enable students to effectively navigate academic challenges and prepare for their professional careers. During the academic year, 610 students benefitted from scholarships and freeships provided by the Government, while 795 students received support from institutional and non-governmental agencies. Additionally, a total of 1,290 students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution. Various student support mechanisms such as mentoring, grievance redressal, anti-ragging cell, and student counselling services are functional. The institution encourages students to actively participate in co-curricular and extracurricular clubs to foster holistic personality development and overall well-being. There are around 25 student clubs catering to diverse interests. Every first-year student is required to be a member of at

		least one club, ensuring early engagement and community building. Each club is mandated to organize a minimum of two events during the academic year. From the second year onwards, participation in clubs becomes voluntary, allowing students to choose activities based on their interests and academic priorities.
Student Progression	What percentage of students' progress to higher education, secure placements, or clear competitive exams?	Yes, student progression at the institution is good. College demonstrates a strong record of students securing placements/ pursuing higher education/ successfully clearing competitive examinations. The number of students opting for higher studies is increasing year on year, and there has been a noticeable growth in students appearing for and clearing competitive exams. During the academic year, good %age of students demonstrated progression through placements, higher education, competitive examinations, or engagement in start-ups and family businesses. The institution provides consistent support through career counselling, skill development programs, and regular placement drives, all of which contribute significantly to student success and employability.
Student Participation	Is there active student participation in academic and administrative bodies?	Yes, student participation at AGC is robust and widespread across administrative, and extracurricular platforms. Students are actively encouraged to engage in various bodies, including the IQAC, Grievance Cell, and Discipline Committee, as well as in the organization and management of academic and extracurricular activities. Structured student committees exist at all levels, providing students with opportunities to take up responsibilities and contribute to institutional governance and event management. Students are also actively involved in organizing national celebrations such as Independence Day and Republic Day, along with institutional events like Teacher's Day, Fresher's Party, and Farewell Ceremony, promoting a sense of community and participatory culture.

Peer Review Comments:

Strengths:

- Well-structured student welfare system including scholarships, counselling, and career guidance.
- High rate of student progression in placements & higher education.
- Effective institutional support for competitive exam coaching, mentoring, and career readiness.
- Active involvement of students in national celebrations, cultural events, and institutional committees.

Suggestions for Improvement:

- Strengthen alumni and industry networks for mentorship and employment support.
- Introduce additional need-based scholarships and financial assistance programs.

Parameter F: Governance, Leadership, and Management:

Sub Parameter	Statement	Comments
Vision and Mission	Is the institution's governance reflective of effective leadership?	Yes, the institution has a clear vision and mission supported by effective leadership. The institution's governance reflects its vision of providing quality education and fostering innovation. In line with College's vision-mission, the leadership fosters a culture of empathy, inclusivity, and collaboration, providing a conducive environment for all stakeholders. The management and leadership are proactive in aligning academic and administrative processes with institutional goals, promoting quality education, innovation, and holistic development.
Institutional Governance	Is there decentralization and participatory management within the institution?	Yes, governance at the institution is decentralized and participatory. College follows a decentralized governance model, promoting participatory management across all departments. Faculty members are empowered to actively contribute to decision-making processes, which enhances institutional effectiveness and accountability. A comprehensive committee system is established for smooth functioning. 27 Committees are appointed by the Principal based on faculty members' expertise and interests, with statutory committees, academic councils, and governing bodies guided by the Principal as convener. These committees oversee a

		wide range of activities, including student programs, festivals, cultural events, seminars, conferences, and library operations. All committees operate democratically, with clearly defined roles, responsibilities, and accountability mechanisms, ensuring that leadership is inclusive, transparent, and participatory.
Faculty Empowerment	Are faculty welfare measures and career progression avenues available?	Yes, in addition to various kind of leaves & regular increments in salary, the institution provides comprehensive faculty welfare measures and career progression opportunities. • Faculty members have access to a wide range of professional development programs, including workshops, seminars, conferences, and skill development courses. • Adequate policies and facilities support sustained faculty growth and well-being. • Financial security in case of mishaps is ensured through a special compensation (₹2,00,000 for teaching staff and ₹1,00,000 for other staff). • An institute vehicle is available 24×7 for emergencies, and free transport facilities are provided for commuting staff. • Staff residing on campus receives free accommodation and electricity. • Wards of staff are given priority admission, and special discounts in registration fees • Travel expenses for attending academic events are reimbursed. • 50% financial support is provided for Ph.D. enrolment registration fees, and faculty are encouraged to complete MOOCs (NPTEL, edX, Udemy) with institutional support and incentives. • Consultancy activities are promoted through revenue-sharing mechanisms. • Faculty members have access to a separate free cafeteria with tea and coffee for comfort and convenience.

	IQAC External Peer Team Review Report (Regarding the Implementation of Autonomy & Performance of the College) AY: 2023-24	Internal Quality Assurance Cell (IQAC)

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

Peer Review Comments:

Strengths:

- Clear and well-articulated vision and mission aligned with institutional goals.
- Decentralized and participatory governance promoting faculty involvement and accountability.
- Well-structured committee system overseeing academic, administrative, and cultural activities.
- Comprehensive faculty empowerment programs including professional development, welfare support, and incentives for MOOCs, consultancy, and research.
- Leadership fosters a culture of inclusivity, collaboration, and proactive decision-making.
- Strong support for women empowerment, emergency services, and infrastructural facilities for staff.

Suggestions for Improvement:

- Periodically review governance and leadership strategies to align with emerging trends in higher education.
- Strengthen stakeholder engagement in institutional policy-making and planning.
- Expand consultancy, research, and industry collaboration opportunities.
- Enhance feedback mechanisms for faculty and staff to further improve institutional governance.

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?	Gender equity and inclusiveness are actively promoted at AGC. The college implements policies, sensitization workshops, and inclusive admission practices to ensure equitable opportunities for all genders. The women empowerment cell addresses gender-related issues and fosters a safe, gender-neutral, and healthy campus environment. The physical safety and emotional well-being of students, faculty, administrative staff, and visitors are prioritized. Measures include expanded CCTV coverage, appointment of male and female security personnel, and the functioning of the Women's Development Cell and Internal Complaints Committee to address gender-based grievances. The institution organizes annual self-defence workshops, seminars, and talks on gender-related issues. Discussions and awareness programs on gender policies and sensitive topics are regularly conducted,

		promoting a culture of respect, inclusivity, and empowerment.
Environmental Sustainability	Are there initiatives for managing waste, renewable energy, and promoting environmental sustainability?	Yes, environmental sustainability is actively promoted at AGC through systematic initiatives integrated into the campus culture and operations. The college has implemented waste segregation with separate bins for dry and wet waste to facilitate recycling and proper disposal. Students are sensitized to sustainability practices through waste management awareness lectures and field visits, creating an understanding of solid and liquid waste management. These measures reflect the institution's commitment to eco-friendly practices and the integration of sustainability into daily operations.
Best Practices	Are there unique best practices implemented by the institution that reflect its distinctiveness?	Yes, the institution has implemented best practices that contribute to its academic excellence. Two notable practices are: ***Continuous Enrichment of Teaching and Learning Process*** *Objectives:* • To orient students on the basics of Outcome-Based Education (OBE) at the start of the program and continue discussions through teacher-student interactions. • To involve expert academicians in curriculum content revisions via Board of Studies meetings. • To engage industry personnel for additional study sessions both inside and outside the classroom. • To enable students to participate and compete at national and global levels. ***Student Mentorship Program*** *Objectives:* • To help new students adapt to college culture and academic processes. • To support current students' professional and personal development throughout their studies.

		• To foster a cooperative network among students and between students and faculty mentors. • To encourage students to set and achieve educational and professional goals. • To provide opportunities for students to learn from faculty mentors' work experiences, aiding in informed educational and career decisions.

Peer Review Comments:

Strengths:

- Active promotion of gender equity and inclusiveness through policies, sensitization workshops, and dedicated committees.
- Safe and gender-sensitive campus with CCTV coverage, security personnel, and self-defense programs.
- Effective environmental sustainability initiatives, including waste segregation, vermicomposting, and awareness programs.
- Integration of sustainability and eco-friendly practices into daily campus operations.
- Implementation of best practices: Continuous enrichment of teaching-learning process and structured student mentorship program.
- Strong involvement of academic and industry experts in curriculum development and skill enhancement.
- Programs foster holistic student development, national/global competitiveness, and professional preparedness.

Suggestions for Improvement:

- Expand gender sensitization programs to include faculty, staff, and community stakeholders.
- Conduct periodic gender equity and environmental audits to identify gaps and improvements.
- Encourage student-led initiatives promoting inclusivity, sustainability, and leadership.
- Integrate gender sensitivity and sustainability modules into the curriculum.
- Regularly evaluate and enhance best practices to maximize impact on student outcomes.
- Document and share success stories and outcomes to motivate students and faculty.

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

- **Curriculum and Academic Innovation**: Regularly updated curriculum aligned with global, national, and local needs; integration of NEP 2020 principles, multidisciplinary learning, skill-based courses, and emerging programmes (e.g., Computer Engineering, BTTM, B.Sc. Nutrition, B.Voc. Fashion Design) are added.

- **Credit System and Learning Flexibility**: Implementation of a 10-point credit system, value-added courses, online/NPTEL/MOOCs, and structured feedback from students, alumni, and employers to ensure academic standardization, transferable skills, and continuous curriculum improvement.

- **Student-Centric Learning and Support**: Experiential and student-centric learning through case studies, projects, exhibitions, field trips, industrial visits, mentorship programs, remedial classes, and language lab support for both advanced and slow learners.

- **ICT and Evaluation Reforms**: Optimum use of ICT, LMS, smart classrooms, and advanced labs for teaching, assessment, resource sharing, and examination management; continuous internal assessment, automated exams, revaluation, and grievance redressal.

- **Research, Innovation, and Entrepreneurship**: Well-defined research policies, modern lab infrastructure, increasing research publications, patents, consultancy projects, industry collaborations, Entrepreneurship Cell, student start-ups, and incubation support fostering innovation and applied research.

- **Skill Development and Holistic Growth**: Structured programs promoting professional skills, entrepreneurial mindset, social responsibility, leadership, teamwork, and participation in academic, cultural, and extension activities.

- **Student Welfare and Career Advancement**: Comprehensive support through scholarships, counselling, career guidance, competitive exam coaching, mentoring, and strong placement and higher education progression.

- **Infrastructure and Campus Facilities**: Adequate physical and ICT infrastructure with smart classrooms, advanced labs, well-equipped libraries, assistive technologies, campus-wide Wi-Fi, IT support, cybersecurity, and systematic maintenance of resources.

- **Governance and Leadership**: Clear vision and mission, decentralized and participatory governance, structured committees, faculty empowerment programs, professional development, and an inclusive, collaborative institutional culture.

- **Inclusivity, Safety, and Gender Equity**: Promotion of gender equity, women empowerment, safety measures, emergency services, sensitization workshops, self-defense programs, and a safe, gender-sensitive campus environment.

- **Environmental Sustainability**: Integration of sustainability practices across campus operations, including waste segregation, vermicomposting, awareness programs, and eco-friendly initiatives.

- **Best Practices and Continuous Improvement**: Continuous enrichment of teaching-learning processes, structured mentorship programs, strong industry-academia engagement, and programs fostering holistic development, global competitiveness, and professional readiness.

Recommendations for Quality Enhancement of the College:

The External Committee has made the following recommendations for the enhancement of college performance:

	IQAC External Peer Team Review Report (Regarding the Implementation of Autonomy & Performance of the College) AY: 2023-24	Internal Quality Assurance Cell (IQAC)

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

- **Curriculum & Learning**: Fully integrate NEP 2020 expand list of interdisciplinary courses, formalize online course credits.
- **Technology & Infrastructure**: Expand AI-enabled teaching, virtual labs, LMS, analytics, and maintain/upscale academic, research, and ICT facilities.
- **Institutional Progression**: Prepare the institute for progression toward **Deemed-to-be University status or Private University status**.

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

Signature of the Peer Team Members:

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

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: ......21.09.2024.....
Place: ......AGC, Amritsar.....

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

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

Principal
Amritsar Group of Colleges, Amritsar