



# YEARLY STATUS REPORT - 2022-2023

## Part A

### Data of the Institution

#### 1.Name of the Institution

GURU NANAK COLLEGE (AUTONOMOUS)

- Name of the Head of the institution **Dr. M. G. Ragunathan**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone No. of the Principal **04422451746**
- Alternate phone No. **04422444621**
- Mobile No. (Principal) **9841834579**
- Registered e-mail ID (Principal) **principal@gurunanakcollege.edu.in**
- Address **Guru Nanak Salai, Velachery, Chennai**
- City/Town **Chennai**
- State/UT **Tamil Nadu**
- Pin Code **600042**

#### 2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) **29/04/2015**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status **Grants-in aid**
- Name of the IQAC Co-ordinator/Director **Dr. Swati Paliwal**
- Phone No. **04422444621**
- Mobile No: **9445360838**
- IQAC e-mail ID **iqac@gurunanakcollege.edu.in**

**3. Website address (Web link of the AQAR (Previous Academic Year))**

<https://gurunanakcollege.edu.in/uploads/reports/aqar/1616233889.pdf>

**4. Was the Academic Calendar prepared for that year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

[https://gurunanakcollege.edu.in/files-new/iqac/event/College-Academic-Calendar\\_2022-2023%20.pdf](https://gurunanakcollege.edu.in/files-new/iqac/event/College-Academic-Calendar_2022-2023%20.pdf)

**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 2</b>	<b>A</b>	<b>3.13</b>	<b>2013</b>	<b>05/01/2013</b>	<b>04/01/2018</b>
<b>Cycle 3</b>	<b>A++</b>	<b>3.68</b>	<b>2022</b>	<b>26/10/2022</b>	<b>25/10/2027</b>

**6. Date of Establishment of IQAC**

**07/07/2007**

**7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

**8. Provide details regarding the composition of the IQAC:**

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

**9.No. of IQAC meetings held during the year** 4

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

**10.Did IQAC receive funding from any funding agency to support its activities during the year?** **Yes**

- If yes, mention the amount **INR 30000**

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

1. IQAC of GNC played a vital role for attainment of A++ with CGPA 3.68 and NIRF ranking. Through meticulous planning, execution, and ongoing efforts to improve quality, the IQAC of GNC made sure that rigorous guidelines were followed. This promoted a culture of excellence, creativity, and responsibility and helped the institution achieve a new level of academic distinction and societal influence.

2. In order to maximise Consultancy and Outreach efforts, the IQAC of GNC was instrumental in the establishment of Guru Nanak Centre for Consultancy and Outreach Initiatives. It also emphasised the Integrated Management System (IMS) to be upgraded into a state-of-the-art Center for e-Governance by utilizing its expertise. Through this evolution, Guru Nanak College is positioned as a leader in digital governance and societal impact, improving efficiency, transparency, and stakeholder engagement.

3. Through a Memorandum of Understanding (MoU), the IQAC's proactive initiative resulted in the formation of academic and administrative linkages with Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh. The aforementioned alliance strengthens the partnership in the academic ecosystem and enriches educational experiences by promoting faculty development, research collaboration, and knowledge exchange.

4. The college adopts sustainability by setting up a free cycle zone, which encourages resource reuse, reduces waste, promotes sharing, and instills a culture of environmentally conscious

behavior among students, teachers, and staff.

5. Guru Nanak College's IQAC fosters women's empowerment through a "training the trainer" technique developed in collaboration with the Penn Trust. Teachers and students are trained and the trained students are encouraged to teach self-defense skills that are specifically designed for their safety. The college motivates women to stand up for their rights and defend themselves by working with specialists and promoting an empowerment culture.

**12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:**

Plan of Action	Achievements/Outcomes
National Conference on Redefining the Role of Higher Education in Enhancing Sustainable Human Competence - First Week of June, 2022	The quality articles were received from various academicians highlighting their views. The Conference highlighted the sustainability aspects required in higher education and has given an insight to the current trends.
Workshop on Programme Outcomes and Course Outcomes Attainment - First Week of July, 2022	The process of attainment was made clear to all and the doubts of the faculty members were addressed and rectified.
National Level E - Quiz for Azadi Ka Amrit Mahotsav - Second Week & Third Week of August, 2022	Participants from all over the country participated and got their e-certificates of participation. The quiz proved to be in the lines of the spirit of Independence Day.
Workshop On "Question Paper Vetting" - Third Week of August, 2022	The Faculty members were orientated to prepare the question banks with various knowledge levels (K1 to K6) to aid the mapping of the Course Outcomes with Programme Outcomes for complete attainment of OBE.
National Level E - Quiz For National Ayurveda Day 2022 - Third Week & Fourth Week of October, 2022	The Participants all over the country participated and got their e-certificates. The awareness towards Ayurveda was

	well taken to the general public.
Orientation Programme for the Newly Recruited Faculty Members - Third Week of November, 2022	The Newly Recruited Faculty Members well understood and have learnt the working culture of the College and their responsibilities.
Internal Academic Audit - Third Week of January, 2023	The Audit was conducted meticulously and major issues were brought into account. Necessary steps were taken for improvement in teaching learning methodologies.
Conclave on Inter-Institutional Academic and Administrative Quality Improvement - Third Week of February, 2023	The Conclave was successful and served as an important platform to share knowledge of the two different HEIs, Guru Nanak College (Autonomous) Chennai and Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh
Faculty Development Programme on Health Wellness - Second Week of March, 2023	The Faculty members were benefited by the FDP. The participants gained knowledge on various health topics and understood the Dos and Don'ts for a healthy living.
Visit to IIT-M Research Park, Chennai - Third Week of April, 2023	The Faculty members explored various innovations happening in IIT-M Research Park.

**13. Was the AQAR placed before the statutory body?** Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	29/02/2024

**14. Was the institutional data submitted to** Yes

**AISHE ?**

- Year

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	<b>GURU NANAK COLLEGE (AUTONOMOUS)</b>
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• Does the institution function from its own campus?	<b>Yes</b>
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<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://gurunanakcollege.edu.in/uploads/reports/agar/1616233889.pdf">https://gurunanakcollege.edu.in/uploads/reports/agar/1616233889.pdf</a>				
<b>4.Was the Academic Calendar prepared for that year?</b>	Yes				
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<b>13.Was the AQAR placed before the statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Governing Body	29/02/2024
<b>14.Was the institutional data submitted to AISHE ?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Year</li> </ul>	

Year	Date of Submission
2021-22	13/02/2022

### 15. Multidisciplinary / interdisciplinary

Guru Nanak College is committed to fostering a dynamic educational environment that transcends traditional disciplinary boundaries, promoting collaboration, innovation, and inclusivity. Our vision for multidisciplinary and interdisciplinary excellence is rooted in core principles that emphasize collaboration, novelty, and inclusivity.

**Collaboration:** Collaboration is our chief approach, as we believe that bringing together experts from diverse fields can lead to ground-breaking discoveries and transformative solutions. For example, our Biotechnology department offers managerial skills courses, while learners from non-information technology programs are exposed to the latest technology courses. Similarly, our Commerce programs provide accounting courses for learners from other disciplines. These collaborations foster synergies that deepen our understanding of complex phenomena and drive innovation across disciplines.

**Novelty:** Novelty is another key aspect of our approach. By implementing interdisciplinary courses, we encourage students to think critically, experiment, and take risks. We recognize that breakthroughs often emerge from unexpected intersections between disciplines, and we provide opportunities for students to explore these intersections through hands-on learning experiences.

**Inclusivity:** Inclusivity is also central to our vision. By offering interdisciplinary courses, we create an inclusive environment where individuals from all backgrounds feel valued and respected. Our diverse range of courses fuels students' creativity and strengthens their ability to tackle complex problems collaboratively. Several initiatives exemplify our commitment to multidisciplinary and interdisciplinary education.

**Interdisciplinary Research Centre:** The Guru Nanak Centre for Research houses various interdisciplinary research programs focused on sustainable development, digital innovation, and global health. These programs bring together faculty, students, and external partners to address complex challenges from multiple perspectives.

**Cross-Disciplinary Curriculum:** Our educational programs are designed to encourage students to explore connections between different disciplines. Through initiatives like the New Majors Exploration (NME) in the 1st and 2nd Semesters, Inter-Disciplinary Electives (IDE) in the 5th Semester (UG), and Electives for Discipline Exploration (EDE) in PG,

students have the opportunity to enroll in courses outside their primary field of study. For example, a Physics student can learn photography, or a Visual Communication student can explore Horticulture. Transdisciplinary Projects: We actively promote transdisciplinary projects that bridge the gap between academia, industry, and society. These projects often involve partnerships with community organizations, government agencies, and industry leaders to address real-world problems through collaborative, interdisciplinary approaches. Transdisciplinary Skill Courses: Through the Guru Nanak Centre for Skill Development, we offer skill courses outside the curriculum to enhance students' employability. Students are encouraged to take skill courses across disciplines, further enriching their learning experience and preparing them for the challenges of the future job market. In conclusion, Guru Nanak College is dedicated to redefining education by embracing multidisciplinary and interdisciplinary approaches. Through collaboration, novelty, and inclusivity, we aim to empower students to become innovative thinkers, capable of addressing the complex challenges of the 21st century.

#### **16.Academic bank of credits (ABC):**

The initiation of the Academic Bank of Credits (ABC) by Guru Nanak College, along with its registration in the National Academic Depository (NAD), represents a noteworthy advancement in the modernization and improvement of the higher education environment. To empower students and enable smooth academic mobility and recognition, this effort demonstrates a dedication to creating a dynamic and inclusive learning ecosystem. By joining NAD, Guru Nanak College fosters confidence, trustworthiness, and employability by ensuring that its academic credentials are kept confidentially and easily accessible to students, employers, and other stakeholders. The gradual establishment of the Academic Bank of Credits at Guru Nanak College entails a methodical and mutually beneficial approach designed to harmonize institutional procedures, guidelines, and technological frameworks with ABC's demands. Infrastructure development is the main focus of the first phase. This includes building a strong IT infrastructure, data management systems, and safe protocols for data integration and interchange. During the second phase, Guru Nanak College collaborated with teachers, staff, and students to assure the integrity, correctness, and clarity of the data as it was digitized. This procedure includes converting current paper-based records into digital formats and validating the accuracy of the data. In order to familiarize stakeholders with the distinct benefits of ABC, Guru Nanak

College will conduct capacity-building programmes or professional development programmes in the third phase. Hands-on training, workshops, and seminars will be organized to encourage the staff members for its effective utilization. All the staff members will receive training on the procedures to entry, maintenance, and tracking of student data on the ABC platform, and students will be trained on the usage of their academic profiles for work, credit transfer, and admission to higher education institutions. The academic records are expected to be moved into the ABC platform during the fourth phase. Ultimately, the phased deployment of the Academic Bank of Credits at Guru Nanak College and its registration in the National Academic Depository exhibit a proactive and progressive approach to improving the relevance, quality, and accessibility of higher education.

### **17.Skill development:**

In today's global economy every employer wants their employee to commence their work from the day of the joining. Skills are as essential as one's academic status. Education and skills should now go hand in hand. To meet the objective, the Guru Nanak Centre for Skill Development (GNCS D) was launched in 2019 to mark the 550th Birth Anniversary of Guru Nanak Devji. This is an Initiative by our General Secretary and Correspondent for improving the employability and entrepreneurial skills among the youth. Irrespective of the degree they study, students are given the opportunity to select the course from the list of their area of interest. Mandatory Skill Courses along with the degree for all the students, which will have 1 credit per Skill Course. 2 certificate program per year and every student will be completing 6 Skill courses with 6 additional credits during their period of study in the college which will help them for better employability with domestic and International clients. Usage of technologies is inevitable in all the sectors and hence we concentrate more on Technology training. Apart from the technical skills, Soft skills like creativity, adaptability, problem-solving, and critical thinking are also becoming increasingly desirable. The college periodically conducts Learnathon, Skillathon and Hackathon, along with the corporates for the students to bring out their talents. We strongly believe in the Train the Trainer (TOT) model and in this regard, it is mandatory for all the staff to attend Faculty Development Program (FDP) with various companies. GNCS D is associated with following Organization for Skilling the students and some of them are Europe India Foundation of Excellence (EIFE), National Association of Software and Service Companies (NASSCOM - BPM

(Insurance Banking, Finance & Accounts 3015 Certifications), Data Science, AWS Cloud, Digital 101 - 1870 Certifications), STEP - Campus to Corporate Program (2100 Certifications), National Stock Exchange Academy (NSE Academy), Statistical Analysis System (SAS), Khadi Village Industry Commission (KVIC), Micro Small Medium Enterprises (MSME - 3276 Certifications), ICT Academy (1350 Certifications), AWS Academy, Naan Mudhalvan, Infosys SpringBoard, NPTEL Local Chapter, Oracle Academy, UI Path, TIDCO-TICEL Bio park. Life skill training on Cyber Security through CISCO (8000 Certifications on Cyber Security Essentials) was provided to all the Staff and Students numbering around 8000. We have provided 82 skill based job oriented courses and 42000 certifications in the last 4 years for our students. Awards Received Academic Partner Excellence Award 2023 : Academic Partner Excellence Award 2023 was conferred upon Guru Nanak College (Autonomous), Chennai by ICT Academy in recognition and appreciation for training the highest number of students; through ICT Academy Student Certification Programs. The award was given by Mr. Mano Thangaraj, Minister of Information Technology of Tamil Nadu, during the Golden Jubilee celebration. A high impact Industry - Institute Interaction Event conducted by ICT Academy on 14th March, 2023 at Chennai Trade Centre.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

The integration of Indian Knowledge Systems into the teaching of Indian languages such as Tamil, Hindi, and Sanskrit, alongside cultural education, is paramount for nurturing a profound understanding and appreciation of India's rich heritage among students. Guru Nanak College recognizes the significance of incorporating traditional knowledge systems into the curriculum to provide a comprehensive learning experience that not only enhances language skills but also fosters a connection with cultural roots. Within the courses of Sanskrit, Tamil, Hindi, English, and French, Guru Nanak College has seamlessly integrated Indian Knowledge Systems into language teaching. This integration involves incorporating indigenous philosophies, literature, and linguistic traditions into the curriculum, ensuring students engage deeply with their cultural heritage. In Sanskrit studies, for instance, students explore ancient texts like the Vedas, Upanishads, and epics such as the Ramayana and Mahabharata. The focus extends beyond linguistic analysis to understanding the profound philosophical and cultural contexts in which these texts were composed. Similarly, the curricula for Tamil and Hindi emphasize classical literature, poetry, and folklore, reflecting

the cultural ethos of their respective regions. Cultural integration is pivotal in language education. The School of Languages at Guru Nanak College has organized cultural exchange and language immersion programs, providing students firsthand experiences of Indian culture. Through online collaborations with institutions like Veer Bahadur Singh Purvanchal University in Jaunpur, Uttar Pradesh, students gain insights into Indian customs, traditions, and values, fostering a deeper appreciation for Indian society. Incorporating cultural elements into language lessons, enhances learning engagement and relevance. Students can relate language usage to real-life contexts, making the learning experience more meaningful. For instance, the curriculum of Tamil literature spans thousands of years, offering a wealth of wisdom, cultural insights, and historical perspectives. Studying Tamil literary masterpieces such as Sangam literature, epic literature, and works of iconic poets like Subramania Bharati enriches students' understanding of Indian cultural heritage and aligns with the objectives outlined in NEP 2020. Beyond language and literature, Guru Nanak College offers value education courses to all students, including elective papers on Yoga and courses related to Indian traditional medicinal plants offered by departments such as Biotechnology and Plant Biology & Plant Biotechnology. Multimedia resources, storytelling, and interactive activities further enhance the integration of Indian Knowledge Systems into language and culture teaching. Technology plays a crucial role in creating immersive learning experiences, such as virtual tours of historical sites, multimedia presentations on traditional art forms, and interactive language games based on Indian mythology. By integrating Indian Knowledge Systems into language and culture education, educational institutions like Guru Nanak College foster not just linguistic proficiency but also a sense of cultural identity, pride, and heritage among students. This holistic approach to education prepares students to be global citizens rooted in Indian values, contributing positively to society.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Outcome-Based Education (OBE) has emerged as a pivotal framework in modern educational paradigms, offering a structured approach to curriculum design and pedagogy. At GNC, our commitment to OBE is reflected in every aspect of our educational practices, ensuring that our students receive a holistic and future-oriented learning experience. Clear Learning Outcomes: Central to our curriculum design is the articulation of precise Program Outcomes (POs) and Program Specific Outcomes (PSOs). These outcomes



delineate the knowledge, understanding, and skills that students should acquire upon completing each course or program. **Student-Centric Approach:** Our educational philosophy revolves around placing students as a prime focus of the learning process. Hence, our curriculum is meticulously crafted to ensure that students acquire not only subject-specific knowledge but also critical thinking skills, problem-solving abilities, and a spirit of inquiry. **Alignment with Programme Goals:** In Our Institution, every course is carefully mapped to overarching educational objectives, ensuring coherence and synergy across the curriculum. By integrating learning outcomes at both micro and macro levels, we provide students with a cohesive and integrated educational experience. **Assessment-Driven Curriculum:** Assessment lies at the core of our OBE-centric approach, serving as a robust mechanism for evaluating student achievement and informing instructional practices. Our assessment methods are meticulously designed to gauge the attainment of learning outcomes, providing actionable feedback for continuous improvement. By employing a variety of assessment tools we cater to diverse learning styles and preferences, ensuring equitable evaluation and meaningful feedback for all students. **Transparent Expectations:** Transparency is a paramount in our educational framework, with clear communication to both educators and students. This transparency cultivates a culture of accountability and mutual respect, empowered to take ownership of their learning journey while educators serve as facilitators and mentors. **Continuous Improvement Cycle:** OBE is synonymous with a continuous improvement ethos, where assessment results serve as catalysts for refinement and optimization. Our institution embraces this iterative approach, analyzing assessment data to identify areas for enhancement in teaching methods and assessment strategies. **Compliance to Diverse Learners:** Recognizing the diversity of learners within our student body, we prioritize flexibility in instructional approaches to accommodate varied learning styles and preferences. Through experiential learning, we endeavor to create enriching learning experiences that resonate with every student. **Real-world Relevance:** A distinguishing feature of our curriculum design is its emphasis on practical and applicable learning outcomes. By embedding industry-relevant competencies and experiential learning opportunities within our curricula, we bridge the gap between theory and practice, preparing students for the demands of the professional landscape. **Emphasis on Higher-Order Thinking Skills:** Central to our philosophy is the cultivation of higher-order thinking skills, including critical thinking, problem-solving, and creativity. We foster intellectual engagement and cognitive agility among our students, transcending

rote memorization and encouraging deep conceptual understanding. Stakeholder Involvement: As advocates of stakeholder engagement, our institution embraces a participatory approach to curriculum design, involving a diverse array of stakeholders, including employers, industry professionals, and the community. In conclusion, Guru Nanak College is committed to fostering a transformative educational experience grounded in the principles of OBE.

## **20.Distance education/online education:**

Enhancing student engagement, motivation, and academic performance is a multifaceted endeavor that requires innovative teaching practices and a commitment to adapting to the evolving landscape of education. By leveraging technology and embracing new pedagogical approaches, educational institutions can create dynamic learning environments that cater to diverse learning styles and foster deeper understanding and retention of knowledge. One such innovative teaching practice is the implementation of flipped classrooms. In a flipped classroom model, students engage with course materials, such as lectures or readings, outside of class time, allowing for more interactive and collaborative activities during class sessions. This approach not only encourages active participation but also promotes deeper engagement with the material as students take on a more active role in their learning process. Virtual labs offer another avenue for enhancing student engagement and learning outcomes. By providing access to simulated experiments and hands-on activities through online platforms, students can explore scientific concepts in a safe and controlled environment. Virtual labs not only facilitate access to resources that may be otherwise unavailable but also allow for greater flexibility in scheduling and repetition of experiments, enabling students to reinforce their understanding of key concepts at their own pace. Collaborative online projects represent yet another innovative teaching practice that promotes critical thinking, problem-solving, and collaboration skills. By working together on projects that require interdisciplinary perspectives and real-world applications, students learn to communicate effectively, negotiate differences, and leverage each other's strengths to achieve common goals. Additionally, collaborative projects encourage students to take ownership of their learning and develop a sense of responsibility for their contributions to the group. By embracing digital tools and resources, faculty members are able to create learning experiences that inspire curiosity, creativity, and lifelong learning. Whether through multimedia

presentations, interactive simulations, or online discussion forums, technology is used as a leverage to enhance the teaching and learning process, making education more engaging, accessible, and relevant to the needs of today's learners. In conclusion, reimagining education for the digital age and beyond requires a commitment to innovative teaching practices that prioritize student engagement, motivation, and academic performance. By embracing technology and fostering a culture of lifelong learning, educational institutions can empower learners, transform lives, and make a positive impact on society. As we continue to evolve and adapt to the changing needs of learners, our dedication to widening access to education and promoting inclusive learning environments remains unwavering, in line with our motto, "Pro bono publico," for the benefit of all.

## Extended Profile

### 1. Programme

1.1 Number of programmes offered during the year:	<b>35</b>
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File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 2. Student

2.1 Total number of students during the year:	<b>7280</b>
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File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>

2.2 Number of outgoing / final year students during the year:	<b>2211</b>
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File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.3 Number of students who appeared for the examinations conducted by the institution during the year:	<b>7064</b>
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File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>3.Academic</b>	
3.1 Number of courses in all programmes during the year:	902
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.2 Number of full-time teachers during the year:	307
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.3 Number of sanctioned posts for the year:	307
<b>4.Institution</b>	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	2927
4.2 Total number of Classrooms and Seminar halls	157
4.3 Total number of computers on campus for academic purposes	557
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	856
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	

**1.1 - Curriculum Design and Development**

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The attainment of autonomous status, effectuates autonomy in planning of the curriculum. It undergoes a rigorous method of selection and framing in various disciplines. The prime aim of the board is to design a syllabus, with the potent to equip students with necessary amount of skill set needed for a proficient career progress. A selective members of the Board of Studies are delegated to decide and finalize the curricula. The board consist of subject experts, industrial expert, a notable student alumnus, Head of the program and the faculty members. The Board, after several discussions, evaluate and decide the course, finally acknowledged by the academic council. The periodical Faculty Development programmes equip the faculty members to hone their skill sets to be in par with the academic emerging trends enhancing the syllabus design. The Electives and the extension activities are incorporated components of the syllabus, providing a fair freedom for the wards pursuits.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	Nil

**1.1.2 - Number of Programmes where syllabus revision was carried out during the year**

27

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year**

934

File Description	Documents
Curriculum / Syllabus of such courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	<a href="#">View File</a>
MoUs with relevant organizations for these courses, if any	No File Uploaded
Any additional information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced across all programmes offered during the year

84

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

### 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

35

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>

## 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The institution prioritizes a comprehensive education, futuristic curriculum with a perspective of forward - thinking. It encompasses Professional Ethics, Gender, Human Values, Environment, and Sustainability, underscoring utilitarian graduates from the institution to the society.

**Professional Ethics:** The curriculum emphasizes cultivation of ethical behaviour in the process of decision-making and integrity.

**Gender:** Gender-related topics are actively integrated into the curriculum promoting gender equity, understanding gender dynamics and empowering students to embrace equality.

**Human Values:** The curriculum signifies empathy, integrity, and respect for diversity insisting ethical conduct, compassion, and social responsibility among students.

**Environment and Sustainability:** The curriculum addresses issues related to the environment and sustainability, educating students to adopt sustainable practices.

**Holistic Integration of Human Values:** Human values are woven throughout the curriculum and student life, fostering an environment of empathy, cooperation, and commitment to societal well-being, ensuring that graduates possess not only academic knowledge but also the ethical values necessary for meaningful contributions to their communities.

By incorporating these cross-cutting issues, the institution aims to develop graduates who are not only academically proficient but also socially aware and ethically grounded, prepared to address the complex challenges of the modern world as future leaders.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.3.2 - Number of value-added courses for imparting transferable and life skills offered**

**during the year****42**

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.3.3 - Number of students enrolled in the courses under 1.3.2 above****14434**

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	No File Uploaded

**1.3.4 - Number of students undertaking field work/projects/ internships / student projects****4938**

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
Any additional information	No File Uploaded

**1.4 - Feedback System**

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

**A. All 4 of the above**



File Description	Documents
Provide the URL for stakeholders' feedback report	<a href="https://gurunanakcollege.edu.in/internal-quality-assurance-cell/SSS">https://gurunanakcollege.edu.in/internal-quality-assurance-cell/SSS</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	<a href="https://gurunanakcollege.edu.in/internal-quality-assurance-cell/SSS">https://gurunanakcollege.edu.in/internal-quality-assurance-cell/SSS</a>
Any additional information	<a href="#">View File</a>

### TEACHING-LEARNING AND EVALUATION

#### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of Students

##### 2.1.1.1 - Number of students admitted (year-wise) during the year

2722

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

##### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

2022

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

A diverse range of orientation programs periodically conducted by the institution, for newly admitted students accustom them to be aware of the facilities available on campus at significant offices. The first generation learners are aided with 30 hours of Bridge Course in communication, mathematical concepts and computing skills, enabling them to subsist the expanse of collegiate education. The English wing at GNC plays a vital role in assisting first-generation learners in acquiring language skills. Furthermore, training in Basic Mathematical Concepts and Computing Skills is essential in preparing students for challenges in various fields. Implementing entry and exit-level tests is a strategic measure that aids in conducting a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of students.

The Mentor-Mentee system is a constructive connect established to understand the dire needs in the area of academics. This sequences the effectual execution of remedial classes aiding the slow learners to overcome their shortfall in success. The gifted learners are identified for advance capacitating programs helping them to emerge successful in their career pursuits.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
31/05/2023	7280	307

File Description	Documents
Upload any additional information	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The institution's curriculum integrates workshops, seminars, conference and project work, offering wide exposure to participative learning, which nurture hands-on skills crucial for approaching real-world obstacles. School of Languages help Students to compete in a creative writing competition that enhances interpersonal skills and motivation by featuring in e-magazines. A museum visit inspires national language book creations, reflecting keen observations and insights. School of Sciences, utilizing an in-house laboratory, produced eco-friendly products adhering to WHO Guidelines. Furthermore, they showcased expertise in marketing and sales in selling those items. School of Humanities send their students for concurrent field work in organizations corresponding to their specializations, including Medical Psychiatric, and Community Development. School of Commerce and School of Management train students through an Internal modular program in the company which enhances knowledge acquisition through on-the-job experience. School of Information Technologies Students undergo hands-on SAS training for extensive exposure to the latest data analytics. While internship and other hands on experience like industrial visits of the wards under the stream of management study, field trips for the Sociology students and the wards of other discipline provide varied experiential learning, enabling the students to become a capable workforce.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional Information	Nil

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

ICT tools Play a significant role in contemporary learning in education, enhancing both the teaching and learning experience. Guru Nanak Learning Management System (GNLMS) is a repository of

the institution's library with a plethora of printed material and e-content incorporating cloud computing for remote learning access. It benefits the fraternity in the aspects of remote learning, self - paced study from short learning audio-visual modes developed by the in-house faculty and other experts from various disciplines. The ICT enabled smart classrooms cater to prompt access of digital global platforms to help students understand abstract concepts for better retention and application. The library is subscribed to e-journals, e-books and e-databases available under the NLIST Programme of the INFLIBNET Centre. The generic tools such as Google Meet, Zoom, Cisco WebEx, Microsoft Teams, and Moodle are employed by teachers for conducting classes and meetings with students for immediate access, fostering an environmental friendly teaching and learning methodology. Environmental Impact Course materials, assignments, and student test papers are distributed through channels tailored to their respective purposes, including email and Google Classroom. Faculty's individual YouTube channels and blogs, designed for academic purposes, are effectively utilized by students for learning during their own time.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="https://113.193.248.118/elibrary/">https://113.193.248.118/elibrary/</a>
Upload any additional information	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues

#### 2.3.3.1 - Number of mentors

295

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	<a href="#">View File</a>

### 2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Guru Nanak College's Academic Calendar is meticulously drafted, scrutinized by an expert committee, ensuring accuracy and efficacy of executing the academic plan. It features details of holidays, academic day order, scheduled Parents and Teachers Meet, major events of the college with an elaborate, enumeration of the hierarchy of governance, programmes, committees and co-ordinating members of the institution. Additionally, it provides a list of assembly days for both shifts, specifying the responsible departments. The Controller of Examination oversees the scheduling and proper execution of exams, while the program heads ensure the completion of syllabus and various academic activities in adherence to the academic calendar. The Almanac is an abridged version of the calendar, serving as a portable reference for the students. The institution's e-Governance verifies data of the events conducted and tracks records and maintains a composite database for easy access and retrieval of information and reports. Prior to the academic year's commencement, every faculty member at Guru Nanak College diligently prepares their teaching plan. Adherence to both the Academic Calendar and Teaching Plans is closely monitored. School Deans oversee this process. This comprehensive approach ensures a well-organized and structured academic year at Guru Nanak College.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full-time teachers against sanctioned posts during the year

307

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

<b>179</b>	
File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)**

<b>7.5</b>	
File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**2.5 - Evaluation Process and Reforms**

**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

<b>10</b>	
File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year**

<b>405</b>	

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

Guru Nanak College (GNC) adheres to the Choice Based Credit System (CBCS) and follows a semester pattern with graded evaluations. Each course is assigned credit points based on its complexity and teaching hours, scrutinized by the chosen members of the Board of Studies and approved by the Academic Council. The curriculum includes job-oriented, elective, and soft-skills courses, with opportunities for extra credits through MOOCs, value-added courses, and skill certificates.

The evaluation process comprises Continuous Internal Assessment (CIA) worth 50 marks and an End Semester Examination (ESE) converted to 50 marks. The ESE is conducted after a minimum of 90 working days, with exams held in November/December and April/May. A minimum 75% attendance is the eligibility for ESEs, with provisions for condonation and supplementary exams for certain attendance brackets.

The GNC's-EMS has integrated IT into examination procedures, providing digital data storage with multi-level security. CIA includes centralized exams and model exams, along with assignments, class activities, and attendance, totalling 50 marks. Practical subjects have additional assessment criteria based on student performance and attendance.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Guru Nanak College's website has a comprehensive content providing essential information, including Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (Cos). These elements are drafted in a manner to play a pivotal role and to precisely state the outcome, in facilitating curriculum knowledge dissemination. POs define post-program knowledge, skills, attitudes, and behavior for holistic improvement. PSOs highlight specific knowledge, skills, and values, stating the tangible result of the courses offered.

These outcomes are meticulously drafted by the faculty members to enhance decision-making, interpersonal skills, and critical thinking while designing the course. Furthermore the drafting undergoes a close scrutiny by the Controller of Examination before being published. The outcomes are drafted chiefly for the application of the concepts to secure employment, emerge as successful entrepreneurs aligning with the requirements of the industry and the consumers.

The POs, PSOs and the PCOs are prominently displayed in the institution's website for easy readability and understanding.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Link for additional Information	Nil

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Assessing Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs) employ direct methods such as tests, assignments, and end-semester examinations to evaluate students' acquired knowledge and skills. Indirect methods, including surveys and interviews with stakeholders like Alumni, Employers, and Graduates, provide external perspectives on



students' effective learning experiences. A matrix for Programme Outcomes (POs) and Course Outcomes (COs) is constructed by assessing the alignment between each CO and the corresponding PO. Values ranging from 1 to 3 are assigned based on the degree of alignment, with 3 indicating the highest match. It is calculated through a series of steps executed methodically.

The average of the POs is then computed. Additionally, PO Attainment for each PO is calculated using a specific formula - PO Attainment = (Average of PO CO Attainment Factor)

A PO-CO matrix is created to compare COs to POs, assigning values based on alignment. PO Attainment is calculated using the average of PO-CO Attainment Factors.

Total PO attainment is compared to past years' results to determine if targets are met and corrective actions are taken by applying the following formula- Target= (Average of Results of previous years/ 100) \* Number of Years

Achieving departments maintain performance, while those falling short analyze the PO-CO matrix, implementing corrective measures for improvement and maximum achievement.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

### 2.6.3 - Pass Percentage of students

#### 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

2013

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	Nil

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink**

[https://gurunanakcollege.edu.in/files-new/igac/aqar-2023/2.7.1\\_SSS.pdf](https://gurunanakcollege.edu.in/files-new/igac/aqar-2023/2.7.1_SSS.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Guru Nanak College (Autonomous) exemplifies a comprehensive and dynamic approach towards fostering a rich research culture, underpinned by its robust research promotion policy and state-of-the-art facilities. The Guru Nanak Centre for Research (GNCR) is aimed at fostering and backing the research ambitions of faculty, staff, and students. The Research Coordination Committee, led by the Principal guarantees that the college's research policies align with UGC norms. The Central Instrumentation Facility and the Data Analytics Lab, is equipped with advanced statistical software like SPSS and AMOS, catering to both internal and external researchers. Guru Nanak College also emphasizes research integrity by having a Plagiarism Disciplinary Authority and utilizing plagiarism detection software to uphold academic ethics. The release of the in-house peer-reviewed Guru Nanak Journal of Multi-Disciplinary Research significantly enhances the college's research output, providing valuable contributions to the knowledge society. The institution provides substantial support to researchers through seed money grants for major and minor projects for innovative research through the Research Incentive Programme (RIPE).

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View File</a>
Provide URL of policy document on promotion of research uploaded on the website	<a href="https://gurunanakcollege.edu.in/files-new/policy/Research%20Promotion%20Policy.pdf">https://gurunanakcollege.edu.in/files-new/policy/Research%20Promotion%20Policy.pdf</a>
Any additional information	<a href="#">View File</a>

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	No File Uploaded
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View File</a>
List of teachers receiving grant and details of grant received	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

File Description	Documents
e-copies of the award letters of the teachers	No File Uploaded
List of teachers and details of their international fellowship(s)	No File Uploaded
Any additional information	No File Uploaded

<b>3.2 - Resource Mobilization for Research</b>	
<b>3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)</b>	
3.75	
File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	<a href="#">View File</a>
List of projects and grant details	<a href="#">View File</a>
Any additional information	No File Uploaded
<b>3.2.2 - Number of teachers having research projects during the year</b>	
4	
File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://icssr.org/sites/default/files/research-proj-minor-2021-22.pdf">https://icssr.org/sites/default/files/research-proj-minor-2021-22.pdf</a>
List of research projects during the year	<a href="#">View File</a>
<b>3.2.3 - Number of teachers recognised as research guides</b>	
31	
File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>
<b>3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year</b>	
3	

File Description	Documents
Supporting document from Funding Agencies	<a href="#">View File</a>
Paste link to funding agencies' website	Nil
Any additional information	<a href="#">View File</a>

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The institution has created a robust ecosystem to nurture innovations and facilitate the creation and dissemination of knowledge. Spearheaded by the Internal Quality Assurance Cell (IQAC) and the research cell, the institute conducts regular programs aimed at instilling a strong research aptitude among both faculty and students. Faculty members actively engage in research, submitting proposals and publishing their findings regularly, while two faculty

members have even filed for patents, showcasing their dedication to pushing the boundaries of knowledge. To foster innovation and entrepreneurship, the Institute Innovation Council plays a pivotal role in organizing frequent programs. These initiatives encourage and support novel ideas, empowering faculty and students to turn their innovations into real-world applications. Additionally, the institution hosts seminars and workshops led by in-house faculty, enriching the capabilities of students, research scholars, and faculty members from other institutions. Such gatherings provide valuable insights and opportunities for collaboration, further advancing the intellectual landscape. Overall, this institution's thriving ecosystem, driven by initiatives under the IQAC, research cell, and the Institute Innovation Council, creates a dynamic learning environment that fosters research, innovation, and academic excellence. By promoting a culture of inquiry and entrepreneurship, the institution empowers its members to make meaningful contributions to both academia and society at large.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

42

File Description	Documents
Report of the events	<a href="#">View File</a>
List of workshops/seminars conducted during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.4 - Research Publications and Awards

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

#### 3.4.2.1 - Number of PhD students registered during the year

18

File Description	Documents
URL to the research page on HEI website	<a href="https://gurunanakcollege.edu.in/guru-nanak-centre-for-research">https://gurunanakcollege.edu.in/guru-nanak-centre-for-research</a>
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

213

File Description	Documents
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

102

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://gurunanakcollege.edu.in/files-new/igac/aqar-2023/AD_1_3.4.4_%20Supporting%20Document.pdf">https://gurunanakcollege.edu.in/files-new/igac/aqar-2023/AD_1_3.4.4_%20Supporting%20Document.pdf</a>

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

#### 3.4.5.1 - Total number of Citations in Scopus during the year

300

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

#### 3.4.6.1 - h-index of Scopus during the year

8

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.5 - Consultancy

#### 3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

8

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View File</a>
List of consultants and revenue generated by them	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

4.06



File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View File</a>
List of training programmes, teachers and staff trained for undertaking consultancy	<a href="#">View File</a>
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	<a href="#">View File</a>

### 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

**National Service Scheme (NSS):** NSS and YRC Units plan social, environmental, and volunteer activities and organize blood donation camps. Every year, special camping is held in adopted villages for seven days. Ek Bharat Shreshtha Bharat (EBSB) was initiated to nurture national integration among the students.

**National Cadet Corps (NCC):** NCC Army and Air Wing units were functioning under the 1(TN) Battery, Madras A Group. The cadets represent the NCC state and the Prime Minister Rally in New Delhi. On the other hand, the Women Development Cell (WDC) strives to reduce gender discrimination in society by promoting gender awareness and women's empowerment. The Citizen Consumer Club also hosted seminars and workshops on consumer rights and responsibilities. The Enviro Club took part in the establishment of the first man-made micro-forest, and a green audit has been carried out on campus on a regular basis. An application has been created for cataloging the tree. The Entrepreneurial Development Cell is imparting skills for self-employment to the Students.

**Impact and Sensitization:** Government and non-government organizations have honored Guru Nanak College's management, faculty, and students with prestigious honors. The student volunteers show the knowledge required for sustainable development, which enables them to become solution providers for environmental challenges.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

76

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

40

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

6009

File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 3.7 - Collaboration

### 3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

140

File Description	Documents
Copies of documents highlighting collaboration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

12

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

**Academic Blocks: Classrooms:** Equipped with smart classrooms.  
**Science Block:** Maharani Vidyavati Devi houses science laboratories, staff rooms & research facilities. **Other Blocks:** Sind, Maharaja Ranjit Singh, Lt. Gen. I.S. Gill, Guru Harkrishan, Guru Amar Das, and Guru Arjan Dev.

**Administrative Blocks: Kishinchand Chellaram:** college administration offices. **The Punjab:** staff & guest rooms, departmental offices. **Administrative:** counseling center, self-financing program & student activity offices. **Central:** Central Library I, media center & canteen. **Guru Tegh Bahadur:** Department of Physical Education, Central Library II, canteen & indoor game facilities. **Sahibzaade Multiutility:** medical facilities, outreach initiatives, conference & guest rooms, and canteen.

**Science Laboratories:** 1. Physics, 2. Chemistry 3. Plant Biology and Biotechnology 4. Advanced Zoology and Biotechnology 5. Bio-

Technology, Microbiology, Animal Cell line Culture, Plant tissue culture: Advanced equipments for research purposes

Visual Communication Labs: Photography, Audio and Drawing: photography, sound recording, and drawing facilities. Multimedia, Editing and Production Room:equipped with advanced software and hardware for multimedia production.

Central Instrumentation Facility: Gill Research Institute & Guru Nanak Centre for Research: promote cutting-edge research with state-of-the-art facilities.

**Computer Labs**

Eleven well-equipped Lab:hands-on training with software applications and programming languages. Skill development and NASSCOM course:cater specific program requirements. Language Lab

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

**Indoor Facilities:**

**Auditoriums and Seminar Halls:** Suitable for various events, accommodating up to 850 individuals.

**Discussion Rooms and Board Rooms:** Facilitate meetings, training sessions, and discussions.

**Conference Hall:** Hosts interactions with guests and discussions on collaborations.

**Library Learning Space:** Offers a conducive environment for academic activities.

**Yoga Zone:** Promotes physical and mental well-being.

**Outdoor Facilities:**

**Cricket Stadium:** Meets international standards with dedicated practice facilities.

**Courts:** Dedicated courts for various sports like basketball, kabaddi, and volleyball.

**Assembly Square:** Open-air venue for gatherings and celebrations.

**VIP Lounge:** Designated space for special guests.

**Additional Amenities:**

**Air-conditioning:** Available in specific areas for enhanced comfort.

**Power Backup:** Ensures uninterrupted power supply.

**Accessible Restrooms:** Separate restrooms for men and women, accessible for differently-abled individuals.

**Ramp Facility:** Provides easy access for physically challenged individuals.

File Description	Documents
Geotagged pictures	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

#### 4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

157

File Description	Documents
Upload any additional information	No File Uploaded
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

1097

File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

### 4.2.1 - Library is automated using Integrated Library Management System (ILMS)

#### Learning Resources

The Library boasts a vast academic collection, including 64,000+ books, 6,000+ e-journals by UGC-NLIST, 36 magazines, and 10 newspapers. GNLS e-Library comprises two Central Libraries and 14 Departmental Libraries.

#### Integrated Library Management System

Operations are streamlined through web-based Integrated Library Management System - AutoLib, ensuring efficient management across all libraries.

#### Working Hours

Operating hours 08:00 a.m. to 07:00 p.m. on working days and 09:30 a.m. to 01:30 p.m. during vacations.

#### Services Offered

Library provides reference, lending, e-alert, and referral services. Access to e-resources is available via UGC-INFLIBNET-NLIST and institutional membership with NDLI. Current awareness services are facilitated through library e-groups on WhatsApp.

#### Library Facilities

Users can remotely access the online catalogue. GNC e-Library serves as an institutional repository, offering study materials, question banks, and in-house publications.

**e-Access Zone and Departmental Libraries**

Exclusive e-Access zones in both Central Libraries offer 30 computers and multimedia kits.

**NDLI Club and Entry to Services**

The institution is a member of NDLI, providing additional resources. The Entry to Services wing aids access to print and e-resources.

**Awards and Prizes**

Monthly recognition is given to top library users. The Best Outgoing Library User Award is presented to final year students, fostering engagement with library resources.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**4.2.2 - Institution has access to the following:  
e-journals e-ShodhSindhu Shodhganga  
Membership e-books Databases Remote  
access to e-resources**

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

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

**11.56**

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

#### 4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

##### 4.2.4.1 - Number of teachers and students using the library per day during the year

1179

File Description	Documents
Upload details of library usage by teachers and students	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

##### IT Policy and Budget:

Institution regularly allocates budget for upgrading IT facilities, Wi-Fi, cybersecurity, software, ERP systems, and ICT-enabled teaching-learning.

##### IT Infrastructure:

Computer Systems: 12 labs with 448 computers (latest configurations) 153 computers for administrative purposes.

Staff Accessibility: Staff rooms equipped with computers, internet, printers, scanners, and projectors.

Servers: Tally & Autolib, iBoss, e-Library, and COE office.

##### Internet Connectivity:

- Wi-Fi access points covering the entire campus.
- 60 Mbps leased line internet by TIKONA.
- 200 Mbps Hathway Broadband as backup.



- LAN with fiber-optic cable for intra-net connectivity.

**Cybersecurity:**

- Firewall with features like port blocking, web filtering, and content filtering.
- Antivirus software for servers, COE office computers, and other systems.
- 201 CCTV for campus monitoring.

**Other IT Services:**

**Examination Management System (GNCEMS):** Web portal for recording marks, issuing hall tickets, generating exam schedules, publishing results, and generating mark sheets.

**IT Team:** In-house hardware engineers for maintenance and repairs.

**Attendance Mobile App:** For staff to mark student attendance

**Official Email:** With cloud storage for faculties.

**Digital Notice Board:** Displays information about admissions, exams, library, sports, and events.

**Website Team:** Regularly updates college website content.

**Upgrades:**

- Software installations and configuration upgrades based on syllabus revisions.
- Regular internet bandwidth increase and antivirus software updates.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**4.3.2 - Student - Computer ratio**

Number of Students	Number of Computers
7280	557

File Description	Documents
Upload any additional information	<a href="#">View File</a>
<b>4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus</b>	<b>A. 750 Mbps</b>
File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
Upload any additional information	<b>No File Uploaded</b>
<b>4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing</b>	<b>A. All four of the above</b>
File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<b>Nil</b>
List of facilities for e-content development (Data Template)	<a href="#">View File</a>
<b>4.4 - Maintenance of Campus Infrastructure</b>	
<b>4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)</b>	
<b>856</b>	
File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.	

**Standard Operating Procedures (SOPs):**

**Campus Maintenance Committee:** Oversees maintenance with support from staff, students, and technical teams.

**E-portal:** Complaint registration and tracking for classrooms, furniture, labs, and other facilities.

**Annual Maintenance Contracts (AMCs):** Regular servicing of AC, elevators, fire, and other equipment.

**Specific Maintenance Areas:**

**Classrooms and Furniture:** Maintained by housekeeping and addressed through e-portal complaints.

**Computer Labs:** Up-to-date software and technical support. Issues reported through e-portal.

**Learning Resources:** Handled with care by library staff. Regular cleaning and pest control.

**Seminar Halls, Auditorium, etc.:** Inspected for sound systems, lights, AC, and furniture functionality. Allocated through IMS.

**Electronic Instruments:** Periodic maintenance by outsourced technicians and lab assistants.

**ICT Facilities:** Software updates, e-waste management, and network maintenance.

**Lab Equipment:** Maintained by faculty and lab assistants, with repairs coordinated through proper channels.

**Sports Equipment:** Supervised by Physical Education Department, with regular maintenance of gymnasiums, grounds, and courts.

**Campus Cleanliness:** Daily cleaning by housekeeping

**Other Amenities:**

**RO plants and rainwater harvesting, and Fire extinguishers:** Maintained through AMCs and outsourced manpower.

**Water pumping plants, sewage, elevators:** Maintained as per

supplier guidelines.

Drinking water facilities: Regularly cleaned and maintained.

Canteens: Monitored by college canteen committee.

Day-to-Day Maintenance:

Minor repairs: replacing lights, fixing leaks, and cleaning drains

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year**

1393

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year**

2287

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

**5.1.3 - The following Capacity Development and Skill Enhancement activities are**

A. All of the above

**organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology**

File Description	Documents
Link to Institutional website	<a href="https://gurunanakcollege.edu.in/guru-nanak-centre-for-skill-development">https://gurunanakcollege.edu.in/guru-nanak-centre-for-skill-development</a>
Details of capability development and schemes	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year**

**12691**

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**

**A. All of the above**

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
Upload any additional information	No File Uploaded

## 5.2 - Student Progression

### 5.2.1 - Number of outgoing students who got placement during the year

593

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 5.2.2 - Number of outgoing students progressing to higher education

604

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Details of students who went for higher education	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

#### 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

24

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

#### 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

92

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Guru Nanak College Students Council play a vital role at all levels in shaping the college experience and fostering students' engagement with positive changes within the campus community. The Student council acts as a one-point contact for both students and staff and the management that oversees and dedicates themselves in all activities organized by various clubs and committees. The active council members ensure that all events and activities align with the norms of the college. They voluntarily work with all clubs in organizing several events like talent shows, dance competitions, debate, conferences to boost college spirit and provide students opportunities to socialize and enjoy their college life. The council also promotes recycling, waste reduction and sustainable practices within the campus. They involve themselves in decorating the college during cultural events, celebrating festivals. For the Academic year 2022-2023 Permission granted by the Principal to conduct Election to the Student Council as per the code of conduct for conducting elections and it was conducted on the Friday 14th October 2022.

Representations in Academic & Administrative bodies/Committees:  
The students representatives are nominated for various academic & administrative bodies and committees.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution

68

File Description	Documents
Report of the event	<a href="#">View File</a>
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Guru Nanak College Alumni Association plays a crucial role in maintaining an enduring bonding with the alumni functioning as a community with consistent involvement. The extensive contributions of the alumni association are diverse, significantly enhancing the College's reputation. The association has facilitated networking opportunities for current students and organized three talk sessions focused on career development and industry trends. Through mentorship programs, accomplished alumni have offered invaluable guidance and support to junior students during their academic journey. Additionally, alumni have also extended help in the process of recruitment, offering internships, referring prospective students, and participating in admissions events. The association's involvement is displayed by their enthusiastic participation in the College's Golden Jubilee Celebrations. They fondly reminisce about their college days, sharing memories in a commemorative coffee table book and staying connected with college news and achievements through social media platforms. In summary, the alumni association creates a vibrant and supportive environment within the institution, benefiting students, faculty, alumni, and the College as a whole.



In addition, the prominent Alumni from each programme are nominated as Member of the Board of Studies, the statutory body that frames and revises the syllabus periodically.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

#### 5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

The vision of the institution aspires to become a leading center of excellence in higher education, offering comprehensive, quality learning opportunities to underprivileged individuals. It aims to foster a dynamic academic environment through well-structured curricula, emphasizing teaching, research, and outreach. The mission includes preparing students to meet global challenges with competence and dedication, promoting innovation through value-based teaching, empowering women, contributing to societal progress, and instilling environmental consciousness.

Governance is characterized by a democratic and participatory approach, involving stakeholders in decision-making processes. The Governing Council of College represented by the General Secretary and Correspondent oversees the management of the Institution. The Statutory bodies namely Governing Body, Academic Council, Finance Committee and Board of Studies are constituted as per the norms of UGC/Government of Tamil Nadu/the Affiliating University - University of Madras, Chennai. The various Statutory and Non-Statutory committees play key roles in the institution's advancement. Through active participation in committees addressing diverse areas such as planning, admissions, and student welfare, stakeholders contribute to the institution's smooth functioning

and development.

This participatory management model ensures inclusivity and accountability, aligning with the institution's vision of holistic education and societal impact.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The institute implements decentralization and participative management, where the General Secretary and Correspondent serves as the Chairman of the Governing Body. The Principal, Vice Principal Shift II, All Deans, IQAC Coordinator and Controller of Examinations are designated members. Policy formulation, budgeting, and planning occur in these meetings with input from all stakeholders. The Management handles exceptional matters like financial sanctions and appointments. Committees adhere to UGC and University of Madras guidelines. Staff can freely share opinions with management, and e-governance is implemented across operations, monitored by IQAC. The Librarian and Physical Director operate autonomously under committee supervision, and the Physical Director oversees sports admissions. Regular meetings with student council office bearers address student needs and grievances.

The complete automation of the examination system is handled by iBoss, a customized cloud-based integrated ERP software that manages the entire examination process. The COE office takes care of the setting of Question Papers through cloud submission within the deadline that enhances the credibility of the process when compared to the earlier methods. Due to the active participation of everyone as per the timeline, the COE Office publishes the result within 10 days after completion of the Examinations.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The IQAC develops a comprehensive 360-degree perspective plan, considering system structure, mechanisms, stakeholder capacity, creativity deployment, collaboration, expertise utilization, and coherence with other initiatives. The goal is to ensure quality, excellence culture, and time-bound goals for academic, administrative, research, and development activities, employing a participative approach involving faculty and stakeholders in plan development and execution. Deployment status is documented at IQAC with plan revision based on regulatory guidelines. The perspective plan 2020-2030 focuses on eight areas including academic excellence, research, innovation, student enhancement, alumni engagement, internationalization, environmental sustainability, and societal sensitization. Implementation activities align with the strategic plan, such as e-Governance through the GNC-IMS project, integrating all frameworks into a central system. This project streamlines governance, planning, implementation, and monitoring across academic, administrative, research, and extension functions, supporting the goal of a paperless campus and enhancing overall education quality.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The institutional bodies operate effectively and efficiently, it is evident in the policies, administrative structure, appointment procedures, and service rules. Decentralization and participative management is embraced in both academic and administrative domains.

Academically, the Principal heads the institution and chairs the IQAC, while the staff council, comprising various officials, advises on academic matters. Quality education is ensured through the Board of Studies, involving teachers, alumni, parents, and industry representatives in curriculum development.

Administration is overseen by the General Secretary & Correspondent and the Principal, who is an ex-officio member of the Governing Body. Biannual meetings of the Governing Council discuss college development, while the staff council aids in internal administration. Committees are formed for planning, implementation, and review, promoting participative management. These committees, periodically reconstituted, cater to various aspects of academic and professional development.

Recruitment adheres to UGC, Tamil Nadu Government, and University of Madras guidelines. The Self-financing stream faculty are recruited based on annual requirements. All employees follow GNC regulations, while student conduct is governed by a meticulously devised code of conduct. Administrative functions, including admissions, MOU signings, research promotion, and infrastructure maintenance, adhere to management policies.

File Description	Documents
Paste link to Organogram on the institution webpage	<a href="https://gurunanakcollege.edu.in/about-us/organogram">https://gurunanakcollege.edu.in/about-us/organogram</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

**6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination**

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution ensures comprehensive welfare measures for both teaching and non-teaching staff, focusing on both monetary and non-monetary benefits to foster their well-being and career development.

Monetary welfare initiatives include seed money for research, financial support for training and skill enhancement, and incentives on occasions like Teacher's Day and festive celebrations. Additional benefits encompass tuition fee concessions, maternity leave with salary, medical leave, and financial aid for emergencies, group insurance, annual increments based on self-appraisal, festival advances, and access to the Staff Co-Operative Thrift & Credit Society for loans.

Non-monetary welfare programs are equally prioritized, offering opportunities for rejuvenation through organized events, on-duty leave for academic pursuits, access to the Health Centre for medical services, digital faculty development programs, separate recreation rooms for women, commemorative gestures such as distributing herbal plants and organizing sponsored trips, counselling services for stress relief, safety awareness programs, fitness facilities including gymnasium and yoga centers, provision of individual workstations with Wi-Fi, guest house accommodation, and dedicated lounges for staff and guests.

These measures reflect the institution's commitment to the holistic well-being and professional growth of its employees, ensuring a supportive and enriching work environment.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year**

280

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

**6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year**

9

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)**

108

File Description	Documents
Summary of the IQAC report	No File Uploaded
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

### 6.4.1 - Institution conducts internal and external financial audits regularly

Guru Nanak College places a strong emphasis on maintaining robust financial management practices, evident through regular internal and external audits conducted to ensure accountability, fiscal transparency, and regulatory compliance.

Internal audits are conducted every three months by a Chartered Accountant appointed by the Guru Nanak Educational Society (GNES), reviewing all transactions, bills, payments, and receipts. The audit findings are compiled into reports submitted to the General Secretary and Correspondent for review.

External audits, carried out annually by independent Chartered Accountant firms, scrutinize financial statements and procedures to certify income and expenditure accounts and balance sheets according to regulatory requirements.

Grants and scholarships received are audited in compliance with government norms, with utilization certificates submitted for verification. The Finance Committee addresses audit objections promptly, providing necessary clarifications and documents.

The institution's resource mobilization policy guides the diversification and expansion of its resource base to support strategic plans and goals. Budget estimates are prepared annually by the Finance & Accounts department, in consultation with various academic units, and presented to the Governing Body for approval. Resource mobilization primarily relies on tuition fees, management support, governmental/non-governmental funds, scholarships, miscellaneous income, and consultancy. These funds are allocated for various purposes including innovative teaching practices, student activities, staff welfare, infrastructure maintenance, and research.

Funds are optimally utilized for conducting seminars, workshops, and other activities, with expenses certified by Chartered Accountants and submitted to funding organizations. Additional expenses are covered by GNES.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

34.73

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

##### Resource Mobilization

The resource mobilization is through tuition fee, Management support and miscellaneous income. The other resources are;

- Funds and grants from various governmental / non-governmental bodies.
- Scholarship for the students
- Consultancy and
- Miscellaneous income like rent, etc.

##### Optimal Utilization

The Finance Committee prepares an annual budget estimate in consultation with all the Schools of Excellences, Center of Excellences, various units. The Governing Body discusses the priority for dispensation of funds based on the resource requirements and approves the budget proposal.



Adequate funds are allocated to introduce innovative teaching learning practices. Based on the budget requirements, funds are allocated and utilized for the following

By the departments to conduct seminars, FDPs, workshops and conferences.

Staff salary,

Examination Charges,

Staff and student welfare expenses,

Maintenance of the building and infrastructure,

Procurement of lab consumables, Softwares and Equipments including Laptops etc.

Awards for students and staff members

Establishing a green campus

Seed money to conduct research activities.

The funds mobilized are utilized according to the provisions of management and other funding agencies. After utilization, a Certificate of utilization is obtained from a Chartered Accountant and submitted to the funding organizations. The additional expenses for conducting the activities are borne by the Management.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The Internal Quality Assurance Cell (IQAC) serves as a cornerstone in institutionalizing quality assurance strategies and processes, showcasing incremental improvements in the preceding year and post-accreditation quality initiatives.

Under the guidance of the Principal as Chairperson, the IQAC operates adhering to NAAC and UGC directives, with representatives from management, faculty, staff, alumni, and students. It orchestrates planning, execution, and monitoring of quality assurance measures, aligned with the college's strategies for enhancement.

Key advancements include the enhancement of Integrated Management System (IMS) for e-governance for introducing the online admission system for transparency, and fostering academia-industry collaborations through MoUs. Feedback analysis and pursuit of ISO certifications and ranking frameworks like NIRF further underscore the institution's commitment to quality.

Additionally, the college champions environmental consciousness through its "Go Green" campaign, fostering eco-friendly practices across campus. It has instituted Schools of Excellence and Centres of Excellence to cultivate interdisciplinary studies, academic prowess, research, skill development, innovation, and entrepreneurship among students. Notably, the Guru Nanak Media Centre (GNMC) stands as a testament to its dedication, capturing institutional moments and publishing the newsletter "GNC Campus Samachar" to highlight in-house events and activities. These initiatives underscore the institution's holistic approach to quality enhancement and comprehensive development.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The institution regularly evaluates its teaching-learning processes, structures, methodologies, and learning outcomes through its IQAC in adherence to established quality standards. The IQAC conducts audits aimed at encouraging programs, schools, and the institution as a whole to review and improve quality

processes and standards. Audit reports provide actionable recommendations for enhancing the system's quality across curricular and co-curricular programs, and support services.

To enhance the teaching-learning process, the IQAC orientation programs and workshops to enhance staff understanding of Program Outcomes (PO) and Course Outcomes (CO), contributing to NAAC accreditation.

The institution adopts two practices for quality enhancement:

1. The Teaching and Learning Audit involves a systematic assessment of various parameters, including time table audit, course files, and the PO-CO attainment matrix to ensure the institution's commitment to excellence in teaching and learning. By perpetuating rigorous standards of documentation, the institution demonstrates its dedication to fostering a conducive learning environment leading to student academic achievement.
2. External audits further enhance transparency and objectivity. OBE focuses on assessing learning outcomes through a summative assessment approach, aligning COs with POs outcomes. The evaluation method categorizes student performance into attainment levels, guiding curriculum review and revision to improve teaching and learning methodologies.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)**

**A. Any 4 or all of the above**

File Description	Documents
Paste the web link of annual reports of the Institution	Nil
Upload e-copies of accreditations and certification	<a href="#">View File</a>
Upload details of quality assurance initiatives of the institution	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution is committed to fostering gender equity and inclusivity, ensuring equal opportunities for all students and staff members. Initiatives promoting gender equality are integrated into both the academic and extracurricular spheres. The institution prioritizes maintaining gender balance among faculty and staff, with women outnumbering men across teaching, non-teaching, and administrative roles. The Women Development Cell, known as "Guru Shakti," orchestrates empowerment events like workshops on various skills and celebrates International Women's Day annually, featuring accomplished female role models to inspire students.

In sports, the institution hosts a women's cricket tournament as part of the Pavit Singh Nayar memorial T20 National Cricket Tournament, highlighting equal participation in sporting activities.

Safety measures include a well-lit campus, compound walls, and trained Home Guards ensuring women's safety. CCTV surveillance, fire extinguishers, and a complaint box further enhance security. The Women Development Cell collaborates with "Penn Trust" for self-defense training.

Counselling services, led by Dr. Nafisa Jeddy, cater to students' psychological well-being, addressing personal challenges effectively. Additionally, a Police Well Being Centre provides counselling support to police officers.

Separate common rooms equipped with amenities like sanitary napkin disposal and relaxation spaces are available for female students and faculty, promoting comfort and inclusivity.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**A. Any 4 or All of the above**

File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

GNC follows the 5 R Principle of Waste Management, emphasizing Reduce, Refuse, Reuse, Recycle, and Recover strategies for waste management on campus.

For solid waste, dustbins are placed across campus for both biodegradable and non-biodegradable waste collection, managed daily by housekeeping staff. Biodegradable waste like tree leaf litter is composted into organic manure, while food waste from the canteen and Langar is processed in a Bio-gas plant, with generated bio-gas utilized in the kitchen and slurry directed to a Vermi compost pit. Broken glassware and unusable furniture are collected and disposed of properly, with salvageable items repaired or donated. Paper waste is recycled through a partnership with ITC Limited, enhancing sustainability.

Liquid waste, including RO water and restroom effluent, is managed through appropriate drainage systems, water-saving fixtures, and cooperation with Chennai Corporation.

Biomedical waste like sanitary napkins is incinerated, while e-waste from computers and peripherals is recycled or refurbished. A Sewage Treatment Plant treats both solid and liquid waste, and eco-friendly alternatives like steel plates replace plastics in the canteen. Organic manure from Vermicomposting enriches campus gardens, contributing to a holistic waste recycling system.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View File</a>
Geotagged photographs of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

B. Any 3 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

### 7.1.6 - Quality audits on environment and energy undertaken by the institution

<p><b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Environment audit</b></li> <li><b>4. Clean and green campus recognitions/awards</b></li> <li><b>5. Beyond the campus environmental promotional activities</b></li> </ol>	<p><b>A. Any 4 or all of the above</b></p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<b>No File Uploaded</b>
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,</b></p>	<p><b>A. Any 4 or all of the above</b></p>
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reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
Policy documents and brochures on the support to be provided	<a href="#">View File</a>
Details of the software procured for providing assistance	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

In an inclusive environment, everyone feels respected and valued, with diverse backgrounds celebrated and equal opportunities provided.

**Cultural Diversity:** The College marks national festivals like Republic Day and Independence Day with solemnity, encouraging unity among students and staff. Various events, including traditional attire competitions and food festivals like Samathuva Pongal and presence of a Gurudwara on campus promote and symbolize cultural diversity.

**Regional Diversity:** Inter-departmental competitions celebrate regional identities and themes like National leaders and Global Peace. Birth anniversaries of cultural figures like Subramania Bharati and Guru Nanak Dev ji are commemorated with prayers and cultural programs.

**Linguistic Diversity:** English is the medium of instruction, but efforts are made to support students from vernacular backgrounds. Literary associations and clubs promote English and Hindi literature, while non-major elective courses in Hindi and Tamil cater to linguistic diversity.

**Communal Diversity:** Events like "Ek Bharat Shreshtha Bharat" highlight cultural exchanges, and competitions promote Sikh principles. Women's Development Cells provide platforms for female empowerment, while sports tournaments foster inclusivity.



Socio-economic Diversity: Scholarships and workshops support economically disadvantaged students. The Langar tradition ensures meals for all students irrespective of their background. Skill development courses aim to enhance employability, reflecting a commitment to inclusivity.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The institution emphasizes the promotion of values, rights, duties, and responsibilities outlined in the Constitution of India through various initiatives. This includes integrating courses on environmental studies, the Indian Constitution, personality enrichment, professional ethics, and human values into the curriculum. Additionally, regular training sessions are conducted for both teaching and non-teaching staff to instil these values.

The college actively promotes environmental awareness through initiatives like the Enviro-Club and an herbal garden on campus. It also provides support to social causes, such as running a school for special children and offering counselling services to police officers. Events commemorating national leaders and important days like Indian Constitution Day are organized to instil the ideals of great leaders and raise awareness of citizens' rights and duties.

Furthermore, the institution celebrates a variety of national and international commemorative days and events, such as International Women's Day, National Science Day, National Girl Child Day, World Mental Health Day, International Day of Happiness and National Book Day. These events serve as opportunities for education, reflection, and collective action, reinforcing the institution's commitment to inclusivity, empowerment, and cultural appreciation.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

A. All of the above

File Description	Documents
Code of Ethics - policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

In our institution, we embrace the national and international commemorative days, that are integral to our institution's ethos, reinforcing our commitment to inclusivity, empowerment, and cultural appreciation.

International Women's Day stands as a testament to our unwavering support for gender equality. We honor the achievements of women, while advocating for a future of equal opportunities and empowerment.

National Science Day is a special day where we celebrate the marvels of scientific discovery and innovation through interactive workshops, exhibitions, lectures and seminars.

National Girl Child Day is a poignant reminder of our commitment to empowering girls and create a supportive environment for girls to fulfill their potential without constraints or limitations.

World Mental Health Day holds profound significance as we prioritize the well-being of our community members. Through workshops, support groups, and awareness campaigns, we promote mental wellness and foster a culture of empathy and understanding.

The International Day of Happiness is a celebration of joy and positivity, where the Teaching and Non-Teaching Staff come together to spread smiles and kindness throughout our campus community.

National Book Day is celebrated by the Department of Library by organizing book fairs, reading challenges, and author events nurturing intellectual curiosity and creativity among students and staff alike.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	<a href="#">View File</a>
Geotagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

<https://gurunanakcollege.edu.in/internal-quality-assurance-cell/Best-PracticesCollege>

File Description	Documents
Best practices in the Institutional website	<a href="https://gurunanakcollege.edu.in/internal-quality-assurance-cell/Best-PracticesCollege">https://gurunanakcollege.edu.in/internal-quality-assurance-cell/Best-PracticesCollege</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Guru Nanak College was started 1971 by Guru Nanak Education Society consists a group of Sikh families who moved to Chennai, who wanted to help the community. Its motto, "Pro bono Publico," means "in service to society." It offers strong support to many students, including one-third who are the first in their families to go to college. More than 92% of its students come from less privileged backgrounds.

The college helps these students by providing affordable education and top-notch facilities. It has well-trained teachers with many are PhDs. The college uses a Learning Management System (LMS) where teachers can post educational materials, and it supports different ways of learning through technology and practical activities. The Institution has an Integrated Management System (IMS) to help run things smoothly and keep everything digital, making the campus "paperless".

They organize social programs like free midday meals for needy students and a skill development center for children with special needs. The college is also known for producing top athletes, with many alumni competing at national and international levels. Besides sports, the college encourages research and innovation, with modern labs and research projects.

This approach shows the college's dedication to education and helping society, following the values of its Sikh founders and the teachings of Guru Nanak Dev Ji.

File Description	Documents
Appropriate link in the institutional website	<a href="https://gurunanakcollege.edu.in/files-new/iqac/INSTITUTIONAL%20DISTINCTIVENESS.pdf">https://gurunanakcollege.edu.in/files-new/iqac/INSTITUTIONAL%20DISTINCTIVENESS.pdf</a>
Any other relevant information	<a href="#">View File</a>

### 7.3.2 - Plan of action for the next academic year

- Introduce a new course, BBA Retail Management, in collaboration with Maruti Suzuki, enriching students' educational experience and industrial exposure.
- Foster collaboration with European educational institutions to bring diverse perspectives and ideas for students' holistic development.
- Enhance GNLMs with an expanded repository of study materials to facilitate comprehensive learning experiences.
- Establish effective Skill Smart Classrooms to optimize course delivery and enhance learning outcomes.
- Establish a Gym Zone accessible to faculty and non-teaching staff, promoting health and wellness within the campus community.
- Implement medical insurance coverage for teaching and non-teaching staff, along with their families, prioritizing their well-being.
- Initiate a 360-degree Staff Appraisal system to provide holistic feedback and support for faculty members' professional development.
- Inaugurate a world-class Shooting Academy and offer lifetime membership to the public at a nominal rate, promoting sports and community engagement.
- Strengthen the Alumni Association and promote collaborations with alumni for enhanced campus engagement and support.
- Establish an Industry-Academia Interface Cell across disciplines to facilitate collaborative initiatives and knowledge exchange between academia and industry.
- Establish a Sustainable Development Goals (SDG) Cell to promote sustainable development goals and integrate them into academic and campus activities.