



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

QUEST GROUP OF INSTITUTIONS

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140307

www.questgoi.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Quest Group of Institutions was established by the Quest Infosys Foundation in the year 2009 under the visionary leadership of its Chairman Shri D.S. Sekhon and Vice Chairmen Shri H.P.S. Kanda and Shri J.P.S. Dhaliwal who themselves are educationist and entrepreneurs having long experience in the education field. The Institution is located at a highly accessible location in Mohali on Chandigarh-Fatehgarh Sahib State Highway. The campus is just 12 km away from Chandigarh, 13 km away from Kharar, 25 km away from Fatehgarh Sahib, 60 km away from Patiala, and 85 km away from Ludhiana. The Institution is just 25 minutes drive away from Chandigarh Airport and 30 minutes drive away from Chandigarh Railway Station. The institution has a strategic location advantage being situated within the vicinity of the Industrial and IT hub of Mohali, Chandigarh and Panchkula Tri-City and other industrial cities of Punjab, Haryana and Himachal Pradesh. The Institution has built up strong industrial linkages with the nearby industries for training, visits and resource sharing. The institute has also tied up with the premium government institutes within the vicinity, like Punjab Engineering College, NITTTR, IIT Ropar, Punjab University etc for faculty and students holistic development. The institution is committed to uplift the socially backward and scheduled caste, economically poor sections of the society and women by providing them affordable job oriented higher education and training.

Vision

To be recognized as an institution in pursuit of distinction in academics that provides valuable global contributions to the society & the nation, grooming young minds to become skilled professionals and good human beings.

Mission

To provide affordable and quality education to students, especially from economically weaker sections and deprived communities.

- **To provide a congenial, holistic learning & work environment, encouraging female employment and promoting women's education minimizing the social & economic barriers they confront.**
- **To provide the state-of-art infrastructure and facilities for quality Teaching – Learning and overall personality development of students.**
- **To promote skills development of students, so as to make them employable and self-reliant.**
- **To enhance the emotional intelligence of students, developing them to be valuable assets to society, family and industry.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Ideally located on the outskirts of Chandigarh Tri-City,
- Easily accessible through the public transport system. 15 min drive from Airport, ISBT.
- Industrial area of Mohali is just 10 minutes drive away.
- Advance medical facility within a 10 minutes drive.
- Class rooms equipped with Audio-Video and ICT tools
- Wi-Fi facilities in campus & hostel.
- Students from many states, countries, ethnicities, religions which makes a perfect ground for creating mutual acceptance and collaborative progress
- Free training on employability skills by Industries like Bajaj Finserv, FUEL,
- Strong incultivation of human, social and professional values
- Strong teacher-student relationship and mentoring
- Support and guidance to students regarding psychological and mental health counseling
- Focus on holistic development of students
- Providing support to weak students by providing notes etc in local language apart from English.
- MOU's with Industry & academia.
- Collaboration with International universities for pathway programs
- Use of Online teaching platform MS teams, Google classroom, whatsapp groups etc. for sharing notes, presentations, conducting quizzes and uploading assignments and content beyond syllabus.
- Motivated, committed, progressive, compassionate faculty & staff.
- Commitment towards uplifting the students from weaker section of society, especially girls and students from rural area.
- Mentor- Mentee system.
- Employability & enhancement programs.
- Certified by ISO 14001:2015 for Environment Management System.
- Certified by ISO 9001:2015 for Quality Management System.
- Personality enhancement modules.
- Dynamic milieu with a large number of curricular, co-curricular activities & extracurricular activities.
- Employability enhancement programs including mock interviews, aptitude & technical assessment of students.
- Inculcating interpersonal skills and enhancing the emotional quotient of students.
- E-Governance
- Nurturing the idea of "Unity in Diversity" with students from more than 15 countries and more than 15 Indian states growing together in harmony providing an opportunity for knowledge & cultural exchange.
- Well maintained infrastructure.
- Faculty empowerment policies to encourage them to actively participate in research work, seminars, FDP, workshops etc.
- 100 % power backup available.
- Industry-centric technical skill-based training is provided to the students by well-qualified trainers.
- Eco-friendly green campus.
- The formative & summative evaluation system with special emphasis on technical skills of students.
- The project-based teaching-learning methodology adopted for experiential and problem-based learning.
- Well defined online mechanism to address student/faculty/staff/parents grievances.
- Value education for students and maintaining the "Guru-Shishya" relation as per our ancient history.
- Not a single instance of mass violation of discipline since the inception of the institution.

Institutional Weakness

- Industrial collaborations with industries for research & development requires improvement.
- Limited exposure of students from teaching faculty from Industry.
- Focus towards encouraging students to appear in competitive exams on state and national level.

Institutional Opportunity

- Applying for accreditation from government bodies.
- To explore more Industrial collaborations.
- Strengthening Alumni association.
- Research acumen of faculty will be encouraged and emphasis will be laid on research publications & patent filing.
- Skills of the students in view of the placement opportunities in market requires more grooming

Institutional Challenge

- Institutions catering to students from academically weaker backgrounds and socio-economically challenged communities face multiple intertwined challenges that require thoughtful and sustained intervention. These challenges impact not only the academic performance of students but also their overall engagement and holistic development.
- One of the foremost challenges is the **weak academic foundation** of incoming students. Many students lack basic conceptual understanding in core subjects, which creates a significant learning gap. This often requires the institution to invest additional time and resources in remedial teaching and academic support to bring students up to the expected level of competence.
- A second major concern is the **lack of proficiency in English reading and writing skills**. As English is the medium of instruction in many higher education institutions, students with limited exposure to the language struggle to comprehend lessons, express themselves in written form, and participate in discussions. This affects their academic performance and confidence, often leading to disengagement or underperformance.
- The **lack of financial resources** is another critical barrier. Students from economically disadvantaged families may not be able to afford educational materials, transportation, or even basic necessities. This economic strain can lead to irregular attendance, dropouts, or an inability to participate in co-curricular and skill development activities, thereby narrowing their future prospects.
- Furthermore, a significant number of students face **a lack of motivation and support from their families**. In many cases, families may not value higher education due to limited awareness or economic compulsion to prioritize earning over learning. This lack of encouragement at home affects students' morale, self-esteem, and continuity in education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of all the courses offered by QGI are designed by Board of Studies of IKG PTU and is duly approved by academic council in the field of Computer application & management. The curriculum offers elective subjects as well as open elective subjects across the disciplines. The curriculum is diverse including scope of learning by doing, internships & project work. The curriculum of all courses also includes compulsory course of Human Values & Professional ethics which are the need of the hour. With the Choice Based Credit System, students can choose among courses that span multiple disciplines, giving them a more comprehensive understanding and allowing them to use their skills and abilities to meet the demands of the fast-paced, modern business environment. This makes them more prepared for the workforce.

Academic Calendar which includes all academic/ Co & extracurricular activities is designed in alignment with the University Academic Calendar. After subject allotment is done faculty members prepare lesson plans for an efficient curriculum delivery. In addition to regular theory & practical classes guest/ expert lectures, industrial visit, corporate connect programs support is provided to enhance the exposure of students. The course delivery is a perfect blend of classroom delivery, workshops, seminars, certification programs, quizzes, projects, technical tests, & assignments.

The focus of the institution lies on augmenting employability skills of the students. Reducing gap between academia & industry is the need of the hour for which every department offers Value Added certificate course with a minimum duration of 30 hours with an emphasis on soft skills & technical skills. In order to empower the learning process a regular feedback from all the stakeholders like students, faculty, Alumni & industry is taken followed by proper action if there is any scope of improvement. Mentor-Mentee system gives “at home” feeling to students especially who are away from home. Student can discuss all their problems with their Mentor who provides a suitable solution and this helps in improving teaching, administration, library etc. Regular feedback provides a scope of improvement at all levels

Teaching-learning and Evaluation

QGI encourages student diversity in terms of their background, abilities and other personal attributes by following a transparent and well managed admission process that complies with regulatory body as well as the affiliating university. The variety in the students in terms of their natural/academic ability, family background, and medium of instruction in school has a great influence on their extent of learning. Continuous assessment methods are adopted to identify the learning level of students and a road map is prepared to improve their learning abilities. The slow learners are provided support in terms of solved question banks in English & another regional language (Punjabi) and preparative classes & separate tests are conducted for them. The slow learners are also counselled & motivated through the Mentor-Mentee system

QGI advocates for student-centric approach to ensure holistic development of the students which increase their employability acumen. In addition to traditional classrooms, ICT enabled tools are an integral part of teaching-learning in QGI which provide opportunity beyond university curriculum to augment their Experiential,

Participative learning & Problem Solving abilities. Mentor-Mentee system adopted by QGI helps to provide assistance to students in case of Academic/Administrative/Personal problems.

Institute maintains student-teacher ratio as per university norms and management takes necessary measures to encourage retention of staff members. In QGI we exercise transparency in assessment process of students. Internal assessment of students is done on the basis of guidelines provided by the affiliating university. The students are guided about the process followed for assessment during the Induction Program. The online system of grievanceredressal related teaching learning and internal assessment is available on the website. QGI adheres to outcome based learning and ensures effective dissemination of the program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) amongst all stakeholders in true spirit. The attainment of outcomes is evaluated using direct and indirect attainment evaluation processes.

Research, Innovations and Extension

The institute believes in promoting research activities among faculty & students in view of nurturing their potential towards R&D. Students & staff actively participates in interdisciplinary and interdepartmental research and development activities. Faculty has published 08 research papers in Peer-Reviewed / SCOPUS / SCI Journals, books, and conference proceedings in the last five years.

Over the past five years, the institution has held a sizable number of events on research methods, intellectual property rights, and entrepreneurship, including seminars, workshops, FDPs, and more.

To establish a comprehensive atmosphere, the Institute encourages teachers, staff, and students to participate in extension activities in the local community. The NSS and NCC units, such as AIDS Awareness, Medical Camps, and Technical Exhibitions, educate students about their moral and social responsibilities. The government and other reputable organizations have acknowledged and awarded the college for its extension efforts. Over the past five years, a plethora of extension initiatives have been carried out, including blood donation drives, SwachhBharath, plantations, workshops on environmental awareness, etc. With numerous enterprises, the college has Memorandums of Understanding for academic cooperation.

Infrastructure and Learning Resources

The Quest Group of Institutions has adequate physical facilities to enhance teaching-learning activities. The campus spreads over 2 acres of lush green space. The Institute is equipped with state-of-the-art facilities that meet IKG Punjab Technical University and AICTE standards. We offer 9 well-arranged, classrooms with ICT tools. Every laboratory has enough equipment to provide students with hands-on instruction in accordance with the university's course curriculum. Students can access fast internet throughout the academic area and hostels on this completely wifi-enabled campus.

In accordance with AICTE and IKG Punjab Technical University guidelines, the QGI Library contains an

adequate collection of books and journals. Students can enjoy comfortable seating arrangements in the library, which is open from 9 am to 5 pm. The operation and service of the library are entirely computerized. To provide staff and students on campus and remotely with sophisticated knowledge, the library also boasts subscription of NDLI, British Library, Delnet over 500 e-journals, and online access to over 1000 e-books. In addition to that we have more than 10,000 physical books.

The institution provides enough facilities to encourage students to participate in sports and cultural events. There is one seminar hall, and 2 hostels (1 for boys and 1 for girls). The college's A-block has separate common room with all the amenities for boys & girls.

Student Support and Progression

The Quest Educational & Charitable Trust always advocates for education for the underprivileged segments of society. QGI works tirelessly to support students' holistic development. Students actively participate in activities such as NSS, Students Clubs, Games and Sport Committees, and others, & plan co-curricular activities, social events, and technical and cultural festivals. All academic and administrative committees provide students with sufficient representation, and students participate in the decision-making process. Over 85% of the students take advantage of government institution-provided scholarships and free ships. Initiatives for the holistic development of students include life skills, ICT/Computing Skills, yoga and meditation workshops, and guidance for competitive examinations. All students have access to add-on certificate courses to improve their abilities and skills. Industrial partnerships are formed with businesses to implement value-added initiatives.

Being student-centric is one of the institute's key ideals. Through practicals, workshops, internships, and specially created courses covering material beyond the syllabus, we emphasize the development of skills. In addition to teaching students soft skills, the personality development cell in association with training & placement department also offers career help and counseling. The training and placement cell offers an appropriate placement policy to help each student pursue a profession in the field of their choice. Our placement records are getting better each time, both in terms of volume and caliber.

The institute has “zero tolerance policy” about violation of discipline especially crime against women & ragging. To handle ragging-related complaints, the institute maintains an anti-ragging squad and anti-ragging cell. In addition to handling complaints, the Women Anti-Harassment Cell oversees the gender equity initiative.

The institute places a strong focus on the students' overall development by providing chances for extracurricular, academic, and co-curricular activities.

Under its auspices, the Department of Student Welfare hosts yearly events such as Freshomania, Annual Cultural cum Prize Distribution Function, and Annual Sports Day. Aside from these cultural literary, fine arts events are organized. Students are encouraged to participate in activities related to entrepreneurship. Additionally, the institute promotes participation in national and university-level tournaments. The institute has received numerous accolades and awards from various university events. Additionally, the institution is

working to fortify the alumni association.

Governance, Leadership and Management

The institute's vision is to be known for its pursuit of academic excellence, useful contributions to society and the country on a global scale, and the development of young people into morally upright professionals. The governing structure of QGI is transparent and efficient, aligned with the institution's goals. The Governing Body has regular meetings to assess the institution's development and make recommendations for enhancements. To address the financial requirements and infrastructure growth, the Management has maintained continuous communication with the Executive Director and Director. The Executive Director oversees academic and administrative operations and is in charge of carrying out the organization's vision and mission. Departments and the institution have an efficient strategic plan that is implemented with clarity. Service rules and procedures provide a clear definition for each functional body. The recruitment and promotion processes at the institution are clearly laid out. E-governance has been introduced by QGI in administrative, academic, and testing domains. All institutional committees, cells, and entities are operating efficiently. Discussions are held at regular meetings, minutes are taken, and reports on actions are organized. HODs arrange conferences, seminars, workshops, value-added courses, career counseling programs, and socially relevant activities to enhance students' learning and highlight their abilities. About 65% of faculty received financial assistance during the previous five years for conferences, workshops, and professional association membership fees. Over the past five years, the campus has organized more than 9 professional development and administrative training events for the benefit of both teaching and non-teaching staff. Financial assistance and various welfare schemes, including Academic Leave, Advance Salary, Daycare Center, Rewards & Recognition Schemes, Faculty Appraisal & Development system, Funding for Research, Faculty Development Programs, Hostel facility, Transport facility, etc., are provided by the leadership to its teaching and non-teaching staff. QGI ensures academic excellence by adhering to strict Quality Assurance procedures.

Through regular meetings and the coordination of cooperative and quality-focused projects, the IQAC is in charge of ensuring that the academic quality procedures are implemented effectively. Academic and administrative audits are carried out by IQAC, and excellent recommendations are made in response to the report's observations.

Institutional Values and Best Practices

Quest Group of Institutions upholds strong institutional values and best practices that promote sustainability, inclusivity, gender equity, and constitutional awareness. As part of its commitment to environmental responsibility, the institution has adopted alternate sources of energy, including the installation of solar panels to reduce dependence on conventional electricity. Energy conservation is further ensured through the use of

LED lighting and energy-efficient appliances across the campus. Waste management practices include the segregation of biodegradable and non-biodegradable waste, composting of organic matter, and safe disposal of e-waste through authorized vendors. Water conservation is actively promoted through rainwater harvesting systems and a sewage treatment plant that recycles water for gardening and flushing purposes.

Green campus initiatives are a prominent feature, with regular plantation drives, vehicle-free days, and a strict no-plastic policy, fostering eco-consciousness among students and staff. The campus is also designed to be inclusive and accessible for differently-abled individuals, with ramps, wheelchair-friendly infrastructure, special seating areas, and visible signage to ensure a barrier-free environment.

Gender equity is actively promoted through initiatives such as self-defense training, leadership opportunities, and academic support for female students. The institution regularly organizes and celebrates national and international commemorative days like Independence Day, Republic Day, International Yoga Day, and Women's Day to instill a sense of national pride and civic duty. Cultural festivals from various regions and religions are celebrated to encourage mutual respect and harmony among students from diverse backgrounds.

To nurture an inclusive environment, the institution emphasizes tolerance and understanding through student interactions, outreach programs, and NSS/NCC activities. Sensitization sessions on constitutional values, rights, and responsibilities are conducted regularly to build socially responsible citizens. Through these multidimensional efforts, Quest Group of Institutions reinforces its mission of holistic development, inclusivity, and responsible citizenship.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	QUEST GROUP OF INSTITUTIONS
Address	Jhanjeri, Tehsil Kharar
City	MOHALI
State	Punjab
Pin	140307
Website	www.questgoi.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Punjab	The I.K. Gujaral Punjab Technical University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	09-05-2024	12	AICTE EOA granted for Next academic Session also

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Jhanjeri, Tehsil Kharar	Rural	2	2810

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCA,Computer Application,	36	Intermediate	English	120	120
UG	BCom,Department Of Business Administration,	36	Intermediate	English	60	59
UG	BBA,Department Of Business Administration,	36	Intermediate	English	90	90

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				25			
Recruited	0	1	0	1	0	0	0	0	5	20	0	25
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	20	0	25
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	116	66	0	21	203
	Female	245	9	0	15	269
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	26	19	67	33
	Female	43	46	100	99
	Others	0	0	0	0
ST	Male	1	4	3	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	7	9	7	16
	Female	5	9	12	20
	Others	0	0	0	0
General	Male	60	45	60	55
	Female	24	24	22	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		166	156	272	266

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Quest Group of Institutions has initiated the following to train the students on multidisciplinary and interdisciplinary courses: 1) Students are encouraged to do at least one course from NPTEL/SWAYAM/MOOCs on multidisciplinary or interdisciplinary streams 2) Multidisciplinary value addition certified short term courses are conducted which are mandatory for the students 3) Students are encouraged to undergo short term training during summer breaks on multidisciplinary streams
2. Academic bank of credits (ABC):	After confirmation of the registration of the students with the affiliating University, IKGPTU, all the students are required to register with the Academic

	Bank of Credits (ABC). All the records of the students such as Degrees, Mark sheets, Migration etc. are uploaded on the student's ABC portal by the IKGPTU.
3. Skill development:	Enriching students with a holistic education by integrating vocational education with general education is the most promising approach to prepare them for both the workforce and life at large. The QGI emphasizes on the multiskilling of the students by offering them skill based value addition courses such as communication skill, soft skills, aptitude building, health care, professional readiness etc. Some of these skill enhancement courses are conducted through the internal faculty and some are conducted through Industry, NGO and professional trainers. The whole concept is to make the students ready to work in the multilevel industries and even start their own ventures.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Promotion of Indian languages, arts, and culture is one of the NEP 2020's goals. The NEP document goes into detail about India's rich cultural and intellectual legacy, the value of Indian philosophy in reshaping perceptions and shaping global affairs, the significance of the nation's multilingual and multicultural heritage, and the need to revive these fields for the benefit of both the nation and the world. This approach demands a paradigm change in the educational system of the recent past, which has, in the eyes of many, undervalued Indian traditional knowledge. To enrich the students with Indian Knowledge the Quest Group of Institutions conducts the following activities: 1) Visit places like Science City, Zoo, famous religious places, and historical cities. Promotion of Indian languages, arts, and culture is one of the NEP 2020's goals. The NEP document goes into detail about India's rich cultural and intellectual legacy, the value of Indian philosophy in reshaping perceptions and shaping global affairs, the significance of the nation's multilingual and multicultural heritage, and the need to revive these fields for the benefit of both the nation and the world. This approach demands a paradigm change in the educational system of the recent past, which has, in the eyes of many, undervalued Indian traditional knowledge. To enrich the students with Indian Knowledge the Quest Group of Institutions conducts the following activities: 1) Visit places like

	<p>Science City, Zoo, famous religious places, and historical cities. 2) Celebration of Indian cultural rich festivals like Holi, Diwali, Gurupurab, Ied, Christmas, Easter, Teez etc. 3) Celebration of Science Day, Engineers Day etc by conducting quizzes, poster making, declamation, speeches and debates. 4) Celebration of Independence Day, Republic Day, and Birth Anniversaries of freedom fighters such as Mahatma Gandhi, Bhagat Singh etc. 5) Lectures on the Indian system of medicines and healthy living practices like Ayurveda, Yoga and meditation. 6) Teaching courses in multilingual for the benefit and better understanding of the Hindi and Punjabi speaking students. 7) Celebration of anniversaries of famous Indian scientist and Mathematicians, like CV Raman, Homi Jahangir Bhabha, J C Bose, Srinivasa Ramanujan, Vikram Sarabhai, APJ Abdul Kalam etc by conducting presentations and debates. 8) Separate section on the Indian Knowledge System has been created in the Library with related books. 9) Lectures on Vedic Math and Indian Mythology. 10) Special classes for the non-Hindi and non-Punjabi speaking students from north East, and foreign countries to learn local languages, Punjabi and Hindi, so that they can communicate effectively with the local people.</p>
5. Focus on Outcome based education (OBE):	<p>The institution adopts an outcome-based teaching and learning procedure, or OBE as specified by the IKGPTU in order to assess the qualitative and quantitative outcomes of the teaching and learning systems. There are four levels of the outcomes prescribed for each program and course, which are, Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Program Educational Objectives (PEOs) and Course Outcomes (COs). Course outcomes (Cos) precisely specify the ability of the students to perform certain cognitive abilities namely, remembering, understanding, applying, analyzing, evaluating and creating, specific to each course/subject of the program after completing and earning marked credits of the course/subject. Program Outcomes (POs) are the graduate traits that the National Board of Accreditation adopted and developed in accordance with the Washington Accord. Program Specific Outcomes (PSOs) are precisely outlined program outcomes that graduates must meet by the time the program ends. Stakeholders have been informed of the Program</p>

	Outcomes (POs) and Program Specific Outcomes (PSOs) of every program.
6. Distance education/online education:	<p>Although the traditional physical interactive mode of education is considered to be the best mode of teaching and learning, the Covid-19 pandemic has beaten this myth and taught the world to teach, learn and execute in the online/virtual mode. Globally, there is a discernible shift in the ways that teaching and learning are conducted, with a notable departure from traditional classroom instruction. Learning to teach in a classroom and online at the same time. Quest Group of Institution within a very short time has developed the platform to run the classes in online mode and has even won a special appreciation award from the IKGPTU for our extraordinary efforts in conducting online classes effectively. Now the online learning platforms have become very popular and common. The students and the faculty at QGI are encouraged to undergo at least one course through the SWAYAM/NPTEL/MOOC in a year. Faculty and staff members are attending online FDP conducted by ATAL/AICTE/NITTTR/IIT etc in online mode and at their convenient timings. Students are also encouraged to enhance their soft skills, communication skills, English communication, aptitude skills etc through open source platforms like YouTube, Instagram, Facebook, LinkedIn and many other platforms. Even in certain industries, students can take up full-time internships in online mode. This helps students in two ways: it gives them the industry-required skills and opens them good employment opportunities.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been established at Quest Group of Institutions. The club aims to create awareness about voting rights, electoral processes, and responsible citizenship among students through workshops, pledge drives, and interactive sessions, thereby promoting active participation in the democratic process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes, at Quest Group of Institutions, student coordinators and faculty coordinators are duly

whether the ELCs are functional? Whether the ELCs are representative in character?	appointed to lead and manage the activities of the Electoral Literacy Club (ELC). The ELC is fully functional and conducts regular awareness drives, competitions, and workshops on electoral processes. It is representative in character, with students from diverse courses and backgrounds actively participating, ensuring inclusivity and wider outreach. The club fosters a strong sense of democratic responsibility and encourages informed, ethical participation in the electoral system.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC at Quest Group of Institutions undertakes innovative initiatives such as voter registration drives, awareness rallies, and campaigns promoting ethical voting. Students voluntarily assist in voter enrollment, particularly among underprivileged communities, including the elderly and differently-abled, and collaborate with district election authorities to support free, fair, and inclusive electoral participation.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Quest Group of Institutions has undertaken socially relevant initiatives such as voter awareness campaigns, surveys on youth electoral participation, and content creation for promoting democratic values. Students engage in street plays, poster-making, and slogan-writing competitions, contributing to enhanced voter education and participation, particularly among first-time voters and marginalized communities.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	At Quest Group of Institutions, most students above 18 are enrolled as voters. The ELC actively identifies unregistered eligible students through classroom surveys and organizes on-campus voter registration drives in collaboration with electoral officers. The college has institutionalized this process to ensure 100% enrollment through regular awareness and facilitation programs.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
472	433	402	446	401

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 48

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
26	26	22	17	18

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
113.26	70.42	55.83	40.87	42.75

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Quest Group of Institutions possesses a robust planning and implementation method for outcome based delivery of the curriculum designed by IKG-Punjab Technical University, Kapurthala, to which it is affiliated. The academic calendar of the institution is prepared by the Academic Committee for every semester in line with the academic calendar designed by the university which includes the curricular, co-curricular and extracurricular activities for effectual implementation and delivery of curriculum. The effective delivery of university curriculum at institute level involves following measures:

- The central academic calendar is disseminated to the departments for preparing the departmental academic calendar in conformity with the same and is shared with the stakeholders.
- The Heads of Departments (HOD) further allocate the courses (theory & laboratories) to the faculty after taking into account their area of specialization and choice of subjects.
- Faculty wise time table is prepared by the timetable committee as per the workload for the academic session.
- An inclusive teaching plan is prepared by each faculty member who includes the delivery of lectures, tutorials & practical classes.
- Induction Program is arranged for new students in which they are apprised about the facilities & welfare schemes offered, code of conduct & disciplines, Value added courses, project work & extracurricular activities.
- The faculty members make the students aware about the course outcomes and their mapping with the Program outcomes & Program Specific outcomes.
- Mid Semester Tests are conducted as per the dates prescribed in the academic calendar & its results are discussed with students.
- Students are provided with assignments, quiz, seminars & projects under the supervision of the Faculty.
- The slow and advanced learners are identified on the basis of their continuous internal evaluation. Remedial classes, solved question banks and counseling support are provided for slow learners as additional support. Advanced learners are encouraged to pursue skill based courses through SWAYAM/NPTEL etc. to enhance their skills.
- To hone students' abilities and fill in any gaps in the curriculum, in addition to the delivery of the courses, industry-focused certification courses, seminars, workshops, industrial visits, guest sessions of eminent persons from industry & academia are also conducted.
- ICT is used for effective teaching by the teachers of various departments.
- The Academic Committee, chaired by the Principal, Heads of Department, and other members,

frequently monitor the course coverage and successful execution of the curriculum using student input and takes necessary remedial action.

- The students are encouraged to join study tours, excursions, field projects and industrial visits to have a firsthand experience of the industry.
- The students are encouraged by the faculty to read reference books and utilize e-resources available in library to augment their subject knowledge.
- Mentor-Mentee concept is implemented where a faculty member is assigned to a group of students to identify and solve any academic, personal or financial problem.

Memorandums of understanding (MOUs) with industries, advance and vocational training providers, other educational institutes, national and international corporations, viz. Cheema Boilers Limited, Bajajfinserv, NIIT Ltd., InsureInfinite, UCW(Canada) etc. is made to ensure curriculum delivery that meets international standards.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 19

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 40.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
312	141	185	153	072

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Quest Group of Institutions follows the curriculum prescribed by IKG Punjab Technical University and actively incorporates cross-cutting socially relevant themes such as human values and ethics, gender sensitization, and environmental sustainability. These topics are integrated into the curriculum and the co-curricular activities undertaken ensuring that the students develop as responsible, ethical, and environmentally aware individuals.

Human Values & Professional Ethics

At the undergraduate level, all students are introduced to the course “Human Values, De-addiction and Traffic Rules” (HVPE-101-18) in their first semester. This course fosters a holistic understanding of life, ethics, and responsible behaviour towards society, nature, and peers. BBA students also study “Business Ethics and Corporate Social Responsibility” (BBASEC 401-18), equipping them with knowledge of ethical practices and sustainable governance in the business environment. The course “Mentoring and Professional Development” (BMPD102-18), introduced across all semesters, nurtures professionalism and ethical conduct. To reinforce these values, the institution celebrates national and international days and conducts value-based initiatives that build moral responsibility, cultural awareness, and social sensitivity among students, encouraging holistic character development.

- Blood donation camps in collaboration with the Rotary Club

- Health Check up camps
- Donation drives for destitute homes.
- Eye check-up camps in nearby villages
- Career counselling and skill development sessions for school children
- Celebration of Days of National Importance
- Traffic awareness seminars for students.
- Literacy Drives for Senior Citizens.
- Celebrating “Sadbhavna Diwas”

Gender Sensitization

Quest Group of Institutions is committed to promoting gender equality and preventing discrimination. The college has constituted Internal Complaints and Sexual Harassment Committees to address issues related to the safety and rights of women on campus. These committees also provide counselling and conduct awareness programs to promote gender sensitivity. Facilities like child care support for female staff, separate hostels, and common rooms for girls, along with 24/7 CCTV surveillance and high-security measures, contribute to a safe and inclusive environment. Several initiatives have been organized to support gender awareness:

- Guest lectures on personal and menstrual hygiene
- Self-defence training for female students
- Teej celebrations
- Sessions on women’s rights and contributions
- Career awareness programs for girls, particularly in fields like the armed forces
- Legal literacy sessions regarding women’s safety

Environmental Sustainability

Quest Group of Institutions emphasizes the importance of environmental responsibility and sustainable development. As part of the curriculum, all first-year students study “Environmental Studies” (EVS102-18), which introduces them to pressing ecological concerns, resource conservation, and sustainable practices.

The institution also undertakes various activities to instill environmental consciousness, such as:

- Celebrating Earth Day, World Environment Day, and Ozone Day
- Organizing tree plantation drives and rallies on energy conservation
- Field trips like the visit to Chhatbir Zoo
- Participating in the Swachh Bharat Abhiyan
- Actively involved in the water conservation, tree plantation and energy conservation drives

Infrastructure-wise, the campus features a Sewage Treatment Plant (STP) and a rainwater harvesting system. Recycled water is used for landscaping, cleaning, and floor maintenance, promoting water conservation and efficient resource utilization.

Through a balanced combination of curriculum, events, and infrastructure, QGI ensures that students develop awareness and sensitivity toward critical social and environmental issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 47.25

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

Response: 223

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
265	267	151	165	187

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
270	360	270	270	330

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 65.42

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
58	73	44	41	47

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
73	97	72	72	88

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 18.15

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution fosters an engaging and dynamic academic environment through the implementation of **student-centric learning methodologies** and **ICT-enabled teaching tools** to enhance learning outcomes across all programs. These methodologies aim to develop critical thinking, creativity, collaboration, and practical skills among students, preparing them for both professional and academic excellence.

Experiential Learning

Experiential learning forms a core component of the academic process. Students of BBA and B.Com are exposed to real-world business environments through **industrial visits, internships, case studies, market surveys, role-plays, and business simulations**. For example, BBA students undertake mock business planning, marketing campaigns, and project presentations, which enable them to connect theoretical knowledge with practical application. Similarly, B.Com students engage in **financial analysis exercises**, GST workshops, and accounting software training (such as Tally ERP), as part of their syllabus which help them understand commerce-related operations more effectively.

In the BCA program, experiential learning is implemented through **lab-based practical sessions, coding projects, software development assignments, and mini-projects** where students build real-time applications. Hackathons and tech events organized by the department provide hands-on exposure to the latest technologies and problem-solving under real-time constraints.

Participative Learning

Participative learning is encouraged through **student-led seminars, group discussions, management games, debates, peer teaching, and classroom presentations**. Students are involved in academic clubs like the IT Club, Management Club, and Commerce Forum, where they organize events, conduct quizzes, and participate in inter-college competitions. These activities encourage collaboration, leadership, and communication skills.

In BBA and B.Com, participative learning is also promoted through **stock market simulations, entrepreneurship development programs**, and business plan competitions. In BCA, tech talk series, peer code reviews, and debugging challenges help students engage actively in the learning process and develop analytical skills.

Problem-Solving Methodologies

Problem-solving methodologies are integrated through **case-based teaching, numerical problem-solving sessions, and real-world scenario analysis**. In BBA and B.Com, students work on business case studies, economic problem analysis, and taxation challenges. BCA students solve algorithmic and data structure problems, participate in coding challenges, and work on open-ended software development problems that mimic real IT project constraints. These activities help students apply knowledge to practical issues, promoting deeper understanding and critical reasoning.

ICT-Enabled Teaching Tools

Faculty members across all departments utilize **ICT tools** to enrich classroom teaching and make content more interactive. Classrooms are equipped with projectors and smart boards. Teachers use **PowerPoint presentations, subject videos, animations, and simulations** to clarify complex concepts. Online platforms such as **Google Classroom, Zoom, and Microsoft Teams** are used for blended learning and flipped classrooms.

E-resources like **SWAYAM, NPTEL, Coursera**, and YouTube are integrated into the curriculum to supplement textbook knowledge. Teachers also create and share e-content, recorded lectures, and assessments through the institution's Learning Management System (LMS). Online quizzes, assignments, and feedback mechanisms help ensure continuous evaluation and engagement.

Faculty development programs are regularly organized to enhance digital pedagogy. This integrated approach of combining **student-centric learning strategies** with **technology-driven teaching** has significantly improved academic performance, learner satisfaction, and overall educational quality.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 93.97

2.4.1.1 Number of sanctioned posts year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
26	26	24	20	20

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 33.03

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
6	9	9	7	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The **Examination Cell** is a core component of academic functioning. The examination and evaluation system of affiliating University, IKGPTU, is robust, efficient and accurate. The internal examination system is also developed in line with the University's examination system.

Evaluation System for Theory Courses

As per I.K. Gujral Punjab Technical University (IKGPTU) guidelines, the evaluation for each theory course/subject has the following two components:

1. **Internal assessment** – 40% weightage
2. **End Semester University Examination** - 60% weightage

Internal Assessment (Theory)

40% of the Internal assessment (40 marks out of 100 marks total) is further divided into following components:

24 Marks – MST (Average of two MSTs)

10 Marks – Progressive class work (quizzes, case studies, mini-projects, assignments, and presentations)

06 Marks – Attendance

MST format:

- **Total Marks:** 24; **Duration:** 90 minutes
- **Section A:** 4 short questions \times 2 marks = 8 marks
- **Section B:** 2 out of 3 long questions \times 8 marks = 16 marks
- The question paper of MST is designed in accordance with the University's End semester question paper format according to Bloom's Taxonomy and Course Outcomes.
- MST-1 covers 40–50% of the syllabus, and MST-2 covers the remainder.
- Course wise attainment is calculated after each MST to assess the students' performance

Attendance Policy

- <75%: 0 marks (Not eligible for final exams)
- 75–78%: 1 mark; 79–80%: 2 marks
- 81–85%: 3 marks; 86–90%: 4 marks
- 91–95%: 5 marks; 96–100%: 6 marks

External Assessment (Theory)

For 60% external assessment (60 marks out of 100 total), the University conducts end semester examination. The external exams are conducted at exam centre setup by the University, which is usually the other college, QIFGOI, in the same campus. Question papers are sent just 30 minutes before the start of the exam in online mode which are printed under secured environment. CCTVs are installed in the exam halls, printing cell, strong room, exam control room which are monitored live on CCTV by the University Controller of Examination and by the Director/Principal of the exam centre college who is appointed as centre's controller of examination. The answer books are sealed and sent to the University immediately after the exam on the same day.

Evaluation System for Practical Courses

- Practical subjects are assessed with **60% internal** and **40% external** (viva/practical) evaluation.
- Internal Practical assessment is based on lab work, records, and oral exams. For industrial training, students are assessed on seminars, reports, and participation.
- External Practical assessment is done by university appointed external examiner which is based on the practical work and viva voce.

Final internal marks for theory and practical are prepared by the subject teacher, verified by the HOD, approved by the principal and then uploaded on the University's examinations portal.

Redressal of Student Grievances on Evaluation system

For Internal Assessment

Students are permitted to review their internal assessment answer sheets. In case of any grievance, the matter is initially addressed by the concerned subject teacher. If the issue remains unresolved, it is escalated to the Head of the Department (HOD), who examines the grievance and ensures appropriate resolution.

For External Assessment

After the declaration of the result, students can apply for rechecking of their answer sheets within a time frame. The revaluation or rechecking result is announced well before the start of next end semester examination so the students can plan and prepare for reappearing the exam if not declared passed in the rechecking or revaluation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Quest Group of Institutions, affiliated with **IKG Punjab Technical University (IKG PTU)**, is committed to providing high-quality education that is aligned with the defined **Programme Outcomes (POs)** and **Course Outcomes (COs)**. The POs and COs for all programmes offered, including **Bachelor of Business Administration (BBA)**, **Bachelor of Computer Applications (BCA)**, and **Bachelor of Commerce (B.Com)**, are systematically stated, displayed, and made accessible through the institutional website, thereby ensuring transparency and clarity for all stakeholders.

The **Programme Outcomes (POs) of the BBA** program aim to equip students with essential managerial, entrepreneurial, and leadership skills. Emphasizing critical thinking, ethical practices, teamwork, and effective communication, the program prepares graduates to apply management principles, make strategic decisions, and adapt to dynamic global business environments with a strong understanding of business operations across diverse industries

The **COs** for each BBA course are clearly defined to reflect the specific competencies and skills that students should acquire after completing individual subjects. For example, courses like Financial Accounting, Principles of Management, Business Law, and Organizational Behavior outline specific learning objectives such as understanding financial statements, applying management theories, interpreting legal principles, and analyzing employee behavior patterns. These COs ensure that students attain both theoretical knowledge and practical skills required in the business world.

The **POs** aim to develop core competencies in computer science and applications. Graduates are expected to possess a strong foundation in computing principles, programming languages, database management, web development, and emerging technologies. The POs emphasize problem-solving skills, innovation, and lifelong learning, preparing students for professional careers in IT industries or for pursuing higher studies like MCA or MBA (IT).

Each BCA course has distinct **COs** that align with the overall program objectives. For instance, courses like Programming in C, Data Structures, Computer Networks, and Software Engineering enable students to understand algorithms, develop applications, implement networking solutions, and manage software development life cycles. Practical lab sessions are also integrated with theoretical components to enhance experiential learning.

The **B.Com POs** aim to impart a strong conceptual foundation in commerce, finance, taxation, accounting, and economics. Graduates of B.Com are expected to demonstrate the ability to analyze financial information, understand business laws, and apply economic principles to business decision-making. The program fosters entrepreneurial abilities, ethical standards, and an understanding of global commerce trends.

The **COs** of the B.Com programme are designed to provide depth and breadth in the commerce discipline. For example, courses like Financial Management, Corporate Accounting, Business Economics, and Income Tax Law outline specific outcomes like preparation of company accounts, financial decision-making, analysis of market behaviour, and understanding of tax regulations.

The institution ensures that POs and COs are periodically reviewed and updated as per university guidelines and evolving industry requirements. They are prominently displayed on the institutional website, included in the academic handbooks, and shared with students at the beginning of each academic session. Furthermore, continuous assessment methods like quizzes, assignments, presentations, projects, and end-semester examinations are mapped to the respective COs to evaluate the attainment of outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution has established a structured and outcome-based teaching-learning process to ensure the attainment of Course Outcomes (COs) and Programme Outcomes (POs). The evaluation of these outcomes is an integral part of the academic process and is carried out through both direct and indirect assessment methods.

Course Outcomes (COs) Evaluation:

As our institute is affiliated to IKGPTU, COs are clearly defined by the University for each course based on the knowledge and skills that students are expected to acquire upon successful completion of the course. The COs are clearly articulated in the course files and communicated to students through syllabi, course plans, and classroom discussions.

The attainment of COs is primarily assessed through direct methods which include internal assessments like

- Mid Semester Tests,
- Assignments/quizzes
- Class attendance
- End-Semester Examinations
- Lab performance
- Project work.

Each question or task in these assessments is mapped to specific COs. The performance of students in these tasks is used to compute the level of attainment for each CO, using predefined attainment thresholds (typically based percentage of students achieving the set benchmark).

For example, if 70% of students score more than 50% in questions mapped to a particular CO, it may be considered as satisfactorily attained. These thresholds are regularly reviewed and revised by the Head of the Departments and faculty members to maintain relevance.

Programme Outcomes (POs) Evaluation:

POs are broader competencies expected to be achieved by students by the time they graduate. These include domain-specific knowledge, problem-solving ability, communication skills, ethical practices, lifelong learning, and teamwork, among others. POs are assessed using a combination of CO-PO mapping and co-curricular activities.

Each CO is mapped to relevant POs with assigned weightages. CO attainment levels thus indirectly reflect PO attainments. The PO attainment is computed using a weighted average of COs contributing to a specific PO.

Continuous Improvement:

The attainment data of COs and POs is compiled and analyzed at the end of every academic year. Gaps between the expected and actual attainment levels are identified and corrective measures are planned. These may include revision of course content, pedagogical changes, additional remedial classes, or enhanced lab facilities. The Departmental Academic Committee under the supervision of IQAC oversees this process and ensures continuous improvement.

Thus, the institution follows a robust, transparent, and iterative process to evaluate the attainment of COs and POs, thereby ensuring the quality and effectiveness of its academic programs.

File Description	Document
Upload Additional information	View Document

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

Response: 83.99

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
62	96	122	137	71

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
87	129	144	144	77

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.85

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Quest Group of Institutions is deeply committed to fostering an ecosystem that nurtures innovation, encourages the exploration of the Indian Knowledge System (IKS), and promotes awareness regarding Intellectual Property Rights (IPR). The institution has proactively undertaken various initiatives to create a vibrant environment where knowledge creation, technological advancement, and the spirit of entrepreneurship thrive.

Recognizing the importance of innovation and entrepreneurship in the contemporary educational landscape, the IPR cell serves as a platform for students and faculty members to translate their ideas into prototypes, product and service. It provides infrastructural support, mentorship, and exposure to industry experts, thereby encouraging innovation-driven projects. Regular workshops, hackathons, and idea-pitching competitions are organized to ignite the spirit of creativity among the students. As an outcome, some student projects have been successfully developed into scalable models, some of which have even

attracted industry partnerships.

The institution actively promotes Indian Knowledge Systems (IKS) through a variety of cultural and value-based activities. These include regular **yoga sessions**, a **value-added course on IKS**, and **stress management workshops** by ISKCON. Cultural heritage is celebrated with a **turban tying competition on Baisakhi**, folk singing on Lohri, rakhi making competition, matki breaking competition on Janam ashtmi, **Rangoli**, and **Mehndi competitions** during festivals, **performances** based on Indian epics lamayana on annual fests, **traditional dance performances & classical dances** during annual functions and other events, and **Hindi Diwas celebrations** to promote linguistic pride. Additionally, the institution supports students by providing **study material in the local language**, fostering inclusive learning. These initiatives reflect a commitment to preserving India's rich traditions while enhancing students' well-being, cultural awareness, and connection to their roots.

To foster a culture of safeguarding innovations and intellectual creations, the institution has established an **IPR Cell**. The IPR Cell works actively to educate students and faculty about the significance of protecting their inventions, designs, and creative works. Regular IPR awareness programs, workshops on patent filing, copyright laws, trademark registration, and seminars on startup legalities are conducted. The IPR Cell also assists innovators in the process of drafting, filing, and processing intellectual property applications. As a result, faculty members have shown increasing interest in securing patents indicating a growing consciousness towards ownership and commercialization of knowledge.

Moreover, the institution has incorporated modules related to innovation, entrepreneurship, and intellectual property into its curriculum and extracurricular activities. Guest lectures by successful entrepreneurs, startup founders, and legal experts are regularly held to offer students real-world insights into the dynamics of knowledge-based industries. The outcomes of these initiatives have inclined the students towards start-up culture.

In conclusion, Quest Group of Institutions has created a robust and dynamic ecosystem that seamlessly integrates innovation, Indian Knowledge System, and IPR awareness into the academic framework. This ecosystem not only empowers students to become creators of knowledge and technology but also ensures that they are well-equipped to protect, apply, and commercialize their intellectual outputs responsibly. The institution remains committed to nurturing a generation that will drive India's knowledge economy forward with innovation rooted in its rich cultural ethos.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 53

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
10	26	08	01	08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.1

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
01	00	01	01	02

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.02

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1**

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Quest Group of Institutions has been unwavering in its commitment to **institutional social responsibility**, undertaking diverse extension activities that focus on **environmental sustainability, health awareness, career development, gender equality, and community welfare**. Collaborating with **government agencies, NGOs, and local organizations**, these initiatives have directly **benefited over 5,000 individuals**, fostering societal progress and student sensitization toward pressing social issues.

A defining achievement of Quest has been its **water conservation initiatives** under the **Jal Shakti Mission, Govt of India**. The institution has successfully preserved **approx 1.75 crore liters of fresh water annually** through targeted interventions in **Jhanjheri and Ludhiana**, earning **awards of appreciation** from **SDM Kharar and Ludhiana Municipal Corporation**. More than **175 families** were **direct beneficiaries** whereas **more than 3000 residents** of Jhanjeri village were indirect

beneficiaries as the water saving nozzles and taps were installed in **common public places like Gurudwara, Temple and Government School** in Jhanjeri where most of people visit and wash their hands. Additionally, students participated in **cleanliness awareness drives, energy conservation rallies, and environmental outreach programs in neighbouring villages**, reinforcing their understanding of ecological responsibility.

In the domain of **health awareness**, Quest has positively impacted **over 500 individuals** through **free medical and eye check-up camps**, conducted in partnership with the **Rotary Club and local health authorities**. Additionally, **AIDS and dengue prevention campaigns, gynecology hygiene awareness sessions, and mental health education for school students** have strengthened public health literacy. The institution's **blood donation drive**, recognized by the **Rotary Blood Donation Society**, has instilled **a culture of humanitarian service** among students.

Quest also advances **afforestation and environmental conservation** through **tree plantation drives**, by planting & distributing more than **250 trees and saplings** in locations such as **Jhanjeri, Machli Kalan, Rampur, and Fatehgarh Sahib**. These initiatives, acknowledged by **Hariaval Punjab a leading NGO working in this domain**, have inspired students to actively participate in sustainability efforts.

The institution has taken significant strides in **career development** through the **Mega Rozgar Mela**, securing **job placements for over 100 candidate of neighbouring areas** in collaboration with the **District Bureau of Employment Generation**. Further, expert **workshops on ICT tools, cybersecurity, skill enhancement, and career counselling** have equipped school students of neighbourhood schools with better knowledge about recent trends and industry demands.

Quest fosters **human values and gender equality**, evident through **self-defense training for girls, donation drives at Prabh Asra, gender equality rallies, and educational support programs**—positively impacting **over 250 individuals**. These activities have helped students develop **empathy, leadership, and awareness of social challenges**.

Educational outreach remains a priority, with **seminars on personality development, stress management, and literacy for elderly citizens**, enriching students' understanding of social responsibility. Additionally, **anti-drug campaigns, substance abuse awareness rallies, and traffic etiquette programs** have reinforced civic engagement.

Through these **holistic extension activities**, Quest Group of Institutions has **not only uplifted communities but also sensitized students** to real-world challenges, **enhancing their personal growth**. By participating in meaningful social programs, students develop **a strong civic consciousness, leadership skills, and ethical responsibility**, preparing them to be **change-makers**.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Quest Group of Institutions has consistently demonstrated its commitment to social responsibility through various extension activities that address environmental sustainability, employability, community welfare, and health awareness. The institution's impactful initiatives have garnered widespread recognition, reflecting its dedication to holistic development and community engagement.

One of the institution's most commendable achievements is its large-scale water conservation efforts. In Jhanjeri village, Quest led an initiative to install water-saving nozzles in households and public spaces such as Gurudwaras, temples, and government schools. This proactive measure resulted in the conservation of an estimated 75 lakh liters of fresh water every year, earning the institution an award from the SDM Kharar. Similarly, in association with CityNeeds, Quest undertook another water conservation project in Sukhmani Enclave, Ludhiana, preserving significant volumes of fresh water. This remarkable contribution to environmental sustainability was recognized by the Zonal Commissioner, Municipal Corporation Ludhiana.

Beyond environmental efforts, Quest has actively contributed to employability enhancement and skill development. The institution organized a Mega Rozgar Mela to support students from diverse educational backgrounds, ranging from 10th pass candidates to postgraduates. This initiative facilitated employment opportunities and received a Letter of Appreciation from the District Bureau of Employment, reinforcing the institution's commitment to empowering students in the catchment area.

Quest has also engaged in numerous humanitarian activities, particularly in partnership with NGOs. Students have conducted donation drives, collected essential supplies like groceries, clothing, and medicines, and volunteered their time at Prabh Asra, a leading NGO dedicated to supporting abandoned, elderly, and differently-abled individuals. The organization recognized these compassionate efforts through a Letter of Appreciation. The institution's social commitment further extends to health awareness, with active participation in blood donation drives facilitated by the Rotary and Blood Bank Society Resource Centre, Chandigarh, earning commendation for its efforts.

Environmental awareness remains a priority for Quest, as reflected in its ongoing collaborations with organizations like Hariaval Punjab, a renowned NGO dedicated to environmental protection. The institution has been honored for its continuous support in fostering a green campus and implementing sustainable initiatives in the surrounding community. Additionally, Quest received a Certificate of Appreciation from the Rotary Club for organizing an eye donation camp, reinforcing its contributions to healthcare outreach.

The institution has also prioritized educational enhancement for underprivileged students, earning appreciation from various government schools. From supporting school children in need with essential stationery items to conducting personality development activities in Government Senior Secondary Schools in Majatri and Manual (Mohali), Quest has played a vital role in fostering academic growth and soft skills development. The institution has also facilitated sessions focused on improving reading skills among students. Moreover, its honorary webinar on Stress Management for Kurpanidhi Degree College, Bangalore, demonstrates its commitment to student well-being beyond its immediate academic domain.

Quest Group of Institutions' multifaceted extension activities have received widespread recognition, including accolades from government bodies, NGOs, and local institutions. Its proactive engagement in environmental conservation, employability enhancement, humanitarian aid, and student development showcases its dedication to community upliftment and sustainable progress. These contributions reaffirm Quest's vision of fostering a responsible and socially conscious educational ecosystem.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 36

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
10	07	12	00	07

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 18

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Academic Wings

QGI is situated in a verdant, tidy, clean, and roomy setting spanning 2 acres. It is an entirely self-contained campus with the necessary facilities in accordance with AICTE and affiliating University, IKGPTU standards. QGI features updated ICT enabled classrooms, well equipped labs, Computer Centre, eminar halls, meeting/boardrooms, tutorial rooms, and Library that are suitable for giving students a positive learning environment. All of the laboratories have a large variety of high-tech equipment to support practical learning.

Internet connection

The whole campus is wi-fi enabled supported with 100 mbps broadband line. All the labs and administrative departments are connected through high speed LAN networks. Wi-fi nodes are installed all around the campus including hostels, library, classrooms and the administrative area for round the clock hassle free digital access.

Central Library

The central library offers a large selection of books, magazines, and journals to encourage the habit of reading. LMS system has been installed to support, automated access, issue, return and logging. Digital library, which is part of the central library, is equipped with 10 PCs, and software like Delnet, British library, NDLI, and the access of various online digital platforms for virtual learning viz. NPTEL, SWAYAM, E-Kumbh, Shodh Ganga etc.

Miscellaneous facilities

Well-maintained lawns, ramps, gardens, health center, indoor games, outdoor game grounds and athletic tracks, first aid supplies, sanitary pad dispensers and incinerator, generator power backup, fire extinguishers, NCC and NSS wings. ATM is also installed at the college main gate. There is CCTV surveillance across the campus key sites. Water cooler fitted with RO water filters at strategic places. Delicious and hygienic cuisine is served in mess with additional facility of cafeteria. The training and placement cell consistently encourages and supports students in their personal growth career development.

Games and Sports Facilities : We promote the overall growth of both employees and students by offering a range of athletic opportunities. The institute has built and maintained a large number of sports facilities as well as the infrastructure needed to host extracurricular activities and cultural events. The students' accomplishments in a variety of sports are a testament to their commitment, which is primarily encouraged by the Sports Committee. The Committee also oversees the year-round implementation, coordination, and supervision of physical education programs, sports activities, and initiatives that foster a general or niche interest in sports. Our infrastructure's reach has expanded steadily, serving not just students, staff, and teachers but also other nearby organizations, schools, and other institutions.

- Athletic Track
- Cricket field
- Football field
- Volleyball court
- Basketball court
- Badminton court
- Tennis court
- Kabbadi
- Indoor games like Table Tennis, Chess, and Carom
- Yoga Centre

Cultural Facilities: There is separate cultural club managed by the students and supervised by the faculty coordinator. Apart from the annual fest, fresher's party, farewell party, students also participate in the annual cultural fest of the University. All the Indian festivals and the festivals of the foreign country students are celebrated jointly with full of enthusiasm.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 23.5

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
40.69	13.05	11.71	05.14	05.36

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at Quest Group of Institutions, Jhanjeri, serves as a cornerstone of academic and intellectual development within the campus. It is fully automated with the implementation of the Fee Bank Library Management System, a robust Integrated Library Management System (ILMS), which ensures streamlined operations for all library activities such as cataloguing, acquisition, circulation, and report generation. This automation facilitates ease of access to resources, improves accuracy in record-keeping, and enhances user experience for both students and faculty members. The system also maintains detailed user histories, enabling efficient tracking of resource usage and promoting responsible borrowing practices.

To support digital learning and research, the library offers a rich repository of electronic resources. The institution has subscribed to several renowned platforms such as the British Council Digital Library, DELNET, and the National Digital Library of India (NDLI). These resources provide access to thousands of e-books, e-journals, periodicals, reference materials, and academic databases covering a wide range of disciplines. DELNET, in particular, enables inter-library loan services, broadening the scope of materials available to users and fostering academic collaboration across institutions. NDLI further empowers users

to access digital content curated by the Ministry of Education, Government of India, ensuring availability of quality educational material at all levels.

In addition to these resources, the library is integrated with Tally ERP software, which helps in managing financial records related to library transactions, budgets, and subscriptions. This reflects the institution's commitment to maintaining transparency and accountability in library operations. The use of MS Teams as a Learning Management System (LMS) further strengthens the digital framework of the library, enabling faculty to share reading materials, assignments, and academic content seamlessly with students. This integration bridges the gap between traditional and digital learning environments, ensuring continuity in education, especially in blended or remote learning scenarios.

The library's infrastructure is designed to be conducive to learning, offering quiet study zones, digital access points, and user-friendly search terminals. Faculty and students actively engage with the library's facilities, making optimal use of both physical and digital resources for teaching, learning, and research purposes. Regular orientation programs and training sessions are also conducted to familiarize users with the digital platforms and databases, enhancing their information literacy skills.

Separate section for the competitive books with separate seating has been created facilitating the students to prepare for the government competitive exams for job and higher education. Apart from the books on curriculum, there are Books on Indian Knowledge System such as Yoga, Ayurveda, Indian History and Culture making the library a full-fledged source of blended information and knowledge.

Overall, the library at Quest Group of Institutions, Jhanjeri, is a well-equipped and efficiently managed academic resource center. Its automation through ILMS, access to vast e-resources, integration with digital learning tools, and consistent utilization by the academic community highlight its pivotal role in the institution's educational framework. It significantly contributes to creating a vibrant academic environment and supports the institution's vision of delivering quality education through innovative and student-centric approaches.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Quest Group of Institutions has strategically and consistently enhanced its IT infrastructure over the past five years to provide reliable and up-to-date digital facilities for students and faculty of the institute. Key developments include upgrades in internet bandwidth, Wi-Fi coverage, procurement of IT hardware, softwares and improvements in digital security.

Key IT Infrastructure Upgrades

Period	IT Upgrade Category	Description
2019–20	Desktop PCs	Increased from 103 to 113 by purchasing 10 PCs
2020–21	Microsoft Teams	Licenses purchased for online classes & Learning Support during COVID-19
	Internet Bandwidth	Connectivity Upgraded from 10 Mbps to 50 Mbps
	UPS Battery Upgrade	16 Amaron Quanta Batteries were purchased & replaced
2022–23	Desktop PCs	10 desktop PCs purchased & installed
	PC's Upgraded	RAM and SSD upgrades in older PCs
	CCTV	6 CCTV Cameras (2MP), 1 DVR (32-Port) purchased to replace old Analog CCTV cameras
	Microsoft Teams	Microsoft License renewed
2023-24	Internet Bandwidth	Upgraded from 50 Mbps to 100 Mbps
	Printers/Scanners	3 printers, 1 scanner purchased & installed
	Projectors	12 Epson XGA Projectors with Network, USB, HDMI and Wi-Fi purchased & installed for more effective classroom education
	Network & UPS connectivity to Classrooms	All classrooms were connected with LAN, Wi-Fi and UPS to ensure uninterrupted and effective use of Technology in classroom
	Microsoft Teams	Microsoft License renewed
	CCTV	15 IP cameras (2–4MP), 1 NVR, 1 DVR purchased to replace existing Analog CCTV

cameras

Internet, Wi-Fi & Networking & Security Enhancements

Period	Type of Upgradation	Details
2020-21	Internet Bandwidth	Upgraded from 10 Mbps to 50 Mbps
2022-23	Network Switch	1 Gigabit Switch purchased
2023-24	Wi-Fi Access Points	11 Grandstream Access points , POE Switches (24 & 16-Port), NVR and other equipment purchased to replace old Wi-Fi access points
2023-24	Internet Bandwidth	Upgraded to 100Mbps

ICT-Enabled Learning :.

- 2021-22: 16 Amaron Quanta Batteries installed to enhance UPS backup.
- 2023-24 session 12 Epson Network ready projector with XGA resolution were purchased which support connectivity through LAN, Wi-Fi, HDMI, USB as well as VGA.
- All the classrooms, tutorial rooms, and seminar halls are equipped with these projectors connected to LAN/Wi-Fi and supported by UPS to ensure uninterrupted teaching and learning.

Online Learning Support

- Till 2019: online learning material support provided through Google Classroom via Google for Education subscription.
- 2020 onwards: Purchased Licenses for Microsoft Teams to provide authentic, organized and proper Online Teaching as well as Learning support to students during COVID-19 period and beyond.
- Received Letter of Appreciation from IKGPTU for online teaching excellence.

Cybersecurity & Data Protection

Nebero Firewall was upgraded to strengthen network security:

Year	Version
------	---------

Till 2021-2022	Version 9.0
2022-23	Upgraded to Version 10.0
2023-24	Upgraded to Version 11.0

It has features like:

- **SSL VPN, 2FA, and content filtering.**
- **User Access: Only authorized users can access the institute Wi-Fi system. Unique login credentials for all users (faculty and students).**
- **PC's, login credentials and internet access provided to faculty and students.**
- **Regular training and cybersecurity awareness sessions conducted.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 4.18

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

Response: 113

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 5.95

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
6.48	1.89	3.82	1.74	5.30

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 86.95

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
391	394	367	382	339

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 66.39

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
250	339	309	297	235

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.27

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
37	72	71	75	44

5.2.1.2 Number of outgoing students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
62	96	122	137	71

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 10.58

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2023-24	2022-23	2021-22	2020-21	2019-20
4	5	9	2	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 10

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	1	1	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 8.8

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
10	09	08	08	09

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:**Registered Alumni Association and Its Contribution to Institutional Development**

Quest Group of Institutions (QGI) takes immense pride in its vibrant and registered Alumni Association, which plays a pivotal role in the holistic development of the institution. The association serves as a bridge between the institution and its graduates, fostering long-term engagement, collaboration, and support. Over the years, the Alumni Association has significantly contributed to academic, infrastructural, and professional growth through financial assistance, mentorship, knowledge sharing, and networking opportunities.

Structure and Registration

The Alumni Association of QGI is a formally registered body governed by an elected executive committee comprising a President, Vice President, Secretary, Treasurer, and active alumni members. The association meets periodically to plan activities, review contributions, and discuss opportunities for institutional advancement. It maintains a strong database of graduates from diverse academic programs including B.Tech, MBA, BBA, BCA, B.Com, and M.Tech, among others.

Academic and Professional Contributions

The Alumni Association has been actively involved in academic enhancement through guest lectures, expert talks, seminars, and workshops. Distinguished alumni who have pursued higher studies at prestigious institutions like IITs, IIMs, and foreign universities, or are working in reputed companies such as Google, Amazon, TCS, Infosys, Accenture, and others, frequently return to campus to share their knowledge and experiences. Their interactions serve as motivation and guidance for current students, exposing them to real-world challenges, career planning strategies, and industry expectations.

Many alumni actively participate in mentorship programs, resume-building sessions, LinkedIn profile reviews, and mock interviews. These initiatives bridge the gap between classroom learning and industry demands, making students more employable and confident in their abilities.

Financial and Infrastructural Support

The association has also supported the institution through financial contributions and sponsorships. Alumni have donated funds for student scholarships, books for the library, and organizing placement drives. Some alumni-run enterprises have also offered sponsorships for college events, hackathons, and cultural festivals, helping create a more vibrant campus life.

In select cases, alumni have contributed towards infrastructure development, such as donating equipment to laboratories, sponsoring awards for academic excellence, and supporting innovation cells and startup incubation activities.

Placement and Internship Support

One of the most impactful areas of alumni involvement has been in placements and internships. Alumni working in reputed organizations act as points of contact for internship referrals, placement opportunities, and company tie-ups. They help students navigate the recruitment process, share job openings, and even

refer students internally in their companies. Several alumni have returned to their alma mater to recruit fresh graduates, thereby strengthening QGI's placement ecosystem.

Networking and Social Initiatives

The Alumni Association also facilitates regional alumni meets and annual "Homecoming" events on campus, creating a strong sense of belonging and continuity. These gatherings promote bonding, collaboration, and the celebration of achievements. Additionally, alumni have actively supported social outreach programs, such as blood donation camps, cleanliness drives, and community development projects, reinforcing their role as socially responsible citizens.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The governance and leadership of the institution are firmly rooted in its vision and mission, which aim to provide inclusive, quality education and foster holistic development among students.

Vision:

To be recognized as an institution in pursuit of distinction in academics that provides valuable global contributions to the society & the nation, grooming young minds to become skilled professionals and good human beings.

Mission

1. To provide affordable and quality education to students, especially from economically weaker sections and deprived communities.
2. To provide a congenial, holistic learning & work environment, encouraging female employment and promoting women's education minimizing the social & economic barriers they confront.
3. To provide the state-of-art infrastructure and facilities for quality Teaching – Learning and overall personality development of students.
4. To promote skills development of students, so as to make them employable and self-reliant.
5. To enhance the emotional intelligence and mental wellbeing of students, developing them to be valuable assets to society, family and industry.

The institution adopts a **decentralized governance model** that empowers various academic and administrative units to function autonomously within the defined framework.

The **Director/Principal** ensures that the staff functions actively, with regular meetings to deliberate on academic and institutional matters. Non-teaching staff also participate in these interactions, promoting inclusive communication.

Departments are managed by heads who oversee workload distribution and **mentoring** .Faculty members

play crucial roles in departmental and institutional governance. Each **faculty member** mentors a group of students, while student class representatives facilitate two-way communication. The **IQAC**, which includes faculty, continuously works on quality enhancement and institutional development for all stakeholders.

Students provide **feedback** on curriculum delivery, infrastructure, and other support services, which is analyzed and considered in decision-making.

The **signing of MOUs** with external organizations enables dynamic learning opportunities.

The leadership promotes a culture of transparency and accountability. Regular **review meetings**, open-door policies, and digital platforms for feedback and **grievance redressal** ensure that all stakeholders have access to institutional leadership.

Participatory governance is a key hallmark of the institution

Capacity-building programs and leadership training are regularly organized for faculty and staff to enhance their administrative and academic capabilities. This fosters a sense of ownership and shared responsibility in the institution's progress.

Extension and outreach activities form an integral part of the institution's commitment to social responsibility, civic engagement, and nation-building. The institution conducts a wide range of outreach programs through its various cells, committees, and student-led societies.

Orientation programs at both institutional and departmental levels ensure that newly admitted students are integrated into the academic culture. A dedicated grievance redressal committee ensures that student concerns are addressed efficiently.

The college promotes **holistic development** through sports and extra-curricular activities. Numerous **activity clubs** Cultural club, Sports club Fine Arts club and tech domain clubs help in nurturing leadership and life skills in students

In conclusion, the institution's governance embodies vision-driven leadership, decentralization, and inclusive participation, fostering continuous improvement and holistic development for all stakeholders.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institution has developed a comprehensive **Perspective Plan** that aligns with its vision and mission. This plan is effectively deployed through well-defined administrative mechanisms and regular monitoring processes.

Board of Governors

The Board of Governors comprises Chairman, Vice Chairman and Executive Director, two faculties, representative of university and representative of State Govt. plays a pivotal role in steering the strategic direction and overall governance of the institute, including policy formulation to guide the institute's operations, academic programs, and administrative procedures.

Administrative Setup

A structured administrative hierarchy is in place, led by the Director/Principal, supported by Deans, Head of Departments, and administrative officers.

The Director/Principal is responsible for initiating and promoting innovative academic programs and administrative reforms to enhance institutional performance and acts as a key link between the governing body, faculty, students, and external stakeholders.

The Dean of Academics is responsible for maintaining and enhancing the academic standards of the institute,

for the effective planning, coordination, and execution of all internal and external examination-related activities.

Head of the Departments: The college comprises 03 academic departments, each led by a head. Departmental decisions related to academic and co-curricular activities are discussed and formulated during departmental meetings. These decisions are then implemented upon receiving approval from the Principal.

Administrative Staff: The Admin Officer, CFO and Estate officer supported by office staff, oversee the

efficient functioning of all non-academic departments, including Administration, Accounts, Information Technology, Security, Transport, Hostels. They are responsible for ensuring smooth day-to-day operations, maintaining records, supporting academic functions, and upholding institutional policies and procedures across their respective domains.

Roles and responsibilities are clearly defined and communicated.

Decentralized functioning of all departments ensures efficiency and timely execution of policies.

Functioning of Institutional Bodies

Governing Body, Academic Affairs Committee, Finance Committee, Purchase Committee, Library Committee and IQAC function with clarity of roles and responsibilities. These Committees meet regularly, maintain records of their proceedings, and make data-driven decisions.

Student Representatives

Two students are selected to represent on the institutional governing body. These representatives serve as a link between the students and faculty, voicing concerns and contributing to decision-making processes.

Policies and Procedures

The institution has documented **policies** on quality assurance, Research, HR, grievance redressal, and code of conduct. Service rules and procedures are in line with statutory requirements and are transparent. Regular orientation and training are provided to familiarize stakeholders with institutional rules and ethics.

Appointments and Service Rules

The selection of teaching faculty as well as non-teaching staff is conducted by the selection committee formed by the Management as per the society rules. Transparent selection procedures include screening,

interviews, and approval by statutory bodies. Service conditions are clearly communicated, and there is a well-defined system for appraisal, promotions, and redressal.

Deployment of Institutional Strategic/ Perspective/ Development Plan

For the smooth conduct of academic and administrative set up and for the holistic development of the students, various committees and cells have been formed such as Anti ragging committee, Internal Complaints Committee, Grievance Redressal committee, SC/ST/OBC Cell, NSS wing, student clubs like Cultural, Sports, Fine Arts and Tech Domain Clubs.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Quest Group of Institution provides a positive and enriching work environment for both teaching and non-teaching staff. The institute offers numerous schemes for the welfare of the employees. Our commitment extends beyond providing competitive salaries, encompassing various initiatives that contribute to professional development, well-being, and work-life balance.

1. Financial Assistance for Professional Development

- **Publication Support/ Faculty Development Programs (FDPs) :** A well-defined policy has been placed for the financial support to the faculty for publishing research papers in peer reviewed journals and attending workshops, seminars, conferences and FDPs.

2. Transportation Facilities

The institution offers bus service at a subsidized rate. The bus in-charges, who hold the responsibility of monitoring and managing the safe drive of the college bus of their respective route, enjoy 100% fare exemption, while all other staff members get 50% discount on the bus charges.

3. Free Residence Facility for Staff Members

To promote convenience and affordability of the non-local staff members the institution offers free on-campus well-maintained residential facilities for both teaching and non-teaching staff.

4. Emergency Healthcare Service

We have established a comprehensive emergency healthcare service readily accessible to all staff members. This includes:

- **On-campus First-Aid Center:** A well-equipped first-aid center is available to handle minor medical emergencies during working hours.
- **Empanelment with doctor:** The institution has partnered with doctors, offering staff members healthcare services at discounted rates.
- **Vehicle for Emergency:** Vehicle and driver is available in the campus 24x7 to take the staff and the students to the nearby hospital in case of extreme emergency.

5. Child Care Facility

A child care center has been setup for the small kids of the staff members allowing parents to focus on their professional responsibilities.

6. Leave Benefits

The institution acknowledges the importance of work-life balance and offers a comprehensive leave policy to accommodate various needs. This includes 12 to 15 days (depending on year of service) casual leave, 6 academic leave/year for research, examination, higher qualifications, or other academic pursuits, Summer and winter vacations, medical leave, maternity leave etc.

7. Insurance Policy

The institution offers staff member's additional insurance policies for enhanced security. This includes personal accidental policy that provides financial support to dependents in case of an unfortunate event.

8. Performance Appraisal System

The institution has implemented a Performance Appraisal System to ensure continuous improvement and excellence in faculty and staff performance. This system incorporates a multi-faceted evaluation approach for the appraisal system. Regular training sessions and workshops are conducted to familiarize the staff with the appraisal criteria and processes.

9. General Facilities

Our campus offers various amenities to enhance the staff experience, including:

- **ATM:** An ATM conveniently located on campus ensures easy access for staff members.
- **Sports and Gym Facilities:** We provide free access to sports facilities like a basketball court, badminton court, football ground, and gymnasium.
- **Recreational Activities:** The institution occasionally organizes recreational activities like movie screenings, picnics, get together etc. fostering a sense of community and promoting social interaction among staff members.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years**Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 66.15**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
21	14	19	15	17

6.3.3.2 Number of non-teaching staff year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	4	4	3

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Resource Mobilization at Quest Group of Institutions

The institute ensures **a stable financial foundation** for its programs through well-defined **resource mobilization strategies** that align with its **strategic plan, vision, and mission**.

Primary Source of Funding:

Quest Group of Institutions (QGI) operates as a **self-financed institution**, generating funds primarily through **tuition fee collection** and **bank loans** secured by the trust for **infrastructure development**, repaid in installments.

Additional Funding Sources:

While QGI does not receive regular financial support from any specific organization, it mobilizes funds through various external sources, including:

1. **Infrastructure Rentals** – Income from **affiliating university examinations** held at the institute.
2. **Revenue from External Exams** – Hosting various examinations conducted by external agencies.
3. **Consultancy Services** – Engaging in consultancy projects to generate additional income.

4. Corporate Sponsorship – A three-year grant from the Tech Mahindra Foundation (2023-24 onwards) under its CSR initiatives.

Financial Planning and Utilization:

The institute adheres to the **fee structure recommended by affiliating bodies**, ensuring sustainable **funding for operational expenses**. A well-defined **financial monitoring system** facilitates efficient **resource allocation** for academic development and infrastructure enhancement. Annual planning encompasses:

- **Physical and academic infrastructure**
- **Human resource development**
- **Library and e-resources**
- **ICT advancements**
- **Upcoming technological investments**
- **Institute expansion and affiliation expenses**
- **Training & placement initiatives**
- **Student activities and scholarships**
- **Staff welfare and outreach programs**
- **Routine maintenance and operational costs**

Other miscellaneous expenditures include **internal examinations, stationery, electricity bills**, and administrative overheads.

Budget and Financial Governance:

QGI employs a structured **budgeting system** as its **primary fiscal control mechanism**, detailing all projected revenues and expenses across administrative and academic domains.

- **Budget Preparation:** Conducted annually under the director's supervision, considering **recurring and non-recurring expenditures**.
- **Decision-Making Authority:**
 - Financial decisions **up to ₹5,000/month** can be made at the **HoD level**.
 - **Up to ₹50,000/month** decisions are managed by the **Director**.
 - Expenses **exceeding ₹50,000/month** require **Chairman/General Secretary approval**.
- **Governance Compliance:** The institute strictly adheres to the **approved budget** sanctioned by the **Board of Governors**, ensuring effective financial management.
- **Annual Audits:** Conducted **every financial year** to ensure **optimal resource utilization** and compliance with regulations.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The governance and leadership of the institution are firmly rooted in its vision and mission, which aim to provide inclusive, quality education and foster holistic development among students.

Vision:

To be recognized as an institution in pursuit of distinction in academics that provides valuable global contributions to the society & the nation, grooming young minds to become skilled professionals and good human beings.

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- 4.To promote skills development of students, so as to make them employable and self-reliant.
- 5.To enhance the emotional intelligence and mental wellbeing of students, developing them to be valuable assets to society, family and industry.

The institution adopts a **decentralized governance model** that empowers various academic and administrative units to function autonomously within the defined framework.

The **Director/Principal** ensures that the staff functions actively, with regular meetings to deliberate on academic and institutional matters. Non-teaching staff also participate in these interactions, promoting inclusive communication.

Departments are managed by heads who oversee workload distribution and **mentoring** .Faculty members play crucial roles in departmental and institutional governance. Each **faculty member** mentors a group of students, while student class representatives facilitate two-way communication. The **IQAC**, which includes faculty, continuously works on quality enhancement and institutional development for all

stakeholders.

Students provide **feedback** on curriculum delivery, infrastructure, and other support services, which is analyzed and considered in decision-making.

The **signing of MOUs** with external organizations enables dynamic learning opportunities.

The leadership promotes a culture of transparency and accountability. Regular **review meetings**, open-door policies, and digital platforms for feedback and **grievance redressal** ensure that all stakeholders have access to institutional leadership.

Participatory governance is a key hallmark of the institution

Capacity-building programs and leadership training are regularly organized for faculty and staff to enhance their administrative and academic capabilities. This fosters a sense of ownership and shared responsibility in the institution's progress.

Extension and outreach activities form an integral part of the institution's commitment to social responsibility, civic engagement, and nation-building. The institution conducts a wide range of outreach programs through its various cells, committees, and student-led societies.

Orientation programs at both institutional and departmental levels ensure that newly admitted students are integrated into the academic culture. A dedicated grievance redressal committee ensures that student concerns are addressed efficiently.

The college promotes **holistic development** through sports and extra-curricular activities. Numerous **activity clubs** Cultural club, Sports club Fine Arts club and tech domain clubs help in nurturing leadership and life skills in students

In conclusion, the institution's governance embodies vision-driven leadership, decentralization, and inclusive participation, fostering continuous improvement and holistic development for all stakeholders.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies**

such as NAAC, NBA etc.

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Gender Equity and Sensitization Initiatives (Last Five Years)

Quest Group of Institutions has actively prioritized gender equity and sensitization as part of its commitment to inclusivity and holistic development. The institution has initiated Gender Audits and taken structured measures over the past five years to ensure a safe, equitable, and supportive campus environment, especially for women. These efforts span across curricular, co-curricular, infrastructural, and policy dimensions.

Curricular and Co-Curricular Activities

Gender sensitization is embedded within the curriculum through mandatory subjects such as Human Values and De-addiction and Traffic Rules (HVPE 101-18), offered across all undergraduate programs like BBA, BCA, and B.Com. These courses discuss themes such as equality, respect, ethical conduct, and social justice. For BBA students, the subject Business Ethics and Corporate Social Responsibility also explores workplace ethics and gender issues in the corporate world.

In co-curricular domains, the institution regularly organizes gender sensitization workshops, seminars, guest lectures, street plays, poster competitions, and debates focusing on women's rights, personal hygiene, and gender-based violence. Events such as Self-Defense Training Programs, Menstrual Hygiene Awareness Camps, Legal Literacy Workshops on Women Rights, and Women's Day Celebrations have become integral parts of the annual calendar.

Institutional Framework and Committees

To ensure gender safety and redressal, the institution has formed a robust Internal Complaint Committee (ICC) as per UGC norms. These bodies are responsible for the prevention, prohibition, and redressal of gender-based complaints, offering a structured platform for grievance handling.

The committees also undertake counselling, awareness sessions, and campus-wide surveys as part of the Gender Audit, which evaluates safety, inclusivity, and equitable access to resources for women. The outcomes are used to inform administrative decisions and infrastructural planning.

Infrastructure and Facilities for Women

The institution provides dedicated common rooms for girls, separate hostels, and sanitary vending machines in washrooms to address women-specific needs. CCTV surveillance, round-the-clock security, and a strict zero-tolerance policy toward harassment enhance the safety of female students and staff.

A special facility known as the Child Care Room has been made available for faculty and staff with small kids, enabling working mothers to balance their professional and personal responsibilities. Regular health check-ups and sessions on nutrition and gynecological issues are also facilitated in collaboration with local healthcare providers.

Impact and Culture

Due to consistent gender equity initiatives, Quest Group of Institutions has witnessed increased female enrollment, retention, and active leadership participation in academics and extracurriculars. The inclusive campus culture has fostered gender-balanced student clubs, heightened awareness of equal opportunities, and a decline in gender-based grievances. The environment is highly supportive of girl students and women employees, with their numbers surpassing male counterparts. The institution remains committed to fostering a gender-sensitive atmosphere through regular audits, inclusive policies, and sustained engagement, ensuring a safe, respectful, and progressive learning space rooted in equality and empowerment.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Quest Group of Institutions (QGI) is deeply committed to fostering a vibrant, inclusive academic community that reflects the values of unity, equity, and mutual respect. The institution proudly welcomes students from diverse geographic, cultural, religious, and socio-economic backgrounds, thereby creating a rich, multicultural learning environment that nurtures holistic development.

Diversity in Student Representation

QGI attracts students from various Indian states including Punjab, Haryana, Jammu & Kashmir, Ladakh, Himachal Pradesh, Assam, Arunachal Pradesh, Bihar, Jharkhand, and Odisha. The institution also hosts international students from countries such as Afghanistan, Nepal, Zimbabwe, Malawi, Mali, and Cameroon. This global and pan-Indian representation enhances cross-cultural learning and offers students valuable international perspectives.

Inclusivity is further reflected in the socio-economic profile of the student body. **Approximately 66% of students belong to socio-economically marginalized categories including SC, ST, BC, OBC, and Economically Weaker Sections (EWS).** Notably, over **52% of the student population comprises girls**, underscoring the institution's proactive efforts to promote gender parity in higher education.

Promoting Cultural and Regional Inclusivity

To instill mutual respect and cultural sensitivity, QGI organizes a variety of activities that celebrate the rich diversity of its community:

- **Multicultural Festivals** such as Diwali, Christmas, Eid, Baisakhi, Lohri, Teej, Janmashtami, and Basant Panchami are celebrated with enthusiasm, fostering unity in diversity.
- **Cultural Events** like Annual Day and Freshers' Parties often carry themes such as "Unity in Diversity" and "Vasudhaiva Kutumbakam." **These events encourage participation from students of all backgrounds and genders, promoting cultural integration.**
- **International Observances**, including the **Independence Days of other countries**, are marked to educate students about **global histories, political structures, and cultural identities, broadening their worldview.**
- **Socially Significant Days** such as Gandhi Jayanti, International Yoga Day, and International Charity Day are commemorated to reinforce **human values, empathy, and social harmony.**
- **Integrated Hostel and Dining Facilities** ensure that students from **different regions live and dine together without any segregation, promoting a sense of brotherhood and equality.**
- **Collaborative Project Work** encourages students to form mixed teams across regions and genders, **preparing them for multicultural and gender-diverse workplaces.**

Encouraging Socio-Economic Inclusivity

To ensure equitable access to education for all, the institution offers:

- **Institutional Scholarships** for students from **BC/OBC and EWS categories** to support their academic journey.
- **Affordable Transportation** facilities, **particularly for girl students** from remote and rural areas, reducing barriers to education.
- **Subsidized Academic Resources**, including textbooks, digital content, and tutoring services, are made available to help **students from underprivileged backgrounds** perform effectively.

Promoting Constitutional and Ethical Awareness

QGI instills a strong sense of national pride and ethical responsibility through:

- **Celebration of National Days** such as Republic Day, Independence Day, and Constitution Day to promote awareness of **constitutional rights and duties**.
- **Community Engagement** initiatives like blood donation camps, health awareness drives, anti-drug campaigns, and environmental programs that **cultivate civic responsibility and ethical consciousness among students**.

Through these comprehensive initiatives, Quest Group of Institutions reinforces its dedication to inclusivity, equity, and social responsibility, ensuring every student is empowered, respected, and equipped to thrive in a diverse world.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Title of the Best Practice:

Water Conservation Initiative: Sustainable Solutions through innovative practices

Objectives:

This initiative aims to:

1. Minimize water wastage within the campus and surrounding community.
2. Promote awareness among students, faculty, staff, and local residents on sustainable water usage.
3. Implement cost-effective, innovative solutions for environmental conservation.
4. Overcome behavioral barriers by integrating technology-driven conservation methods.

Context:

Water scarcity remains a critical issue in India, with an estimated 49 billion liters wasted daily due to

unchecked habits. Practices such as leaving taps open during brushing, utensil cleaning, and handwashing contribute significantly to wastage. Despite government campaigns, behavioral change remains challenging. Quest Group of Institutions has responded proactively by deploying technological interventions that minimize water loss without requiring habit modifications.

The Practice:

1. **Aerator Nozzles Installation:** Existing taps were retrofitted with aerator nozzles, reducing water flow while maintaining functionality. This achieved up to a 75% decrease in wastage during routine activities.
2. **Replacement of Conventional Taps:** Old taps were systematically replaced with aerator-equipped models across the campus, hostels, and Jhanjeri Village, including places of worship such as Gurudwaras and Temples.
3. **Campus Impact:** Implementation led to an annual saving of 25 lakh liters of water.
4. **Community Engagement in Jhanjeri Village:** Expansion of the initiative resulted in saving 75 lakh liters annually.
5. **Sukhmani Enclave Water Conservation Project:** In collaboration with CityNeeds and Ludhiana Municipal Corporation, the institution extended its efforts to urban communities, replicating the aerator nozzle technology to further sustainability goals.
6. **Recognition:** The institution received an Award of Appreciation from the Ludhiana Municipal Corporation and the SDM of Kharar for its leadership in water conservation.
7. **Awareness Campaigns:** Workshops and seminars were conducted to educate stakeholders about water-saving practices and sustainability.
8. **Monitoring and Maintenance:** Regular assessments ensure efficiency and long-term impact. Community feedback is collected to refine and scale the initiative.

Evidence of Success:

1. **Quantifiable Impact:** Annual savings of 100 lakh liters across campus, Jhanjeri Village, and Sukhmani Enclave validate the initiative's effectiveness.
2. **Community Engagement:** Expansion beyond institutional boundaries demonstrates a commitment to sustainable development.
3. **Behavioral Solutions:** By leveraging technology, the initiative successfully curtails water wastage without requiring drastic behavioral changes.
4. **Institutional Recognition:** The award from municipal authorities highlights its contribution to environmental sustainability.

Challenges and Resources:

1. **Challenges:** Initial resistance, particularly in rural areas, was addressed through structured awareness drives. Convincing less-educated communities about conservation was time-intensive.
2. **Resources Required:** Financial investment for aerator taps and expert personnel for monitoring and outreach programs.

Future Plans:

1. **Expansion:** Plans include extending the initiative to neighboring villages, urban communities, hospitals, schools, and religious institutions.

2. **Partnerships:** Collaboration with government bodies, NGOs, and corporations will facilitate scalability and funding support.

Title of the Best Practice:

Utilization of ICT in Teaching-Learning: Innovating Education for Quality and Accessibility

Objectives:

1. Enhance teaching-learning effectiveness through ICT integration.
2. Address feedback to improve ICT utilization in classrooms and beyond.
3. Equip faculty and students with modern technological tools for a dynamic learning environment.

Context:

ICT has transformed education, enhancing engagement and accessibility. Quest Group of Institutions (QGI) pioneered ICT adoption using projectors and digital platforms like Google Classroom. Even before COVID-19, students accessed notes, assignments, videos, and quizzes digitally. Faculty were trained to incorporate ICT into teaching, improving productivity and innovation.

During the pandemic, QGI swiftly transitioned to online teaching, leveraging Microsoft Teams. Post-pandemic, the institution identified areas for improvement and upgraded infrastructure accordingly.

The Practice:

Pre-COVID ICT Integration:

- QGI was among the first to introduce Google Classroom and Google tools for seamless digital learning.
- Classrooms were equipped with projectors to enhance concept clarity.
- Faculty were trained to use ICT tools effectively, improving teaching quality and engagement.

Online Teaching during COVID-19:

- Transitioned to Microsoft Teams, ensuring quality online education with live classes, learning materials, assignments, quizzes, and feedback systems.
- Invested in Microsoft Licenses for authenticity and accountability.
- Senior management monitored virtual classes and provided feedback.
- Special training sessions enabled non-technical faculty to conduct online classes.
- QGI received a **Letter of Appreciation from IKGPTU**, recognizing its innovative online teaching methodologies.

Post-COVID ICT Enhancements:

- Continued online material sharing while addressing gaps in classroom ICT usage based on student feedback.
- June-Dec 2023 feedback showed a **low rating (1.7/4.0)** for ICT tool usage due to malfunctioning classroom computers and limited laptop access.
- Replaced traditional projectors with **network-ready projectors**, allowing connectivity via mobile phones, laptops, and tablets.
- Conducted faculty training and introduced **audio systems** to enhance the teaching experience using PPTs, animations, and videos.
- Jan-May 2024 feedback improved to **2.5/4.0**, demonstrating improved usage and successful implementation in just 6 months.

Evidence of Success:

1. **Recognition:** QGI received a Letter of Appreciation from **IKGPTU** for its effective online teaching and student engagement.
2. **Improved Feedback:** ICT enhancements boosted student ratings, showcasing better classroom interaction.
3. **Technology Adoption:** Faculty and students demonstrated increased confidence and competency in ICT usage.

Challenges and Resources Required:

1. Challenges:

- Faculty resistance due to limited technical expertise.
- Shared computers causing disruptions in ICT usage.
- High-speed internet availability in classrooms.

1. Resources Required:

- **Financial investment** in network-ready projectors.
- **Manpower and time** for training sessions and technical support.

Future Plans:

- Continuous adoption of emerging ICT tools to refine teaching-learning processes.
- Regular faculty workshops to enhance effective ICT integration.

File Description	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Self-Study Report (SSR) for Quest Group of Institutions, Jhanjeri, Mohali

Commitment to Affordable and Inclusive Education

Quest Group of Institutions, Mohali, is dedicated to providing **quality education at affordable fees**, prioritizing students from **economically weaker sections and marginalized communities**. The institution actively works to remove **socio-economic barriers** hindering female education by fostering a **safe, holistic, and empowering learning environment**, thereby increasing **female enrollment, retention, and success**.

Objectives:

1. **Promoting gender equity** through higher female enrollment.
2. **Providing affordable education** for girls, particularly from rural and disadvantaged backgrounds.
3. **Addressing societal hesitancy** toward female education by creating a supportive environment.

Female Enrollment Trends

Quest has successfully increased female participation, surpassing the **national average of 48%** in UG enrollment:

Year	Female	Male	Total	Female %
2019	93	94	187	49.7%
2020	71	94	165	43.0%
2021	77	74	151	51.0%
2022	133	134	267	49.8%
2023	160	105	265	60.4%

The **2023-24 academic session** recorded **57% female enrollment**, with **69% of female students** belonging to SC/ST/BC categories.

Overcoming Socio-Economic Barriers

Despite academic opportunities, **transportation issues remain a significant obstacle** for female students from rural areas. Research identified key challenges:

- **Limited public transport** in interior villages.
- **Safety concerns** prevent parents from allowing daughters to travel independently.
- **High transportation costs**, often exceeding tuition fees.

Quest introduced **affordable and accessible transport solutions**:

- **Doorstep transport services** for students, particularly girls from rural areas.
- **Subsidized transport fees**, nearly **50% lower** than those of other institutions.
- **Fixed transport fees** for three years to ease financial strain.
- **Monthly installment options** to support economically weaker families.

Impact:

- **85% of transport users are female**, with **80% from SC/ST sections**.
- **More than 85% of all users belong to SC/ST/BC/OBC categories**.

Scholarship and Financial Aid Initiatives

Quest promotes inclusivity by offering **scholarships to BC/OBC students**, ensuring financial constraints do not hinder education.

- **15% of enrolled students in 2023-24** are from these sections.
- **Skill development programs** equip students with practical skills and career preparedness.

Community Engagement and Mentorship Programs

To address rural parents' reluctance toward **female education**, Quest organizes:

- **Awareness programs** highlighting the societal benefits of women's education.
- **Counseling sessions** reassuring parents about safety and academic support.
- **Mentorship initiatives** fostering confidence, leadership, and employability.

Empowering First-Generation Graduates

Quest has produced many **first-generation graduates** from **economically weaker backgrounds**, including daughters of manual laborers.

- Many graduates have secured **respectable jobs**, improving their **families' financial stability** and inspiring future generations.

Institutional Impact and Future Strategies

Quest's **commitment to gender equity and accessibility** has yielded **remarkable outcomes**:

- **Higher female enrollment**, exceeding national averages.
- **Parental approval and positive shifts in community perspectives on female education**.
- **Career-oriented skill development**, improving employability.

Future Plans:

1. **Expanding financial aid programs** to support more economically disadvantaged students.
2. **Enhancing transport infrastructure**, increasing routes and vehicles for wider rural outreach.
3. **Strengthening partnerships** with NGOs and community leaders for gender equity advocacy.
4. **Introducing targeted skill development programs** focused on **entrepreneurship, financial**

literacy, and career readiness for female students.

Conclusion

Quest Group of Institutions, Mohali, stands as a **beacon of social responsibility, gender equity, and empowerment**. By **providing inclusive education, financial aid, and infrastructural support**, Quest enables **female students to break free from socio-economic limitations**. This **transformative approach** fosters **leadership, innovation, and sustainable development**, ensuring that **education remains a powerful force for societal progress and individual empowerment**.

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

The institution imparts education in strict adherence to the academic guidelines and regulations prescribed by I.K. Gujral Punjab Technical University (IKGPTU). The curriculum designed by the Board of Studies and approved by the Academic Council is implemented in both letter and spirit to ensure quality education delivery.

All academic and departmental activities are systematically planned and documented. Lesson plans, academic calendars, student attendance records, Mid-Semester Test (MST) marks, and result analyses are maintained meticulously. Practical sessions in laboratories and fieldwork are conducted as per the prescribed norms. Detailed practical manuals are prepared and distributed to students, ensuring clarity and uniformity in laboratory instruction.

Each department regularly organizes academic enrichment activities such as guest lectures, workshops, and industrial visits. These activities are mandatory for all departments to enhance industry exposure and practical understanding. A structured Mentor-Mentee system is in place, facilitating continuous guidance and support for students, helping them resolve academic or personal issues and clarify their career goals.

To evaluate curriculum delivery and pedagogy, a structured feedback mechanism from students is implemented. This feedback helps align teaching methods with student expectations and industry requirements. Project-based learning is actively promoted to offer hands-on experience, fostering critical thinking, innovation, and practical skills.

The institution's Knowledge Resource Center (Library) is well-equipped with books, journals, e-resources, and reference material, supporting academic advancement. Courses integrating social ethics, human values, and environmental awareness are part of the curriculum, promoting holistic education. Additionally, health, hygiene, and recreation are promoted through organized sports, wellness programs, and cultural events.

Students actively participate in extracurricular activities, maintaining discipline and enthusiasm. The institution's National Service Scheme (NSS) units are highly active, instilling a spirit of service and discipline.

Examination conduct and evaluation processes are executed with utmost accuracy and transparency, ensuring fairness and student satisfaction. The Training and Placement Cell works diligently to secure placements for students, based on their academic performance, skills, and career interests.

These concerted efforts collectively reflect the institution's commitment to delivering quality education and fostering comprehensive student development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :19</p> <p>Remark : As per the documents provided by the HEI, and excluding the courses which are the part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>354</td><td>308</td><td>279</td><td>216</td><td>119</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>312</td><td>141</td><td>185</td><td>153</td><td>072</td></tr></table> <p>Remark : As per the revised documents provided by HEI, and according to the changes done in the above related metric id 1.2.1, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	354	308	279	216	119	2023-24	2022-23	2021-22	2020-21	2019-20	312	141	185	153	072
2023-24	2022-23	2021-22	2020-21	2019-20																	
354	308	279	216	119																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
312	141	185	153	072																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 254</p> <p>Answer after DVV Verification: 223</p> <p>Remark : As per the revised documents provided by HEI, thus DVV input is recommended.</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&</p>																				

communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: C. Feedback collected and analysed

2.1.2

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

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
73	97	72	72	88

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
58	73	44	41	47

2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
73	97	72	72	88

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
73	97	72	72	88

Remark : As per the documents provided by the HEI, and number of the students admitted on the reserved category, should not be more than the number of the seats earmarked, thus DVV input is recommended.

3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p>
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3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
17	1	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

Remark : As per the documents provided by HEI, financial assistance for transport facilities may not be considered as per intent of metric, thus DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	2	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
01	00	01	01	02

Remark : As per the documents provided by HEI, thus DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
19	28	08	0	07

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	07	12	00	07

Remark : As per the documents provided by HEI, and excluding the awareness program on generic themes, thus DVV input is recommended.

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :18

Remark : As per the documents provided by HEI, and only functional MOUs to be considered,

thus DVV input is recommended.

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
47.78	14.83	12.08	5.32	5.43

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
40.69	13.05	11.71	05.14	05.36

Remark : As per the audited statement provided by HEI, and expenditure on library books not to be considered, thus DVV input is recommended.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
40.54	24.19	17.56	10.93	19.57

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6.48	1.89	3.82	1.74	5.30

Remark : As per the audited statement provided by HEI, and excluding the administrative expenditure, thus DVV input is recommended.

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
434	394	367	382	339

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
391	394	367	382	339

Remark : As per the revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the documents provided by HEI, thus DVV input is recommended.

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. ***Implementation of guidelines of statutory/regulatory bodies***
2. ***Organisation wide awareness and undertakings on policies with zero tolerance***
3. ***Mechanisms for submission of online/offline students' grievances***
4. ***Timely redressal of the grievances through appropriate committees***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the documents provided by HEI, thus DVV input is recommended.

5.3.1 ***Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years***

5.3.1.1. ***Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years***

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	1	2	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	1	1	1

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

5.3.2

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
47	34	36	11	36

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	09	08	08	09

Remark : As per the documents provided by HEI, and multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14	21	16	11	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As per the documents provided by HEI, and financial support of less than 2000 rupees per teacher per year, should not be considered, thus DVV input is recommended.

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative

*training programs during the last five years***6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
26	16	19	18	17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21	14	19	15	17

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	4	4	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	4	4	3

Remark : As per the revised documents provided by HEI, thus DVV input is recommended.

2.Extended Profile Deviations**Extended Profile Deviations**

No Deviations