



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|-----------------------------------|
| Data of the Institution | |
| 1.Name of the Institution | Sri Guru Nanak Dev Khalsa College |
| • Name of the Head of the institution | Prof. Gurmohinder Singh |
| • Designation | Principal (in-charge) |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 011 - 28729399 / 011 - 35107881 |
| • Mobile no | 9811443013 |
| • Registered e-mail | iqacordinator@sgndkc.du.ac.in |
| • Alternate e-mail | principal@sgndkc.du.ac.in |
| • Address | Dev Nagar, Karol Bagh |
| • City/Town | Delhi |
| • State/UT | Delhi |
| • Pin Code | 110005 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | UGC 2f and 12(B) |

| | | | | | |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Name of the Affiliating University | University of Delhi | | | | |
| • Name of the IQAC Coordinator | Dr. Neeta Dhingra | | | | |
| • Phone No. | 9910055441 | | | | |
| • Alternate phone No. | 9810052621 | | | | |
| • Mobile | 9910055441 | | | | |
| • IQAC e-mail address | iqaccoordinator@sgndkc.du.ac.in | | | | |
| • Alternate Email address | neetar.dhingra@sgndkc.du.ac.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://www.sgndkc.org/sk/documents/uploadedfiles/agar_261220063710.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.sgndkc.org/sk/page.php?page=academic%20calendar | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B++ | 2.76 | 2016 | 05/11/2016 | 04/11/2021 |
| 6.Date of Establishment of IQAC | | | 10/12/2014 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| Nil | Nil | Nil | Nil | Nil | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |
| 9.No. of IQAC meetings held during the year | | | 14 | | |

| | |
|--|--|
| Plan of Action | Achievements/Outcomes |
| Initiatives towards assessment and quality improvement: Audits | Academic Audit, Administrative Audit, Energy Audit, Green Audit |
| To spread awareness about Environmental consciousness | Environmental Society - EnvisAGE fortnightly newsletter RAVEN; Promotional activities; https://www.sgndkc.org/sk/page.php?view=envisage&page=societies |
| More Add-on courses to be conducted during the year | Anuvaad- Vyavahaar exam Sidhaant; Business and Data Analytics; Certificate course in French language; Holistic Fitness and Wellness Learning; Computer and Punjabi language; Mindfulness and Human values |
| Collaboration for curricular and co-curricular activities | Collaboration with GAD-TLC for FDP on |
| To promote presence on social media | Social media cell was created |
| Focus on encouraging research among students | MoU was signed with DRRC. Student teacher team is conducting research on Indian Diaspora: Analysis of Pacific region |
| Inculcate practice of Self assessment amongst students and faculty | Self Assessment proforma prepared and circulated |
| 13. Whether the AQAR was placed before statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name | Date of meeting(s) |
| Governing Body | 29/01/2022 |
| 14. Whether institutional data submitted to AISHE | |
| | |

| | |
|---|---------------------------|
| Year | Date of Submission |
| 2020 | 31/07/2020 |
| Extended Profile | |
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 410 |
| File Description | Documents |
| Data Template | View File |
| 2.Student | |
| 2.1 Number of students during the year | 2219 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 338 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of outgoing/ final year students during the year | 665 |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 96 |

| File Description | Documents |
|---|---------------------------|
| Data Template | View File |
| 3.2 | 92 |
| Number of sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 53 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 96.55 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 593 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Academic session of 2020-21 was completely in online mode requiring digital medium for curriculum delivery. Faculty members and students were provided with G-suite IDs, facilitating usage of Google Classroom and Google Meet. Before commencement of academic session, IQAC organized training session for teachers on Google classroom features. Faculty members also attended FDPs and workshops on managing online classes to enhance their ICT skills and knowhow of LMS platforms. Regular Departmental meetings were held to discuss and resolve any issues among teachers related to online teaching and learning process.

Google Meet was used for lectures and Google forms for maintaining attendance. Students submitted assignments, project work, quizzes etc in Google classroom which helped in maintaining a repository of

all assessment work. Study material was provided via Google Classroom and through an ERP system wherein teachers uploaded e-resources on college website. Some teachers also recorded lectures on YouTube. Library facilities were made online wherein students could access relevant books, journals and e-resources using library website.

Online mentoring sessions were held regularly where students could discuss grievances regarding online teaching mode and efforts were taken to resolve any issues. Feedback forms on Teaching Learning Evaluation were circulated towards end of each semester.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.sgndkc.org/sk/documents/uploaded_files/file27122021100100.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Being a constituent college of University of Delhi, SGNDKC strictly follows the Academic Calendar of the University. The Covid-19 imposed lockdown resulted in two different academic calendars with the entire session being conducted online. Timetable and workload were devised and managed to accommodate two different academic calendars as well as departmental and society activities, add-on courses and mentoring sessions.

The college strictly adhered to guidelines and procedures of University of Delhi for conduct of Internal Assessment. Teachers continued with the practice of Continuous Internal Evaluation to encourage students to improve their learning skills. Over and above the prescribed internal assessments by University, teachers constantly engaged students in various other assessments like written assignments, presentations, debates and group discussions, quizzes and project work in order to monitor progress of students. All assessments were carried in online mode using various features of Google Classroom and Google Meet.

Departments ensured timely and fair conduct of CIE while admin staff ensured timely uploading of marks on University Portal. Students are able to access Internal Assessment marks on college website and request for any corrections. The entire process is transparent, and

marks are sent to University only after student's queries are addressed.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file27122021100208.pdf |

1.1.3 - Teachers of the Institution participate in B. Any 3 of the above following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

13

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

170

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

College integrates cross cutting issues into curriculum both through courses taught and various co-curricular and extracurricular activities. Courses/ topics are offered/taught by Departments of Commerce, Economics, Business Economics, English, Punjabi and History. Environmental Science is taught as Compulsory course to all first year undergraduate students.

Issues pertaining to professional ethics and values were covered through webinars, talks and certificate course organized by Cyberclan, NSS and Bisman societies.

Girl Up Preet, a society under the UN GirlUP initiative, organized discussions, talk sessions, webinars, and various events on social media aimed at gender sensitivity. Samya, Gender Sensitization Cell

organized webinars, competitions and lecture series on various gender issues. NSS, Impasto and IQAC organized talks and competitions to promote gender parity among students.

Bisman society organized talks, webinars and a Certificate course on topics aimed at ethics and human values. NCC and NSS held donation drives for needy and underprivileged as well as provided much needed assistance as Covid warriors.

EnviSAGE, the Environmental society, NSS and NCC helped in inculcating environmental awareness, responsibility and sustainable lifestyle among students through activities like awareness programmes, webinars, panel discussions, competitions and workshops. A fortnightly magazine, RAVEN, is published by EnviSAGE for circulation among students.

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

9

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

920

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

C. Any 2 of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://www.sgndkc.org/sk/page.php?page=iqac%20and%20naac&view=feedback%20analysis |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.sgndkc.org/sk/page.php?page=iqac%20and%20naac&view=feedback%20analysis |

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile**

2.1.1 - Enrolment Number Number of students admitted during the year**2.1.1.1 - Number of students admitted during the year**

794

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

269

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Key Markers to identify Slow and Advanced Learners:

- Students' attentiveness within classes is judged through continual QA sessions, and timely tutorials; and their responses are evaluated through regular feedback on pedagogical strategies and informal interactions with peers and teachers.
- Use of multiple classroom assessment techniques including tests, classroom participation, and assignments to gauge students' learning levels.
- Independent observations of teachers too help identify advanced learners.

Following special efforts for advanced learners:

- Encouragement to seek membership of professional bodies, publish articles, improve presentation skills, take

competitive examinations, and develop clear career goals.

- Supplying reading material beyond the prescribed curriculum to develop critical understanding.
- Enhancing difficulty level of Projects to challenge them.
- Guiding for micro-projects, short-term projects at the industry level, and Internship Programmes.
- Referrals in the corporate world for potential career opportunities.
- Self-Record form to record progress and success.

Special Programmes for Slow Learners:

- Conduct extra classes, provide Study Material and E-resources.
- Personal attention, encouragement, and close correction of written work.
- Bilingual explanations in class to clarify doubts.
- Remedial teaching during tutorials.
- Bridge Courses to improve subject knowledge.

Regular parent-teacher meetings include all stakeholders in students' progress.

Robust mentoring program to guide students in matters besides formal dissemination of education.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=bridge%20course |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 2219 | 96 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

Participative and Experiential learning can succeed when students enjoy the closeness to the teacher. This academic year, teachers have had the challenge of teaching online.

The teachers of the college believe that the first step to effective teaching is to establish a connection with students. With patience and communication skills, teachers facilitated activities that enrich the learning experience of the students. Interactive classes, with quizzes, role-play, flip-teaching, blended classrooms, brainstorming sessions, group discussions and impromptu games are methods being used by faculty.

Teachers amalgamate their content and methodology with expectations of students in order to achieve a positive teaching-learning environment to ensure that students experience best teaching practices for a well-rounded knowledge of the concepts.

Teachers use a wide range of methodologies like PowerPoint presentations, online resources, and audio-visual material on Google Classroom. All attempts are made to ensure that sense of collaboration is cultivated among students

Classroom discussion ensures that students learn coursework effectively, share ideas. Seeking feedback about teaching methodology and encouraging discussion on relevant topics, are ways in which teachers use participative learning to benefit students.

Problem-solving methodologies such as activity-based learning, active research methodology, and visual learning are used to help students advance their capabilities to ideate.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://sgndkcl.wordpress.com/e-material-by-teaching-staff/ |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

This year, teaching has been online due to the Covid pandemic. Thus, the teachers have been dependent on ICT for classes. The G-Suite account of the College provides emails to faculty members and students, facilitating Google Classroom. Adept at using IT-enabled

learning tools, teachers use PowerPoint presentations e-books, videos, and cinematic resources. Faculty members enhance their ICT skills by attending courses and workshops. Some teachers have recorded lectures on YouTube. Since the college was already using ICT tools, the shift to online teaching during the pandemic was quite smooth. The college conducted FDP "The Road Ahead: NEP and Pedagogies" in 2021 to familiarise teachers with the changing nature of pedagogies of online teaching and learning. An advanced ERP system enables faculty members to upload lessons on the college website. The college has a dedicated staff to maintain and support the uninterrupted functioning of the ICT system. Students utilize e-resources available through the website of Bhai Gurdas Library, under the guidance of teachers. Multiple e-resources include recordings of video lectures and PPTs have been prepared by the faculty for the students' benefit. Today, the internet provides a rich trove of study materials that can help students improve their understanding of various topics.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

96

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

96

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

56

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1525.05

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The mechanism for internal assessment in the college is stipulated by Delhi University. Internal assessment is 25% marks, with a breakup of 5 marks for attendance, 10% for assignments, and 10% for tests. However, due to Covid19, attendance was relaxed, and only one assignment was required for IA. Teachers encourage continuous evaluation to encourage students to improve their learning skills. The University stipulated only one assignment submission. To ensure robust and regular assessment, teachers not only followed this formal pattern of the university but also conducted a variety of tests to keep track of students' progress. Quizzes and tests encourage students to develop communication skills and independent learning skills. Informal testing is a continuous process, which teachers practice individually. A variety of assessment techniques analyze the students and help in their holistic development. Viva on Google Meet, Presentations, Written assignments or projects. Group discussions and debates in an informal atmosphere encourage student development. As per university rules, internal assessment is collated and displayed on the college website. Students can see their marks and request for any corrections. The entire process is transparent, and marks are sent to the university only after students' queries have been addressed.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.sgndkc.org/sk/page.php?page=ias%20marks |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The mechanism to deal with internal/external examination related grievances in college is transparent, time-bound and efficient. This year, due to the Covid-19 crisis, flexibility was offered by the university for students who missed the timely submission of assignments or missed deadlines. Pandemic related issues hampered the lives of many students, and the college made sure they were given additional time to submit assignments and get their IA marks. Grievances to deal with INTERNAL EXAMINATIONS are dealt with by following steps: 1. Moderation and Monitoring Committee checks overall Internal Assessment for fair and balanced evaluation. The Moderation Committee works with departmental committees to moderate IA. As per criteria fixed by the Moderation Committee, minimal grace marks may be awarded to some students. 2. The Internal Assessment is collected from teachers timely. Marks lists are displayed

prominently for students. 3. In the event of grievance, students can fill a form online. Office forwards the issue to teachers. Depending on its validity, the teacher makes changes in the IA. 4. Clear timelines are given to teachers to submit their IA, as well as to students to raise any concern. 5. Evaluation process is well-coordinated between teaching and administrative staff for transparency and efficiency.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.sgndkc.org/sk/page.php?page=ias%20marks |

2.6 - Student Performance and Learning Outcomes

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

The stated Programme and Course Outcomes of the Programmes offered by the institution are provided by Delhi University. The Course Outcomes (COs) are clearly defined for each subject. The college follows the Choice Based Credit System prescribed by the University. This curriculum allows students to choose courses across subjects as core and elective subjects. The college offers both Honours and Programme courses. For Honours courses, students need 148 credits and Programme students need 132 credits. The following methods are used to create awareness of COs and POs: 1. Website: The Programme Outcomes and the Course Outcomes for all courses are clearly mentioned on college website. 2. Student Orientation: The students are made aware of these Outcomes in the Orientation. 3. PTM: Parent Teacher Meetings create awareness in the parents about the Learning Outcomes. 4. Departmental Meetings and Programmes: Teachers regularly reiterate the COs and POs with their students in departmental interactions. 5. Classes: Teachers are aware of the need to work towards achieving these Outcomes, and make sure to reinforce the Programme Outcomes and Course Outcomes to the students in the class.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://www.sgndkc.org/sk/documents/uploaded_files/learningoutcome_201220085943.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The syllabus of the University specifies the learning outcomes for each course. Programme outcomes are general guidelines, whereas Course Outcomes are specific to the course and subject. Teachers evaluate attainment of Course Outcomes and Programme Outcomes through the evaluation system and individual assessment of the students. Teachers collect information for measuring the attainment of outcomes by using direct and indirect methods. Direct attainment can be studied by result analysis of university examinations. Result analysis is displayed in the annual report, with lists of students who have won academic prizes.

Record of results of all courses, and regular faculty meetings identify and rectify problems. Result analysis helps teachers improve their teaching. Performance of students in assignments and tests helps determine the extent of student learning, e.g, a bridge course may be suggested for weak students.

Indirect attainment is obtained by studying other parameters--case studies, research activities, and project work. Teachers monitor results and internal and external assessment trends and use this analysis for ensuring CO and PO Attainment. Feedback surveys help determine student progression. The ultimate aim of institutions in the attainment of POs and COs is to guarantee that students are industry-ready with the necessary skills for success in professional life.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.sgndkc.org/sk/page.php?page=iqac%20and%20naac&view=learning%20outcomes |

2.6.3 - Pass percentage of Students during the year**2.6.3.1 - Total number of final year students who passed the university examination during the year**

637

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://www.sgndkc.org/sk/documents/uploadedfiles/file30102021095852.pdf |

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

https://www.sgndkc.org/sk/documents/uploadedfiles/feedbackanalysis_031221105759.pdf

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

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | No File Uploaded |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**3.1.2.1 - Number of teachers recognized as research guides**

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

| File Description | Documents |
|---|------------------|
| List of research projects and funding details (Data Template) | No File Uploaded |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The college has striven to provide for an improved and viable infrastructure for innovation ecology, and has therefore focussed on organising seminars and workshops on Research Methodology, Intellectual Property Rights and entrepreneurship with a steady regularity. At the same time, the members of the faculty have continued to hone their research through publications in established national and international journals. To prepare the students as future innovators, critical thinking and social engagement was promoted and students were encouraged to engage with case studies and field-based projects. The college was also successful in publishing a student academic/ research-based e-book "Social Media in a Networked Society", thus engaging them in skills necessary for

an agile researcher and thinker of social phenomena.

Our students have used the theoretical and intellectual resources outlined above to intervene sensitively and innovatively to the challenges facing our communities today. Some examples include the team of Girl Up Preet educating the marginalised women of the city of their rights through project Legalwati and Enactus (the social entrepreneurship club) ensuring the safety and good health of stray dogs. Thus, social entrepreneurship is as crucial to our innovations vision as is economic and academic.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.sgndkc.org/sk/page.php?page=Principles%20and%20Programs%20for%20Fostering%20Innovation%20and%20Extension%20Activities%20in%20College |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

3

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

9

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://www.sgndkc.org/sk/page.php?page=research |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

7

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

As the world grappled with unprecedented challenges posed by the Covid-19 pandemic, the college promoted extension activities that

sensitized students to the pandemic's socio-economic impacts. Through the various community-oriented programmes and activities, NCC and NSS concentrated on building student's capacity, skills and confidence, showcasing their resilience to meet emergencies and natural disasters. The NSS Unit could not conduct the activities as and where planned due to the restrictions during the pandemic. The college organized several webinars, talks and programmes on the issues of mental health, physical health and well-being in the post-covid world, debunking myths about the Covid vaccine, maintaining a healthy lifestyle during the pandemic, information related to SOPs, use of masks and awareness about covid protocol. NCC students acted as "Covid Warriors" by distributing masks, free food and disseminating awareness amongst the public on coronavirus. Besides these, NSS and NCC units of the college organized webinars on the issues related to sexual harassment, Cancer, animal welfare, spinal injuries, road safety, women and law, and evolution through education. To summarise, the extension activities aimed to actualize the role of young students as catalysts for a better, safer and healthier tomorrow.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

| File Description | Documents |
|--|------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | No File Uploaded |
| e-copy of the award letters | No File Uploaded |

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community

and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

24

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1295

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

13

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

2

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college is constructed on a 1.4 acre plot and has 52 classrooms with sizes ranging from 400 sq. ft to 1000 sq. ft. The classrooms are well ventilated, well-furnished, and adequately equipped with ICT tools.

The college has 7 Wi-Fi enabled air-conditioned Computer labs with power backup and a comprehensive set up that includes 2 servers, 170 workstations, 3 printers, 100 MBPS of internet Bandwidth and secured Wi-Fi connectivity access points.

For organizing special lectures, conferences and seminars, a fully air conditioned and ICT enabled seminar hall is there in the college with a seating capacity of 100 persons.

We have an enabling unit -Umang which takes care of the needs of differently abled students. It provides various facilities like arranging readers and writers, providing them with Daisyplayers and computers. Pearl - a scanner, has also been purchased that converts printed books into E-text versions. Recording device "Angel" is being provided to them. The college library provides access to 94 braille books. Our college also has Braille Touch Notetaker (32 Cell), a device that automatically converts E-text into Braille text. A lift has been installed and separate ramps and washrooms have been made conducive to their requirements.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=seminar%20hall |

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

The college offers extensive training to its sports persons in Athletics, Cross Country 10 km, Half Marathon, Rhythmic Gymnastics, Handball and Wrestling. Our students also perform well in Badminton, Football, Baseball and Cricket.

The Sports Society "Oorja" organizes sports events throughout the year and an Annual Athletics Sports Meet to promote and sportsmanship.

The college does not have a sports ground of its own and uses Delhi University Sports Spaces for practice. However, absence of sports ground is no deterrent to our sports. Our sportsmen have performed very well and represented the college and the country at National and International level.

Our students enthusiastically participate in indoor games like Table Tennis, Chess, Judo, Powerlifting and Yoga and have won the inter-college championship in Yoga in the year 2018-19.

College has a well-equipped Gymnasium hall.

Our college has a vibrant Art and Culture society comprising various

cultural clubs.

The College has two aesthetically decorated areas for cultural activities.

Facilities made available to sportsmen include sports kit, tracksuits, uniforms and refreshments during practice sessions. ECA students are provided with services of professional trainers, provision of required instruments and costumes. Trophies and certificates are also given to the winners to keep them motivated.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=societies |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

45

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file27122021111747.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

2.12

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The ILMS Software used by the college library is LIBSYS. The Version is L-SEASE.

It is Fully Automated since 2017.

Bhai Gurdas Library, the College Library, is located on the First Floor. We have a fully air-conditioned, well-equipped library to provide a conducive environment for effective teaching and learning. The library has an area of 7685 sq. ft. and has a seating capacity of 60. The reference section of the library comprises a large collection of Reference Books, Encyclopedias, Dictionaries and Management Journals. Library resources are used to augment the teaching- learning process by using journals, books, newspapers, and student aid fund books.

The library provides access to more than 6000 e-Journals and 100000 eBooks through high-quality electronic databases subscribed to by INFLIBNET and Delhi University Library System (DULS). It has one server and is automated with LIBSYS (L-SEASE) Web centric Version software since 2012 (upgraded to JAVA EJB based Web Centric L-SEASE Software in 2017). The library also has easy access to books through OPAC. 16 computers are available in the library, of which 8 are for students, 2 for faculty, 2 for Issue counter, 1 to access OPAC and rest for general use.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://sgndkcl.wordpress.com/ |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources **A. Any 4 or more of the above**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

5.76

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

600

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The IT infrastructure of the institute is maintained by trained and experienced professionals. It is the epicenter of all network and application needs of the College.

The seven well-equipped, fully air-conditioned computer laboratories are upgraded periodically to ensure the optimum use of the available infrastructure which consists of a backbone LAN cable network on ground and first floor; Wired and Wi-Fi equipment, network switches, 20 secured Wi-Fi access points, 2 Servers and Internet Facility of 100 Mbps provided by University of Delhi. This is augmented by the subscribed Airtel internet facility. The computers have Microsoft Office Pro Plus and Tally Prime Gold software.

Other equipment includes 22 air conditioners to maintain 170 computers in various laboratories (for students' usage) and 27 for administrative purpose, 19 printers, the ICT equipment of multimedia projectors, LCD, wall-mounted screens, 2 smart-boards, 4 Star Board Interactive Tablets and Public Address System. For visually-handicapped students, the college has Braille Touch Notetaker and Daisy Pocket Players.

The College Library is automated with LIBSYS (LSEASE) webcentric version and provides unlimited access to more than 6000 e-journals and over 100000 e-books through high-quality electronic databases.

Our college uses various Software like Tally, Webtel, PFMS, ERP in the Accounts department.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=ict%20setup |

4.3.2 - Number of Computers

593

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

46.49

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The College follows appropriate systems and procedures for proper utilisation and maintenance of institutional facilities. The administrative officer of the college in collaboration with the Building committee, Purchase Committee and Maintenance committee ensures upkeep and maintenance of classrooms, labs, gym and cultural spaces within the campus.

Our policy towards environment consciousness is manifested through a fully operational and well-maintained Rainwater Harvesting Unit, Solar Power Plant, E-waste management and compost pits in the college.

College purchases are routed through Gem Portal with a view to promote paperless and cashless transactions and also to enhance transparency and speed.

The college has a centrally air-conditioned library, comprising of catalogued books and journals and a computer section to access online journals. To encourage ICT enabled environment, students and faculty are issued login ids and password to access all online library resources. College also provides domain-based email ids to faculty as well as students in order to enable them to login to the online classes as also to keep them informed about all important notices and information.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file21102021034526.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

83

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.sgndkc.org/sk/documents/uploaded/files/file27122021095134.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

916

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

916

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

20

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

42

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

30

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

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 year

5.3.1.1 - 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 year.

28

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The college engages students through various co-curricular and extracurricular activities along with academics. Working towards their holistic development, college societies—Art and Culture Society; Magus, the Dance Society; Nepathya, the Drama society; among others—encourage wide participation. The Divinity Society, Aprampaar, deserves special mention for being the ground of ethical values that hold the college together.

To ensure overall development of students, varied departmental societies—Vanaj, Kirt, Encore, Manthan, among others—organize events, competitions, seminars, workshops, lectures, along with departmental fests. The Administration provides ample support for these events by providing refreshment, transport facility, costumes and props. Students too enthusiastically contribute in organizing events, from planning to preparing the budget to final execution. It was even witnessed during COVID 19 through the successful organization of online events.

The Student Council, guided by teaching staff and the administration, plays a central role in catering to the needs of students and helping them resolve problems. Students' contributions

in NSS and NCC units are also noteworthy. Student participation in sports is highly encouraged by employing expert coaches and availing them with quality equipment. This support system has resulted in students' representation in various State and National tournaments to win laurels for the college.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file16022022043535.pdf |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

98

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

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

The alumni of the college are its valuable assets and administration reaches out to them regularly to keep communication channels open with them. Through Alumni Meets, the college continues inviting old students and keeps a track of their achievements. On their part, the alumni too show active interest in sharing their experiences with their juniors through talks, guest lectures, and participation in seminars or workshops organized by the college.

The college maintains an archive of the career of its alumni after they have graduated from the institution, through an Alumni Form available on college website. The Placement Society regularly organizes placement and internship drives to ensure students get an early initiation into the professional world. To further encourage participation of alumni in college activities, an official telegram group has also been created by the college.

At the Departmental level too, there is a consistent effort to organize meetings and activities like seminars and webinars for promoting dissemination of knowledge where alumni have been actively involved. On certain important occasions, some of the prestigious alumni have also graced the college as Chief Guests. Engagement between college and alumni has been beneficial on multiple fronts.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=alumni_submitted |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision: "To be an institution of repute, with a humane face, that is dedicated to academic excellence and social transformation by improving the quality of life of its students".

Mission: Our mission is to realize the vision by developing lifelong learners- equipped with specialized knowledge, enhanced skill-sets and humane values who are not only employable and entrepreneurial but are also able to contribute meaningfully to social development.

With the able guidance of the Governing Body, the Principal takes

decisions and delegates responsibilities to faculty and staff for effective and efficient functioning of the college to realise its set goals. The faculty members are delegated responsibilities through staff council committees. Vision and Mission of the college is in focus while planning college and society activities. Faculty and students are encouraged to organize and join respectively short-term courses aimed at capacity building, employability and imbining human values.

The IQAC assists the principal in formulating policies to ensure the college is imparting quality education and procedures are established for transparent and smooth administration.

College functioning is guided and supported by the Governing Body and the Principal in planning and conducting events to help students hone their skills and identify their strengths.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded_files/file20122021112221.pdf |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

A noteworthy aspect of decentralization and participative management at SGND Khalsa College is the Art and Culture Society. This Society supervises, coordinates and conducts a number of cultural events throughout the academic calendar that include Fresher's party, College fest, Farewell and many more. There are various talent clubs that come under the ambit of this society. The Art and Culture Society, like the numerous other committees of the college, is a departmental responsibility and all teachers of the same department work together actively and seamlessly. The Society has a convener who divides the work among the various sub-committees. The teachers in charge of these sub-committees are delegated the responsibilities of the talent clubs respectively. The President and the Vice President of the Art and Culture Society are nominated from the students. The student office bearers are assigned responsibilities of leadership and management of these talent clubs. The society is constituted of the old students and freshers who are inducted through a duly constituted process. The juniors learn and imbibe by observing their seniors. And in this way the legacy passes on from

the seniors to the juniors. It is a perfect example of decentralization.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file22122021042916.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The strategic/perspective plan of the college is planned so that the college can develop and strive towards success in a systematic manner. The integration of information and technology (ICT) based pedagogy in the teaching learning process had been successful. Most of the classrooms now have Wi Fi facilities available. The 'CLOSE' initiative or Collaborative Learning and Online Skill Enhancement was undertaken during the lockdown period in order to maintain the continuity of the teaching learning process. Skill development and enhancement was the main aim of CLOSE. Anand School of Social Work, Bhopal School of Social Sciences and Sri Guru Nanak Dev Khalsa College came together to sign a MOU to collaborate on various research-based activities and initiatives.

The ERP system , enabled the following ,i.e monthly pay slips, leave status, uploading of lessons by faculties. Administration uses e-forums such as the Government e-Marketplace (GemM), Tally software, and Public Financial Management System .

The 'Bhai Gurdas Library' has been digitalized and online mode is fully functional. Students can access the E -resources through NLIST facility available on the library website.

Through ICT, the college is able to make its presence on social media platforms like , Instagram, YouTube, Facebook, Twitter.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded_files/file20122021112535.pdf |
| Upload any additional information | View File |

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

The college organogram exhibits a decentralized nature of governance in college administration. At the top is governing body of the college. The parent body of college 'The Delhi Sikh Gurudwara Management Committee' was established under the Delhi Sikh Gurudwara Act 1971. The Principal deals with execution and administration of the routine daily governance of the college. He is supported by a sound Staff Council. It also appoints functional committees that are responsible for decision making . Individual faculty members also undertake specific statutory functions, such as Deputy Superintendents of exams, Internal Complaints Committee, Bursar etc . The Academic Development Committee, that includes all Teachers-in-charge as ex-officio members, serves as the body responsible for deliberations on all academic matters. The IQAC of the college is an important body , it has been set up as per UGC guidelines. It includes five faculty members from different disciplines, one representative from the management committee, representatives of the administrative staff, and external expert/employer/industrialist. One of the senior faculty member acts as the coordinator of this body, with the Principal being the Chairperson. The college adheres by the guidelines as stipulated by the University of Delhi as far as appointments and service rules are concerned.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=code%20of%20conduct |
| Link to Organogram of the institution webpage | https://www.sgndkc.org/sk/page.php?page=organogram |
| Upload any additional information | View File |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The College implements several policies to support the welfare of its teaching and non-teaching staff. Besides the Welfare Schemes available for teaching and non- teaching staff as per the University norms, the college provides a number of amenities to its faculty. We have a full time Doctor, a professional counsellor, gymnasium, a new set of washrooms, a fully functional pantry. A Led TV installed in the staff room updates the faculty members. Two desktop computers are also available in the staff room for use by the faculty.

In view of the pandemic, the college campus is being regularly sanitized and hand sanitizers have been placed in the staff room, office and the various other strategic places for the safety of the staff and the students. Wearing of masks is mandatory for one and all.

Every effort is made to ensure the comfort and well-being of the non-teaching staff. A water dispenser and a hot case have been installed for their convenience. There are separate enclosures for the security guards. The housekeeping staff has been provided a separate room. A new set of washrooms has also been constructed for the convenience of the non- teaching staff.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file20122021112405.pdf |
| Upload any additional information | View File |

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

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

48

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

3

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

29

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Though we do not have a formal mechanism of faculty appraisal, we do have a student feedback system through which the performance of the faculty is assessed and appraised. Feedback is regularly collected from various stakeholders: viz. students, parents, teachers and employers to ascertain the level of satisfaction about the teaching learning processes available in the college. Google forms are

uploaded on the college website under section Feedback and also circulated through WhatsApp for collecting regular feedback from different stakeholders. On the basis of feedback, continuous review of learning resources is carried out by respective committees and the recommendations are integrated for upgrading, maintaining and utilizing physical, academic and support facilities.

Through this mechanism, the institution motivates the teachers to adopt and practice up to date modern and innovative teaching and learning methodologies.

For non-teaching staff there is a continuous mechanism of performance appraisal. There is a set Performa for the various levels in the office staff which is filled up every year by the employees. This is scrutinized, assessed, analysed by the principal and the administrative officer of the college and then forwarded along with observations to the university at the time of promotions.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file24122021104307.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the governing body. He conducts periodical visits to the college and examines all books of records and financial statements. The Auditor ensures that the Accounts branch of the college maintains the books in strict compliance with the guidelines of CAG.

The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions raised by auditors are promptly dealt and addressed. All records are audited by the internal auditor on a regular basis.

Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds.

Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

Committees/societies/ departments forward their yearly budget and activity proposal for approval from the concerned departments and the Governing body of the College.

Financial audit for the year 2020-21 is still in process.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

1.3

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

As far as resource mobilization is concerned, it refers to how the institution is striving towards generation of resources and how to sustain these resources in the long term. The first is the student fund from which the requirements related to the students are taken care of and the other is the general fund which is primarily concerned with the fulfilling of the financial demands of the college. Funds are generated from the fees of the students taking admission in the college. Some other very important sources of resource mobilization are the add on courses, certificate courses and the self-financed courses. Apart from these, the private

organizations are also approached for providing sponsorships during various department and college fests. Funds have also been generated through faculty development programmes (FDP) organized by the college.

In order to ensure effective management of the financial domain, the college has incorporated the Public Financial Management System (PFMS): It's web based online software and application developed and implemented by the controller and auditor general (CAG), Department of expenditure, Ministry of Finance, Government of India.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file20122021062055.pdf |
| Upload any additional information | View File |

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

Feedback is regularly collected from various stakeholders: viz. students, parents, teachers and employers to ascertain the level of satisfaction about the infrastructure and learning resources available in the college. Google forms are uploaded on the college website and also circulated through Whatsapp. The feedback is analysed by the college IQAC team. To take Students Feedback, there are two structured questionnaires: a) about the teaching and learning, b) about the infrastructure of the college. Parents Feedback: Questionnaires are shared with parents through college website and during Parent Teacher meetings. Employers Feedback: To ensure better placements in the future, the employer feedback form is available on the college website. Teachers Feedback: To ensure a good working environment for the teaching faculty.

The mentoring-the-mentor or MMP is a practice initiated by the IQAC of the college to firstly train the teachers to become mentors. Secondly, IQAC initiated the MMP to equip the teachers with some information on the identified theme from subject experts. Thirdly it ensures uniformity of information imparted on crucial issues identified after serious deliberations. In the present academic session mentoring sessions have been conducted on the

following themes: Health and Wellness ,Managing Relationships and Role of Teachers in Ensuring Mental Health of Students.

(The additional information of this (MMP)has also been used as additional information for sub criterion 7.2)

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file22122021044544.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Academic Audit:

Academic audit for the session 2020-21 was conducted in the seminar room of the college, in the presence of Principal, IQAC core committee and departmental Convenors. Some of the activities that the expert committee appreciated were:

- a)Conduct of extension lectures/webinars extensively in the session
- b)Mentoring the Mentor Program
- c)Parent Teacher Meeting conducted online and the record of it is maintained by all the departments

ICT:

Information Communication Technology (ICT) has proved important in teaching learning pedagogy.The college had been equipping the Wi-Fi facility in classrooms.The college has 7 computer labs with a total number of 170 computers.College has 2 smart classrooms and 4 Star Board Interactive Tablets. Most of the classrooms are equipped with LCD projectors.The concept of CLOSE-Collaborative Learning and Online Skill Enhancement is one such initiative.E-FDP on Blended Learning was organized.A webinar was organized on the "Benefits of Digital Administration in Lockdown".. An Online Faculty Development Programme on "The Road Ahead: NEP Pedagogies"was organised.The 'Bhai Gurdas Library' had also been digitalized.Students are encourage to access NLIST facility.ICT has enabled the college to make its

presence on social media platforms such as, Instagram, YouTube, Facebook, Twitter.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploaded/files/file22122021044558.pdf |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://www.sgndkc.org/sk/documents/uploaded/files/file20122021112521.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Samya and GirlUP Preet are two college societies working to spread gender awareness and provide platform for voicing gender concerns.

GirlUP (www.girlup.org) is a Community begun by the United Nations Foundation in 2010 to combat gender-based violence across 125 countries. The SGND Khalsa chapter of the club was initiated in

2020, and is called GirlUP Preet. The aim of the club is to create projects dedicated for women entrepreneurship and gender sensitisation.

Samya is the gender sensitisation Society focusing on spreading awareness about gender sensitive issues with the objective of contributing towards creating an equal and equitable society.

In the 2020-21 with extremely limited scope for physical interaction or contact programmes, all activities were done online. The GirlUP Preet students organised talk sessions on mental health and provided a platform to students to voice their experiences and views on taboos. Gender discrimination and challenges in professional career was discussed through movie discussion. Samya organised an essay writing competition and series of talks on entrepreneurship and other relevant issues.

Female guards are posted at the gates and CCTV cameras are installed to ensure security. Additional facilities are Sanitary Pad dispensing machine, Girls washroom and Common room.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.sgndkc.org/sk/documents/uploaded/files/file08102021032426.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://www.sgndkc.org/sk/documents/uploaded/files/file27122021123055.pdf |

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

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management:The college has relatively small green spaces. A small quantity of garden waste is generated which goes into the compost pit. For other dry waste segregated garbage bins are placed at common locations. Waste paper is recycled.

Liquid Waste Management:Sanitation system of the College is underground and linked to the main municipal sewerage system. To reduce the use of water in the washrooms waterless Urinals have been fitted.

Biomedical Waste Management:The college does not have any laboratories or facilities that result in generation of bio-medical waste.

E-Waste Management:Old electronic items in non-working condition like computers, printers, xerox machines, monitors, cameras etc are disposed of periodically as per guidelines of the E-Waste (Management and Handling) Rules. Thee-waste is disposed through a bidding system wherein bids are invited from CPCB/DPCC authorised e-waste collectors and recyclers for the listed items.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus D. Any 1 of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

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

D. Any 1 of the above

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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage

B. Any 3 of the above

including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | View File |

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

Inclusiveness is a continuous process. College works conscientiously towards ensuring inclusiveness from the perspective of minority, gender, differently abled and economically weaker sections.

Inclusiveness in Class rooms is ensured by addressing the challenge of diverse group of students. All students are encouraged to participate and express their point in an environment of mutual respect and tolerance for diversity. Care is taken to ensure shy and silent students are encouraged to voice their view point. The Ethic codes on gender sensitivity and Differently abled provides direction to teachers to recognise and respect different learning abilities and inculcate the inclusive values in students. Participation in mentoring groups and interaction with mentors give students the space and openings to sort out their doubts. During Founder's Day Langar is prepared by students from diverse socio cultural backgrounds.

College takes pride in its linguistic diversity. The college magazine Surlokhas articles in four languages, English, Hindi, Punjabi and Sanskrit. Debating Society, Vedang, and Poetry Society, Nazm, boost inclusiveness by encouraging participation in Punjabi,

Hindi and English. Activities organised and executed by students, this facilitates working closely, which inculcates respect for others. Fee concession to the economically weak students is also given.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

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

The Constitution of India requires it's citizens to be responsible, informed and proactive towards maintaining:

- The diversity of cultures
- Work towards Gender equity and equality
- Contribute to help the underprivilege assimilate with the mainstream
- Be disciplined and law abiding
- College through policies, and academic and co-curricular activities strives to inculcate the fore mentioned traits in staff and students.

Art and Culture Society of the college provides the platform for appreciating and recognising the diversity of cultures. Debating Society encourages free exchange of viewpoints.

Samy organised an Essay writing Competition on Gender Sensitisation and a talk series under the name Dhara Se Uthte Kadamon entrepreneurship opportunities and skills.

Girl Up Preet organised experience sharing session and webinar on legal rights.

S.E.V.A. concentrates on community outreach programmes through their collaboration with an NGO Youth For SEVA. Focus this year was on education and sharing with underprivileged children.

BISMAN organised a course on Mindfulness and Human Values and a talk for Faculty on Professional Ethics.

NSSwing of the college focused on COVID information and awareness drive.

NCCgenerates patriotic responsibility and discipline in students.

College through policies gives direction to the above mentioned activities.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://www.sgndkc.org/sk/documents/uploaded/files/file27122021123110.pdf |
| Any other relevant information | Nil |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. **B. Any 3 of the above**

Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | View File |

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

National and International commemorative days serve a specific

purpose of focusing on the relevance and importance of the issue/concern to nation and society and lights a spark in young minds to initiate a thought process which engages in deliberations and debates. The institution constantly strives to create awareness in the students by celebrating these days by organising talks, signature drives, community outreach initiatives, essay writing etc.

- College actively celebrates significant days by organising oath taking ceremonies and talks. Swachta Pakhwara, Constitution Day, are some of the events that are regularly celebrated along with Independence day and Republic day.
- EnvisAGE the environment society of the college organises talks and competitions on Earth Day, Water Day, etc.
- Department of Hindi celebrates Hindi Divas through activities such as essay writing competitions, talks and discussion groups.
- Electorate Day events are organised by NSS to generate awareness regarding the importance of the vote in the democratic system and to help students initiate the process of making their Voter card.
- Vigilance Week is celebrated to inculcate awareness against corruption through signature drives and slogan writing.
- International Women's Day is celebrated through talks /discussions.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best Practice 1

TITLE:Create Environment Consciousness

Environment Club: EnvisAGE:https://www.envisagesgndkc.com/

Objective:To create awareness amongst students, faculty and community about one's surroundings and the need to preserve nature for man's survival and wellbeing. Also create consciousness as to how man's unconscious small actions can have severe consequences and how small actions can contribute towards preservation and conservation of environment. Correspondingly work towards capacity building and research in this area.

Context:There can be no excuse for not contributing towards clean and green environment, paucity of time, space and resources can be and should be managed. College campus has little scope for tree plantation, but this cannot limit student's education on how to create and preserve clean and green environment. EnviSAGE contributes to create awareness and know-how which individuals can adopt in their lives anywhere and at all the time.

Practice:Environment consciousness is about inculcating values and belief to become a positive and responsible global citizen in preserving and safeguarding nature and environment. S.G.N.D. Khalsa College understands that environment consciousness can be spread amongst its stakeholders and neighborhood community through dissemination of information and knowledge about environment issues and sensitizing them about the need to take leadership and responsibility towards ameliorating the adverse effects of environment damages around us.

Towards this goal College organizes diverse range of events and activities to spread knowledge about the current condition of nature and the best practices that can be learnt and adopted to minimize the adverse effects in the short run and reverse the change in the long run. Some initiatives are enumerated here:

- To increase environment awareness amongst student community a fortnightly e Newsletter "The Raven" is published. This is a student's initiative, from conception to publishing. They identify the theme, research, write and design the e-Newsletter. Timely release of the e-Newsletter exhibits students' dedication and their concern for environment. This Newsletter carries topical articles, snippets, and opinions about the current state of environment.<https://www.sgndkc.org/sk/page.php?view=envisage&page=societies>
- To encourage students to make eco-friendly choices and adopt sustainable best practices, workshops, competitions, and

presentations are conducted periodically.

- To promote exchange of ideas, familiarize and empower students and teachers about the topical environment issues, webinars and seminars are conducted.
- To help students to inculcate healthy behavior and lifestyle choices, activities of NSS are oriented with strong focus on environment issues
- Slides on Environment conservation were displayed at the opening of all webinars and workshops organised during Lockdown.
- Department of English and Department of Environmental Studies organized a Seminar on 'Man and Environment' on 4th-5th November 2020.
- On World Water Day Photo Story Competition was organized and participation was received from all over India.
- Talks and Webinars were organized from time to time.

Evidence of Success: Is in the number of events organized, Newsletters brought out and participation.

Name of the event & Number of Participants
World Ozone Day Webinar 45
Earth Day Competition 50
World Water Day PhotoStory Competition 30
World Water Day Webinar 56
Adhyayan 82
Wildlife Week competition Fauna Silvestre 32
Earth Day competition 40
Wildlife Week Webinar 110
Society inaugural event 40
The Raven Newsletter 21 issues
Because of restrictions imposed due to COVID 19 activities had to be restricted to the online platform. Workshops for the identification of flora and fauna and gardening had to be put on hold.

Problems Encountered:

- Activities, where students' involvement was desired, could not be undertaken, so the scope for competitions was also limited.
- Due to lockdown, the idea of putting up a vertical garden is deferred.

Resources Required:

- Resource person with technical expertise, who can interact with students to create curiosity and interest.
- Gardeners who are willing to show and work with students.
- Space

Best Practice 2

TITLE: Use of ICT In Pandemic Times

OBJECTIVE:Use and upgrade ICT resources and skills to ensure seamless continuity on all fronts of college functioning.

Context:The process of teaching and learning cannot stop even during pandemic. Online classes were the only means of ensuring education continues and to guarantee effective delivery of lectures ICT was extensively used by faculty. Administration wing of college too used ICT for communication and finance related activities.

Practice:

- All the students joined Google Classroom through the institution generated email IDs.This helped to maintain decorum in the classroom. Teachers from time-to-time uploaded links and reading material relevant to the course being taught. PPTs and audio/video recordings were also shared. Assignments were submitted on google classroom and feedback along with grades were communicated in the same manner.
- Use of WhatsApp group for communication was also efficiently used to communicate important information, and exchange views and answer queries.
- College website was re-designed to facilitate easy communication, navigation and showcase college activities.
- College during the pandemic also started a YouTube channel to consolidate digital content created by faculty members.
Link:<https://www.youtube.com/channel/UCVIDqAnM2AqrrpUEXnPIHrw>
- College also started an official LinkedIn page, Link:<https://www.linkedin.com/company/sri-guru-nanak-dev-khalsa-college-university-of-delhi>
- Official Facebook Link:<https://www.facebook.com/Sri-Guru-Nanak-Dev-Khalsa-College-University-of-Delhi-106465684878736/>
- College Library went online to help faculty and students to access resources without compromising the Covid restrictions of lockdown.Library Link:<https://sgndkcl.wordpress.com/>
- Google meet and Zoom platforms along with other online social media platforms were explored by students to organize competitions and events.
- Webinars and workshops/Talk online became the order of the day. This also stretched the working hours, and it became easy to schedule timings across time zones, further enabling the organisers to reach out to resource persons beyond state and nation boundaries.
- Online Add on Courses were conducted.
- Staff leave record was made available on ERP.
- All examination and admission related work were facilitated and completed online.

Evidence of Success:

- Teaching learning process for staff and students continued uninterrupted. Courses were completed on time. Assessment and examination work was conducted in a smooth manner. Students' concerns were addressed in a timely manner.
- Webinars and Talks were organized.
- Online Add on Courses were conducted from which 450 (aprox.) students benefitted.

Problems Encountered:

- Availability of uninterrupted internet.
- Students' unwillingness to switch on their Cameras.
- With little scope for face-to-face interaction, it was difficult to build rapport with students.

Resources Required:

- Licensed Software and applications
- Technical Support Team
- Apparatus for recording videos.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.sgndkc.org/sk/documents/uploaded/files/bestpractices_231221022253.pdf |
| Any other relevant information | https://www.sgndkc.org/sk/documents/uploaded/files/file27122021123150.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Supporting and Empowering Through Volunteering Assistance (S.E.V.A.)

College has a mandate and obligation to nurture young minds to become responsible and sensitive citizens of the world. In the past, outside the formal teaching College implemented a program titled "College Community Collaboration(C3)". The objective of this program was to connect with neighborhood communities and reflect on their needs and implement relevant events.

In continuation of this initiative and in addition to NSS activities College has recently signed a collaboration with the renowned NGO 'Youth for Seva' to promote the sense of service in a structured manner wherein students understand the sensibilities and needs of the people being served. Under this collaboration College has launched Project S.E.V.A. Students are encouraged to join this program as volunteers. The objective of the program is to spread awareness on issues like sustainability, environmental protection, water conservation, and social causes like menstrual hygiene, harassment, and physical and mental well-being. We believe that this experience of service will benefit all associated with it by broadening their knowledge base, improve their communication skills, provide skills to conceptualise, operate and manage social projects and in turn make them active partners and promoters of inclusive, secure, and sustainable societies.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Academic session of 2020-21 was completely in online mode requiring digital medium for curriculum delivery. Faculty members and students were provided with G-suite IDs, facilitating usage of Google Classroom and Google Meet. Before commencement of academic session, IQAC organized training session for teachers on Google classroom features. Faculty members also attended FDPs and workshops on managing online classes to enhance their ICT skills and knowhow of LMS platforms. Regular Departmental meetings were held to discuss and resolve any issues among teachers related to online teaching and learning process.

Google Meet was used for lectures and Google forms for maintaining attendance. Students submitted assignments, project work, quizzes etc in Google classroom which helped in maintaining a repository of all assessment work. Study material was provided via Google Classroom and through an ERP system wherein teachers uploaded e-resources on college website. Some teachers also recorded lectures on YouTube. Library facilities were made online wherein students could access relevant books, journals and e-resources using library website.

Online mentoring sessions were held regularly where students could discuss grievances regarding online teaching mode and efforts were taken to resolve any issues. Feedback forms on Teaching Learning Evaluation were circulated towards end of each semester.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file27122021100100.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Being a constituent college of University of Delhi, SGNDKC strictly follows the Academic Calendar of the University. The Covid-19 imposed lockdown resulted in two different academic calendars with the entire session being conducted online. Timetable and workload were devised and managed to accommodate two different academic calendars as well as departmental and society activities, add-on courses and mentoring sessions.

The college strictly adhered to guidelines and procedures of University of Delhi for conduct of Internal Assessment. Teachers continued with the practice of Continuous Internal Evaluation to encourage students to improve their learning skills. Over and above the prescribed internal assessments by University, teachers constantly engaged students in various other assessments like written assignments, presentations, debates and group discussions, quizzes and project work in order to monitor progress of students. All assessments were carried in online mode using various features of Google Classroom and Google Meet.

Departments ensured timely and fair conduct of CIE while admin staff ensured timely uploading of marks on University Portal. Students are able to access Internal Assessment marks on college website and request for any corrections. The entire process is transparent, and marks are sent to University only after student's queries are addressed.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file27122021100208.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

13

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

170

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

College integrates cross cutting issues into curriculum both through courses taught and various co-curricular and extracurricular activities. Courses/ topics are offered/taught by Departments of Commerce, Economics, Business Economics, English, Punjabi and History. Environmental Science is taught as Compulsory course to all first year undergraduate students.

Issues pertaining to professional ethics and values were covered through webinars, talks and certificate course organized by Cyberclan, NSS and Bisman societies.

Girl Up Preet, a society under the UN GirlUP initiative, organized discussions, talk sessions, webinars, and various events on social media aimed at gender sensitivity. Samya, Gender Sensitization Cell organized webinars, competitions and lecture series on various gender issues. NSS, Impasto and IQAC organized talks and competitions to promote gender parity among students.

Bisman society organized talks, webinars and a Certificate course on topics aimed at ethics and human values. NCC and NSS held donation drives for needy and underprivileged as well as provided much needed assistance as Covid warriors.

EnviSAGE, the Environmental society, NSS and NCC helped in inculcating environmental awareness, responsibility and sustainable lifestyle among students through activities like awareness programmes, webinars, panel discussions, competitions and workshops. A fortnightly magazine, RAVEN, is published by EnviSAGE for circulation among students.

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

9

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

920

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution

C. Any 2 of the above

| from the following stakeholders Students Teachers Employers Alumni | |
|--|---|
| File Description | Documents |
| URL for stakeholder feedback report | https://www.sgndkc.org/sk/page.php?page=iqac%20and%20naac&view=feedback%20analysis |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |
| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
| File Description | Documents |
| Upload any additional information | View File |
| URL for feedback report | https://www.sgndkc.org/sk/page.php?page=iqac%20and%20naac&view=feedback%20analysis |
| TEACHING-LEARNING AND EVALUATION | |
| 2.1 - Student Enrollment and Profile | |
| 2.1.1 - Enrolment Number Number of students admitted during the year | |
| 2.1.1.1 - Number of students admitted during the year | |
| 794 | |
| File Description | Documents |
| Any additional information | View File |
| Institutional data in prescribed format | View File |
| 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats) | |
| 2.1.2.1 - Number of actual students admitted from the reserved categories during the year | |

269

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Key Markers to identify Slow and Advanced Learners:

- Students' attentiveness within classes is judged through continual QA sessions, and timely tutorials; and their responses are evaluated through regular feedback on pedagogical strategies and informal interactions with peers and teachers.
- Use of multiple classroom assessment techniques including tests, classroom participation, and assignments to gauge students' learning levels.
- Independent observations of teachers too help identify advanced learners.

Following special efforts for advanced learners:

- Encouragement to seek membership of professional bodies, publish articles, improve presentation skills, take competitive examinations, and develop clear career goals.
- Supplying reading material beyond the prescribed curriculum to develop critical understanding.
- Enhancing difficulty level of Projects to challenge them.
- Guiding for micro-projects, short-term projects at the industry level, and Internship Programmes.
- Referrals in the corporate world for potential career opportunities.
- Self-Record form to record progress and success.

Special Programmes for Slow Learners:

- Conduct extra classes, provide Study Material and E-resources.
- Personal attention, encouragement, and close correction of written work.

- Bilingual explanations in class to clarify doubts.
- Remedial teaching during tutorials.
- Bridge Courses to improve subject knowledge.

Regular parent-teacher meetings include all stakeholders in students' progress.

Robust mentoring program to guide students in matters besides formal dissemination of education.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=bridge%20course |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 2219 | 96 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

Participative and Experiential learning can succeed when students enjoy the closeness to the teacher. This academic year, teachers have had the challenge of teaching online.

The teachers of the college believe that the first step to effective teaching is to establish a connection with students. With patience and communication skills, teachers facilitated activities that enrich the learning experience of the students. Interactive classes, with quizzes, role-play, flip-teaching, blended classrooms, brainstorming sessions, group discussions and impromptu games are methods being used by faculty.

Teachers amalgamate their content and methodology with expectations of students in order to achieve a positive teaching-

learning environment to ensure that students experience best teaching practices for a well-rounded knowledge of the concepts.

Teachers use a wide range of methodologies like PowerPoint presentations, online resources, and audio-visual material on Google Classroom. All attempts are made to ensure that sense of collaboration is cultivated among students

Classroom discussion ensures that students learn coursework effectively, share ideas. Seeking feedback about teaching methodology and encouraging discussion on relevant topics, are ways in which teachers use participative learning to benefit students.

Problem-solving methodologies such as activity-based learning, active research methodology, and visual learning are used to help students advance their capabilities to ideate.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://sgndkcl.wordpress.com/e-material-by-teaching-staff/ |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

This year, teaching has been online due to the Covid pandemic. Thus, the teachers have been dependent on ICT for classes. The G-Suite account of the College provides emails to faculty members and students, facilitating Google Classroom. Adept at using IT-enabled learning tools, teachers use PowerPoint presentations e-books, videos, and cinematic resources. Faculty members enhance their ICT skills by attending courses and workshops. Some teachers have recorded lectures on YouTube. Since the college was already using ICT tools, the shift to online teaching during the pandemic was quite smooth. The college conducted FDP "The Road Ahead: NEP and Pedagogies" in 2021 to familiarise teachers with the changing nature of pedagogies of online teaching and learning. An advanced ERP system enables faculty members to upload lessons on the college website. The college has a dedicated staff to maintain and support the uninterrupted functioning of the ICT system. Students utilize e-resources available through the website of Bhai Gurdas Library, under the

guidance of teachers. Multiple e-resources include recordings of video lectures and PPTs have been prepared by the faculty for the students' benefit. Today, the internet provides a rich trove of study materials that can help students improve their understanding of various topics.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

96

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

96

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

56

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1525.05

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The mechanism for internal assessment in the college is stipulated by Delhi University. Internal assessment is 25% marks, with a breakup of 5 marks for attendance, 10% for assignments, and 10% for tests. However, due to Covid19, attendance was relaxed, and only one assignment was required for IA. Teachers encourage continuous evaluation to encourage students to improve their learning skills. The University stipulated only one assignment submission. To ensure robust and regular assessment, teachers not only followed this formal pattern of the university but also conducted a variety of tests to keep track of students'

progress. Quizzes and tests encourage students to develop communication skills and independent learning skills. Informal testing is a continuous process, which teachers practice individually. A variety of assessment techniques analyze the students and help in their holistic development. Viva on Google Meet, Presentations, Written assignments or projects. Group discussions and debates in an informal atmosphere encourage student development. As per university rules, internal assessment is collated and displayed on the college website. Students can see their marks and request for any corrections. The entire process is transparent, and marks are sent to the university only after students' queries have been addressed.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.sgndkc.org/sk/page.php?page=ias%20marks |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient

The mechanism to deal with internal/external examination related grievances in college is transparent, time-bound and efficient. This year, due to the Covid-19 crisis, flexibility was offered by the university for students who missed the timely submission of assignments or missed deadlines. Pandemic related issues hampered the lives of many students, and the college made sure they were given additional time to submit assignments and get their IA marks. Grievances to deal with INTERNAL EXAMINATIONS are dealt with by following steps: 1. Moderation and Monitoring Committee checks overall Internal Assessment for fair and balanced evaluation. The Moderation Committee works with departmental committees to moderate IA. As per criteria fixed by the Moderation Committee, minimal grace marks may be awarded to some students. 2. The Internal Assessment is collected from teachers timely. Marks lists are displayed prominently for students. 3. In the event of grievance, students can fill a form online. Office forwards the issue to teachers. Depending on its validity, the teacher makes changes in the IA. 4. Clear timelines are given to teachers to submit their IA, as well as to students to raise any concern. 5. Evaluation process is well-coordinated between teaching and administrative staff for transparency and efficiency.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.sgndkc.org/sk/page.php?page=ias%20marks |

2.6 - Student Performance and Learning Outcomes

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

The stated Programme and Course Outcomes of the Programmes offered by the institution are provided by Delhi University. The Course Outcomes (COs) are clearly defined for each subject. The college follows the Choice Based Credit System prescribed by the University. This curriculum allows students to choose courses across subjects as core and elective subjects. The college offers both Honours and Programme courses. For Honours courses, students need 148 credits and Programme students need 132 credits. The following methods are used to create awareness of COs and POs: 1. Website: The Programme Outcomes and the Course Outcomes for all courses are clearly mentioned on college website. 2. Student Orientation: The students are made aware of these Outcomes in the Orientation. 3. PTM: Parent Teacher Meetings create awareness in the parents about the Learning Outcomes. 4. Departmental Meetings and Programmes: Teachers regularly reiterate the COs and POs with their students in departmental interactions. 5. Classes: Teachers are aware of the need to work towards achieving these Outcomes, and make sure to reinforce the Programme Outcomes and Course Outcomes to the students in the class.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/learningoutcome_201220085943.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The syllabus of the University specifies the learning outcomes for each course. Programme outcomes are general guidelines,

whereas Course Outcomes are specific to the course and subject. Teachers evaluate attainment of Course Outcomes and Programme Outcomes through the evaluation system and individual assessment of the students. Teachers collect information for measuring the attainment of outcomes by using direct and indirect methods. Direct attainment can be studied by result analysis of university examinations. Result analysis is displayed in the annual report, with lists of students who have won academic prizes.

Record of results of all courses, and regular faculty meetings identify and rectify problems. Result analysis helps teachers improve their teaching. Performance of students in assignments and tests helps determine the extent of student learning, e.g, a bridge course may be suggested for weak students.

Indirect attainment is obtained by studying other parameters--case studies, research activities, and project work. Teachers monitor results and internal and external assessment trends and use this analysis for ensuring CO and PO Attainment. Feedback surveys help determine student progression. The ultimate aim of institutions in the attainment of POs and COs is to guarantee that students are industry-ready with the necessary skills for success in professional life.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.sgndkc.org/sk/page.php?page=iqac%20and%20naac&view=learning%20outcomes |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

637

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://www.sgndkc.org/sk/documents/uploadedfiles/file30102021095852.pdf |

2.7 - Student Satisfaction Survey

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

https://www.sgndkc.org/sk/documents/uploadedfiles/feedbackanalysis_031221105759.pdf

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 year (INR in Lakhs)

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

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | No File Uploaded |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

| File Description | Documents |
|---|------------------|
| List of research projects and funding details (Data Template) | No File Uploaded |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The college has striven to provide for an improved and viable infrastructure for innovation ecology, and has therefore focussed on organising seminars and workshops on Research Methodology, Intellectual Property Rights and entrepreneurship with a steady regularity. At the same time, the members of the faculty have continued to hone their research through publications in established national and international journals. To prepare the students as future innovators, critical thinking and social engagement was promoted and students were encouraged to engage with case studies and field-based projects. The college was also successful in publishing a student academic/ research-based e-book "Social Media in a Networked Society", thus engaging them in skills necessary for an agile researcher and thinker of social phenomena.

Our students have used the theoretical and intellectual resources outlined above to intervene sensitively and innovatively to the

challenges facing our communities today. Some examples include the team of Girl Up Preet educating the marginalised women of the city of their rights through project Legalwati and Enactus (the social entrepreneurship club) ensuring the safety and good health of stray dogs. Thus, social entrepreneurship is as crucial to our innovations vision as is economic and academic.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.sgndkc.org/sk/page.php?page=Principles%20and%20Programs%20for%20Fostering%20Innovation%20and%20Extension%20Activities%20in%20College |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

3

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

9

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://www.sgndkc.org/sk/page.php?page=research |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

7

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

As the world grappled with unprecedented challenges posed by the

Covid-19 pandemic, the college promoted extension activities that sensitized students to the pandemic's socio-economic impacts. Through the various community-oriented programmes and activities, NCC and NSS concentrated on building student's capacity, skills and confidence, showcasing their resilience to meet emergencies and natural disasters. The NSS Unit could not conduct the activities as and where planned due to the restrictions during the pandemic. The college organized several webinars, talks and programmes on the issues of mental health, physical health and well-being in the post-covid world, debunking myths about the Covid vaccine, maintaining a healthy lifestyle during the pandemic, information related to SOPs, use of masks and awareness about covid protocol. NCC students acted as "Covid Warriors" by distributing masks, free food and disseminating awareness amongst the public on coronavirus. Besides these, NSS and NCC units of the college organized webinars on the issues related to sexual harassment, Cancer, animal welfare, spinal injuries, road safety, women and law, and evolution through education. To summarise, the extension activities aimed to actualize the role of young students as catalysts for a better, safer and healthier tomorrow.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

| File Description | Documents |
|--|------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | No File Uploaded |
| e-copy of the award letters | No File Uploaded |

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS

awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

24

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1295

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

13

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

2

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college is constructed on a 1.4 acre plot and has 52 classrooms with sizes ranging from 400 sq. ft to 1000 sq. ft. The classrooms are well ventilated, well-furnished, and adequately equipped with ICT tools.

The college has 7 Wi-Fi enabled air-conditioned Computer labs with power backup and a comprehensive set up that includes 2 servers, 170 workstations, 3 printers, 100 MBPS of internet Bandwidth and secured Wi-Fi connectivity access points.

For organizing special lectures, conferences and seminars, a fully air conditioned and ICT enabled seminar hall is there in

the college with a seating capacity of 100 persons.

We have an enabling unit -Umang which takes care of the needs of differently abled students. It provides various facilities like arranging readers and writers, providing them with Daisyplayers and computers. Pearl - a scanner, has also been purchased that converts printed books into E-text versions. Recording device "Angel" is being provided to them. The college library provides access to 94 braille books. Our college also has Braille Touch Notetaker (32 Cell), a device that automatically converts E-text into Braille text. A lift has been installed and separate ramps and washrooms have been made conducive to their requirements.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=seminar%20hall |

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

The college offers extensive training to its sports persons in Athletics, Cross Country 10 km, Half Marathon, Rhythmic Gymnastics, Handball and Wrestling. Our students also perform well in Badminton, Football, Baseball and Cricket.

The Sports Society "Oorja" organizes sports events throughout the year and an Annual Athletics Sports Meet to promote and sportsmanship.

The college does not have a sports ground of its own and uses Delhi University Sports Spaces for practice. However, absence of sports ground is no deterrent to our sports. Our sportsmen have performed very well and represented the college and the country at National and International level.

Our students enthusiastically participate in indoor games like Table Tennis, Chess, Judo, Powerlifting and Yoga and have won the inter-college championship in Yoga in the year 2018-19.

College has a well-equipped Gymnasium hall.

Our college has a vibrant Art and Culture society comprising various cultural clubs.

The College has two aesthetically decorated areas for cultural activities.

Facilities made available to sportsmen include sports kit, tracksuits, uniforms and refreshments during practice sessions. ECA students are provided with services of professional trainers, provision of required instruments and costumes. Trophies and certificates are also given to the winners to keep them motivated.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=societies |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

45

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file27122021111747.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

2.12

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The ILMS Software used by the college library is LIBSYS. The Version is L-SEASE.

It is Fully Automated since 2017.

Bhai Gurdas Library, the College Library, is located on the First Floor. We have a fully air-conditioned, well-equipped library to provide a conducive environment for effective teaching and learning. The library has an area of 7685 sq. ft. and has a seating capacity of 60. The reference section of the library comprises a large collection of Reference Books, Encyclopedias, Dictionaries and Management Journals. Library resources are used to augment the teaching- learning process by using journals, books, newspapers, and student aid fund books.

The library provides access to more than 6000 e-Journals and 100000 eBooks through high-quality electronic databases subscribed to by INFLIBNET and Delhi University Library System (DULS). It has one server and is automated with LIBSYS (L-SEASE) Web centric Version software since 2012 (upgraded to JAVA EJB based Web Centric L-SEASE Software in 2017). The library also has easy access to books through OPAC. 16 computers are available in the library, of which 8 are for students, 2 for faculty, 2 for Issue counter, 1 to access OPAC and rest for general use.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://sgndkcl.wordpress.com/ |

| 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | A. Any 4 or more of the above | | | | | | | | |
|---|--------------------------------------|-----------|-----------------------------------|---------------------------|---|---------------------------|--|---------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="102 400 537 465">File Description</th> <th data-bbox="547 400 1436 465">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="102 465 537 566">Upload any additional information</td> <td data-bbox="547 465 1436 566">View File</td> </tr> <tr> <td data-bbox="102 566 537 745">Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)</td> <td data-bbox="547 566 1436 745">View File</td> </tr> </tbody> </table> | File Description | Documents | Upload any additional information | View File | Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File | | | |
| File Description | Documents | | | | | | | | |
| Upload any additional information | View File | | | | | | | | |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File | | | | | | | | |
| 4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs) | | | | | | | | | |
| 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs) | | | | | | | | | |
| 5.76 | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="102 1061 537 1126">File Description</th> <th data-bbox="547 1061 1436 1126">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="102 1126 537 1193">Any additional information</td> <td data-bbox="547 1126 1436 1193">View File</td> </tr> <tr> <td data-bbox="102 1193 537 1261">Audited statements of accounts</td> <td data-bbox="547 1193 1436 1261">View File</td> </tr> <tr> <td data-bbox="102 1261 537 1440">Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)</td> <td data-bbox="547 1261 1436 1440">View File</td> </tr> </tbody> </table> | File Description | Documents | Any additional information | View File | Audited statements of accounts | View File | Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File | |
| File Description | Documents | | | | | | | | |
| Any additional information | View File | | | | | | | | |
| Audited statements of accounts | View File | | | | | | | | |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File | | | | | | | | |
| 4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year) | | | | | | | | | |
| 4.2.4.1 - Number of teachers and students using library per day over last one year | | | | | | | | | |
| 600 | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="102 1711 537 1776">File Description</th> <th data-bbox="547 1711 1436 1776">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="102 1776 537 1843">Any additional information</td> <td data-bbox="547 1776 1436 1843">View File</td> </tr> <tr> <td data-bbox="102 1843 537 1944">Details of library usage by teachers and students</td> <td data-bbox="547 1843 1436 1944">View File</td> </tr> </tbody> </table> | File Description | Documents | Any additional information | View File | Details of library usage by teachers and students | View File | | | |
| File Description | Documents | | | | | | | | |
| Any additional information | View File | | | | | | | | |
| Details of library usage by teachers and students | View File | | | | | | | | |
| 4.3 - IT Infrastructure | | | | | | | | | |

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The IT infrastructure of the institute is maintained by trained and experienced professionals. It is the epicenter of all network and application needs of the College.

The seven well-equipped, fully air-conditioned computer laboratories are upgraded periodically to ensure the optimum use of the available infrastructure which consists of a backbone LAN cable network on ground and first floor; Wired and Wi-Fi equipment, network switches, 20 secured Wi-Fi access points, 2 Servers and Internet Facility of 100 Mbps provided by University of Delhi. This is augmented by the subscribed Airtel internet facility. The computers have Microsoft Office Pro Plus and Tally Prime Gold software.

Other equipment includes 22 air conditioners to maintain 170 computers in various laboratories (for students' usage) and 27 for administrative purpose, 19 printers, the ICT equipment of multimedia projectors, LCD, wall-mounted screens, 2 smart-boards, 4 Star Board Interactive Tablets and Public Address System. For visually-handicapped students, the college has Braille Touch Notetaker and Daisy Pocket Players.

The College Library is automated with LIBSYS (LSEASE) webcentric version and provides unlimited access to more than 6000 e-journals and over 100000 e-books through high-quality electronic databases.

Our college uses various Software like Tally, Webtel, PFMS, ERP in the Accounts department.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=ict%20setup |

4.3.2 - Number of Computers

593

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

46.49

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The College follows appropriate systems and procedures for proper utilisation and maintenance of institutional facilities. The administrative officer of the college in collaboration with the Building committee, Purchase Committee and Maintenance committee ensures upkeep and maintenance of classrooms, labs, gym and cultural spaces within the campus.

Our policy towards environment consciousness is manifested through a fully operational and well-maintained Rainwater Harvesting Unit, Solar Power Plant, E-waste management and compost pits in the college.

College purchases are routed through Gem Portal with a view to promote paperless and cashless transactions and also to enhance transparency and speed.

The college has a centrally air-conditioned library, comprising of catalogued books and journals and a computer section to access online journals. To encourage ICT enabled environment, students and faculty are issued login ids and password to access all online library resources. College also provides domain-based email ids to faculty as well as students in order to enable them to login to the online classes as also to keep them informed about all important notices and information.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file21102021034526.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

14

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

83

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.sgndkc.org/sk/documents/uploadedfiles/file27122021095134.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

916

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

916

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

| 20 | |
|--|---------------------------|
| File Description | Documents |
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

| 42 | |
|--|---------------------------|
| File Description | Documents |
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

| 30 | |
|--|---------------------------|
| File Description | Documents |
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

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 year

5.3.1.1 - 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 year.

28

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The college engages students through various co-curricular and extracurricular activities along with academics. Working towards their holistic development, college societies—Art and Culture Society; Magus, the Dance Society; Nepathya, the Drama society; among others—encourage wide participation. The Divinity Society, Aprampaar, deserves special mention for being the ground of ethical values that hold the college together.

To ensure overall development of students, varied departmental societies—Vanaj, Kirt, Encore, Manthan, among others—organize events, competitions, seminars, workshops, lectures, along with departmental fests. The Administration provides ample support for these events by providing refreshment, transport facility, costumes and props. Students too enthusiastically contribute in organizing events, from planning to preparing the budget to final execution. It was even witnessed during COVID 19 through the successful organization of online events.

The Student Council, guided by teaching staff and the administration, plays a central role in catering to the needs of students and helping them resolve problems. Students'

contributions in NSS and NCC units are also noteworthy. Student participation in sports is highly encouraged by employing expert coaches and availing them with quality equipment. This support system has resulted in students' representation in various State and National tournaments to win laurels for the college.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file16022022043535.pdf |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

98

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

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

The alumni of the college are its valuable assets and administration reaches out to them regularly to keep communication channels open with them. Through Alumni Meets, the college continues inviting old students and keeps a track of their achievements. On their part, the alumni too show active interest in sharing their experiences with their juniors through talks, guest lectures, and participation in seminars or workshops organized by the college.

The college maintains an archive of the career of its alumni after they have graduated from the institution, through an Alumni Form available on college website. The Placement Society regularly organizes placement and internship drives to ensure students get an early initiation into the professional world. To further encourage participation of alumni in college activities, an official telegram group has also been created by the college.

At the Departmental level too, there is a consistent effort to organize meetings and activities like seminars and webinars for promoting dissemination of knowledge where alumni have been actively involved. On certain important occasions, some of the prestigious alumni have also graced the college as Chief Guests. Engagement between college and alumni has been beneficial on multiple fronts.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=alumni_submitted |
| Upload any additional information | View File |

| | |
|---|----------------------|
| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | E. <1Lakhs |
|---|----------------------|

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision: "To be an institution of repute, with a humane face, that is dedicated to academic excellence and social transformation by improving the quality of life of its students".

Mission: Our mission is to realize the vision by developing lifelong learners- equipped with specialized knowledge, enhanced skill-sets and humane values who are not only employable and entrepreneurial but are also able to contribute meaningfully to social development.

With the able guidance of the Governing Body, the Principal takes decisions and delegates responsibilities to faculty and staff for effective and efficient functioning of the college to realise its set goals. The faculty members are delegated responsibilities through staff council committees. Vision and Mission of the college is in focus while planning college and society activities. Faculty and students are encouraged to organize and join respectively short-term courses aimed at capacity building, employability and imbibing human values.

The IQAC assists the principal in formulating policies to ensure the college is imparting quality education and procedures are established for transparent and smooth administration.

College functioning is guided and supported by the Governing Body and the Principal in planning and conducting events to help students hone their skills and identify their strengths.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file20122021112221.pdf |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

A noteworthy aspect of decentralization and participative management at SGND Khalsa College is the Art and Culture Society. This Society supervises, coordinates and conducts a number of cultural events throughout the academic calendar that include Fresher's party, College fest, Farewell and many more. There are various talent clubs that come under the ambit of this society. The Art and Culture Society, like the numerous other committees of the college, is a departmental responsibility and all teachers of the same department work together actively and seamlessly. The Society has a convener who divides the work among the various sub-committees. The teachers in charge of these sub-committees are delegated the responsibilities of the talent clubs respectively. The President and the Vice President of the Art and Culture Society are nominated from the students. The student office bearers are assigned responsibilities of leadership and management of these talent clubs. The society is constituted of the old students and freshers who are inducted through a duly

constituted process. The juniors learn and imbibe by observing their seniors. And in this way the legacy passes on from the seniors to the juniors. It is a perfect example of decentralization.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file22122021042916.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The strategic/perspective plan of the college is planned so that the college can develop and strive towards success in a systematic manner. The integration of information and technology (ICT) based pedagogy in the teaching learning process had been successful. Most of the classrooms now have Wi Fi facilities available. The 'CLOSE' initiative or Collaborative Learning and Online Skill Enhancement was undertaken during the lockdown period in order to maintain the continuity of the teaching learning process. Skill development and enhancement was the main aim of CLOSE. Anand School of Social Work, Bhopal School of Social Sciences and Sri Guru Nanak Dev Khalsa College came together to sign a MOU to collaborate on various research-based activities and initiatives.

The ERP system , enabled the following ,i.e monthly pay slips, leave status, uploading of lessons by faculties. Administration uses e-forums such as the Government e-Marketplace (GemM), Tally software, and Public Financial Management System .

The 'Bhai Gurdas Library' has been digitalized and online mode is fully functional. Students can access the E -resources through NLIST facility available on the library website.

Through ICT, the college is able to make its presence on social media platforms like , Instagram, YouTube, Facebook, Twitter.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file20122021112535.pdf |
| Upload any additional information | View File |

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

The college organogram exhibits a decentralized nature of governance in college administration. At the top is governing body of the college. The parent body of college 'The Delhi Sikh Gurudwara Management Committee' was established under the Delhi Sikh Gurudwara Act 1971. The Principal deals with execution and administration of the routine daily governance of the college. He is supported by a sound Staff Council. It also appoints functional committees that are responsible for decision making . Individual faculty members also undertake specific statutory functions, such as Deputy Superintendents of exams, Internal Complaints Committee, Bursar etc . The Academic Development Committee, that includes all Teachers-in-charge as ex-officio members, serves as the body responsible for deliberations on all academic matters. The IQAC of the college is an important body , it has been set up as per UGC guidelines. It includes five faculty members from different disciplines, one representative from the management committee, representatives of the administrative staff, and external expert/employer/industrialist. One of the senior faculty member acts as the coordinator of this body, with the Principal being the Chairperson. The college adheres by the guidelines as stipulated by the University of Delhi as far as appointments and service rules are concerned.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.sgndkc.org/sk/page.php?page=code%20of%20conduct |
| Link to Organogram of the institution webpage | https://www.sgndkc.org/sk/page.php?page=organogram |
| Upload any additional information | View File |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff

The College implements several policies to support the welfare of its teaching and non-teaching staff. Besides the Welfare Schemes available for teaching and non-teaching staff as per the University norms, the college provides a number of amenities to its faculty. We have a full time Doctor, a professional counsellor, gymnasium, a new set of washrooms, a fully functional pantry. A Led TV installed in the staff room updates the faculty members. Two desktop computers are also available in the staff room for use by the faculty.

In view of the pandemic, the college campus is being regularly sanitized and hand sanitizers have been placed in the staff room, office and the various other strategic places for the safety of the staff and the students. Wearing of masks is mandatory for one

and all.

Every effort is made to ensure the comfort and well-being of the non-teaching staff. A water dispenser and a hot case have been installed for their convenience. There are separate enclosures for the security guards. The housekeeping staff has been provided a separate room. A new set of washrooms has also been constructed for the convenience of the non-teaching staff.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file20122021112405.pdf |
| Upload any additional information | View File |

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

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

48

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

3

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

29

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Though we do not have a formal mechanism of faculty appraisal, we do have a student feedback system through which the performance of the faculty is assessed and appraised. Feedback is regularly collected from various stakeholders: viz. students, parents,

teachers and employers to ascertain the level of satisfaction about the teaching learning processes available in the college. Google forms are uploaded on the college website under section Feedback and also circulated through WhatsApp for collecting regular feedback from different stakeholders. On the basis of feedback, continuous review of learning resources is carried out by respective committees and the recommendations are integrated for upgrading, maintaining and utilizing physical, academic and support facilities.

Through this mechanism, the institution motivates the teachers to adopt and practice up to date modern and innovative teaching and learning methodologies.

For non-teaching staff there is a continuous mechanism of performance appraisal. There is a set Performa for the various levels in the office staff which is filled up every year by the employees. This is scrutinized, assessed, analysed by the principal and the administrative officer of the college and then forwarded along with observations to the university at the time of promotions.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file24122021104307.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the governing body. He conducts periodical visits to the college and examines all books of records and financial statements. The Auditor ensures that the Accounts branch of the college maintains the books in strict compliance with the guidelines of CAG.

The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions raised by auditors are

promptly dealt and addressed. All records are audited by the internal auditor on a regular basis.

Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

Committees/societies/ departments forward their yearly budget and activity proposal for approval from the concerned departments and the Governing body of the College.

Financial audit for the year 2020-21 is still in process.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

1.3

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

As far as resource mobilization is concerned, it refers to how the institution is striving towards generation of resources and how to sustain these resources in the long term. The first is the student fund from which the requirements related to the students

are taken care of and the other is the general fund which is primarily concerned with the fulfilling of the financial demands of the college. Funds are generated from the fees of the students taking admission in the college. Some other very important sources of resource mobilization are the add on courses, certificate courses and the self-financed courses. Apart from these, the private organizations are also approached for providing sponsorships during various department and college fests. Funds have also been generated through faculty development programmes (FDP) organized by the college.

In order to ensure effective management of the financial domain, the college has incorporated the Public Financial Management System (PFMS): It's web based online software and application developed and implemented by the controller and auditor general (CAG), Department of expenditure, Ministry of Finance, Government of India.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file20122021062055.pdf |
| Upload any additional information | View File |

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

Feedback is regularly collected from various stakeholders: viz. students, parents, teachers and employers to ascertain the level of satisfaction about the infrastructure and learning resources available in the college. Google forms are uploaded on the college website and also circulated through Whatsapp. The feedback is analysed by the college IQAC team. To take Students Feedback, there are two structured questionnaires: a) about the teaching and learning, b) about the infrastructure of the college. Parents Feedback: Questionnaires are shared with parents through college website and during Parent Teacher meetings. Employers Feedback: To ensure better placements in the future, the employer feedback form is available on the college website. Teachers Feedback: To ensure a good working environment for the teaching faculty.

The mentoring-the-mentor or MMP is a practice initiated by the IQAC of the college to firstly train the teachers to become mentors. Secondly, IQAC initiated the MMP to equip the teachers with some information on the identified theme from subject experts. Thirdly it ensures uniformity of information imparted on crucial issues identified after serious deliberations. In the present academic session mentoring sessions have been conducted on the following themes: Health and Wellness ,Managing Relationships and Role of Teachers in Ensuring Mental Health of Students.

(The additional information of this (MMP) has also been used as additional information for sub criterion 7.2)

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file22122021044544.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Academic Audit:

Academic audit for the session 2020-21 was conducted in the seminar room of the college, in the presence of Principal, IQAC core committee and departmental Convenors. Some of the activities that the expert committee appreciated were:

a) Conduct of extension lectures/webinars extensively in the session

b) Mentoring the Mentor Program

c) Parent Teacher Meeting conducted online and the record of it is maintained by all the departments

ICT:

Information Communication Technology (ICT) has proved important in teaching learning pedagogy. The college had been equipping the Wi-Fi facility in classrooms. The college has 7 computer labs with

a total number of 170 computers.College has 2 smart classrooms and 4 Star Board Interactive Tablets. Most of the classrooms are equipped with LCD projectors.The concept of CLOSE-Collaborative Learning and Online Skill Enhancement is one such initiative.E-FDP on Blended Learning was organized.A webinar was organized on the "Benefits of Digital Administration in Lockdown".. An Online Faculty Development Programme on "The Road Ahead: NEP Pedagogies"was organised.The 'Bhai Gurdas Library' had also been digitalized.Students are encourage to access NLIST facility.ICT has enabled the college to make its presence on social media platforms such as, Instagram, YouTube, Facebook, Twitter.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.sgndkc.org/sk/documents/uploadedfiles/file22122021044558.pdf |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://www.sgndkc.org/sk/documents/uploadedfiles/file20122021112521.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities**7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year**

Samya and GirlUP Preet are two college societies working to spread gender awareness and provide platform for voicing gender concerns.

GirlUP (www.girlup.org) is a Community begun by the United Nations Foundation in 2010 to combat gender-based violence across 125 countries. The SGND Khalsa chapter of the club was initiated in 2020, and is called GirlUP Preet. The aim of the club is to create projects dedicated for women entrepreneurship and gender sensitisation.

Samya is the gender sensitisation Society focusing on spreading awareness about gender sensitive issues with the objective of contributing towards creating an equal and equitable society.

In the 2020-21 with extremely limited scope for physical interaction or contact programmes, all activities were done online. The GirlUP Preet students organised talk sessions on mental health and provided a platform to students to voice their experiences and views on taboos. Gender discrimination and challenges in professional career was discussed through movie discussion. Samya organised an essay writing competition and series of talks on entrepreneurship and other relevant issues.

Female guards are posted at the gates and CCTV cameras are installed to ensure security. Additional facilities are Sanitary Pad dispensing machine, Girls washroom and Common room.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.sgndkc.org/sk/documents/uploadedfiles/file08102021032426.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://www.sgndkc.org/sk/documents/uploadedfiles/file27122021123055.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy

B. Any 3 of the above

**conservation measures Solar energy
Biogas plant Wheeling to the Grid Sensor-
based energy conservation Use of LED bulbs/
power efficient equipment**

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management:The college has relatively small green spaces. A small quantity of garden waste is generated which goes into the compost pit. For other dry waste segregated garbage bins are placed at common locations. Waste paper is recycled.

Liquid Waste Management:Sanitation system of the College is underground and linked to the main municipal sewerage system. To reduce the use of water in the washrooms waterless Urinals have been fitted.

Biomedical Waste Management:The college does not have any laboratories or facilities that result in generation of bio-medical waste.

E-Waste Management:Old electronic items in non-working condition like computers, printers, xerox machines, monitors, cameras etc are disposed of periodically as per guidelines of the E-Waste (Management and Handling) Rules. Thee-waste is disposed through a bidding system wherein bids are invited from CPCB/DPCC authorised e-waste collectors and recyclers for the listed items.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting

D. Any 1 of the above

| Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | |
|---|------------------------------|
| File Description | Documents |
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |
| 7.1.5 - Green campus initiatives include | |
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | D. Any 1of the above |
| File Description | Documents |
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |
| 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution | |
| 7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | B. Any 3 of the above |

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | View File |

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

Inclusiveness is a continuous process. College works conscientiously towards ensuring inclusiveness from the perspective of minority, gender, differently abled and economically weaker sections.

Inclusiveness in Class rooms is ensured by addressing the challenge of diverse group of students. All students are encouraged to participate and express their point in an environment of mutual respect and tolerance for diversity. Care is taken to ensure shy and silent students are encouraged to voice their view point. The Ethic codes on gender sensitivity and Differently abled provides direction to teachers to recognise and respect different learning abilities and inculcate the inclusive values in students. Participation in mentoring groups and interaction with mentors give students the space and openings to sort out their doubts. During Founder's Day Langar is prepared by students from diverse socio cultural backgrounds.

College takes pride in its linguistic diversity. The college magazine Surlokhas articles in four languages, English, Hindi, Punjabi and Sanskrit. Debating Society, Vedang, and Poetry Society, Nazm, boost inclusiveness by encouraging participation in Punjabi, Hindi and English. Activities organised and executed by students, this facilitates working closely, which inculcates respect for others. Fee concession to the economically weak students is also given.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

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

The Constitution of India requires it's citizens to be responsible, informed and proactive towards maintaining:

- The diversity of cultures
- Work towards Gender equity and equality
- Contribute to help the underprivilege assimilate with the mainstream
- Be disciplined and law abiding
- College through policies, and academic and co-curricular activities strives to inculcate the fore mentioned traits in staff and students.

Art and Culture Society of the college provides the platform for

appreciating and recognising the diversity of cultures. Debating Society encourages free exchange of viewpoints.

Samyaorganised an Essay writing Competition on Gender Sensitisation and a talk series under the name Dhara Se Utthe Kadamon entrepreneurship opportunities and skills.

Girl Up Preetorganised experience sharing session and webinar on legal rights.

S.E.V.A.concentrates on community outreach programmes through their collaboration with an NGO Youth For SEVA. Focus this year was on education and sharing with underprivileged children.

BISMANorganised a course on Mindfulness and Human Values and a talk for Faculty on Professional Ethics.

NSSwing of the college focused on COVID information and awareness drive.

NCCgenerates patriotic responsibility and discipline in students.

College through policies gives direction to the above mentioned activities.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://www.sgndkc.org/sk/documents/uploadedfiles/file27122021123110.pdf |
| Any other relevant information | Nil |

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

B. Any 3 of the above

4. Annual awareness

programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | View File |

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

National and International commemorative days serve a specific purpose of focusing on the relevance and importance of the issue/concern to nation and society and lights a spark in young minds to initiate a thought process which engages in deliberations and debates. The institution constantly strives to create awareness in the students by celebrating these days by organising talks, signature drives, community outreach initiatives, essay writing etc.

- College actively celebrates significant days by organising oath taking ceremonies and talks. Swachta Pakhwara, Constitution Day, are some of the events that are regularly celebrated along with Independence day and Republic day.
- EnvisAGE the environment society of the college organises talks and competitions on Earth Day, Water Day, etc.
- Department of Hindi celebrates Hindi Divas through activities such as essay writing competitions, talks and discussion groups.
- Electorate Day events are organised by NSS to generate awareness regarding the importance of the vote in the democratic system and to help students initiate the process of making their Voter card.
- Vigilance Week is celebrated to inculcate awareness against corruption through signature drives and slogan writing.
- International Women's Day is celebrated through talks /discussions.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best Practice 1

TITLE: Create Environment Consciousness

Environment Club: EnvisAGE: <https://www.envisagesgndkc.com/>

Objective: To create awareness amongst students, faculty and community about one's surroundings and the need to preserve nature for man's survival and wellbeing. Also create consciousness as to how man's unconscious small actions can have severe consequences and how small actions can contribute towards preservation and conservation of environment. Correspondingly work towards capacity building and research in this area.

Context: There can be no excuse for not contributing towards clean and green environment, paucity of time, space and resources can be and should be managed. College campus has little scope for tree plantation, but this cannot limit student's education on how to create and preserve clean and green environment. EnvisAGE contributes to create awareness and know-how which individuals can adopt in their lives anywhere and at all the time.

Practice: Environment consciousness is about inculcating values and belief to become a positive and responsible global citizen in preserving and safeguarding nature and environment. S.G.N.D. Khalsa College understands that environment consciousness can be spread amongst its stakeholders and neighborhood community through dissemination of information and knowledge about

environment issues and sensitizing them about the need to take leadership and responsibility towards ameliorating the adverse effects of environment damages around us.

Towards this goal College organizes diverse range of events and activities to spread knowledge about the current condition of nature and the best practices that can be learnt and adopted to minimize the adverse effects in the short run and reverse the change in the long run. Some initiatives are enumerated here:

- To increase environment awareness amongst student community a fortnightly e Newsletter "The Raven" is published. This is a student's initiative, from conception to publishing. They identify the theme, research, write and design the e-Newsletter. Timely release of the e-Newsletter exhibits students' dedication and their concern for environment. This Newsletter carries topical articles, snippets, and opinions about the current state of environment. <https://www.sgndkc.org/sk/page.php?view=envisage&page=societies>
- To encourage students to make eco-friendly choices and adopt sustainable best practices, workshops, competitions, and presentations are conducted periodically.
- To promote exchange of ideas, familiarize and empower students and teachers about the topical environment issues, webinars and seminars are conducted.
- To help students to inculcate healthy behavior and lifestyle choices, activities of NSS are oriented with strong focus on environment issues
- Slides on Environment conservation were displayed at the opening of all webinars and workshops organised during Lockdown.
- Department of English and Department of Environmental Studies organized a Seminar on 'Man and Environment' on 4th-5th November 2020.
- On World Water Day Photo Story Competition was organized and participation was received from all over India.
- Talks and Webinars were organized from time to time.

Evidence of Success: Is in the number of events organized, Newsletters brought out and participation.

Name of the event & Number of Participants
 World Ozone Day Webinar 45 - 50
 World Water Day Photo Story Competition 30
 World Water Day Webinar 56
 Adhyayan 82
 Wildlife Week competition Fauna Silvestre 32
 Earth Day competition 40

Wildlife Week Webinar 110 Society inaugural event 40 The Raven Newsletter 21 issues Because of restrictions imposed due to COVID 19 activities had to be restricted to the online platform. Workshops for the identification of flora and fauna and gardening had to be put on hold.

Problems Encountered:

- Activities, where students' involvement was desired, could not be undertaken, so the scope for competitions was also limited.
- Due to lockdown, the idea of putting up a vertical garden is deferred.

Resources Required:

- Resource person with technical expertise, who can interact with students to create curiosity and interest.
- Gardeners who are willing to show and work with students.
- Space

Best Practice 2

TITLE:Use of ICT In Pandemic Times

OBJECTIVE:Use and upgrade ICT resources and skills to ensure seamless continuity on all fronts of college functioning.

Context:The process of teaching and learning cannot stop even during pandemic. Online classes were the only means of ensuring education continues and to guarantee effective delivery of lectures ICT was extensively used by faculty. Administration wing of college too used ICT for communication and finance related activities.

Practice:

- All the students joined Google Classroom through the institution generated email IDs.This helped to maintain decorum in the classroom. Teachers from time-to-time uploaded links and reading material relevant to the course being taught. PPTs and audio/video recordings were also shared. Assignments were submitted on google classroom and feedback along with grades were communicated in the same manner.
- Use of WhatsApp group for communication was also

efficiently used to communicate important information, and exchange views and answer queries.

- College website was re-designed to facilitate easy communication, navigation and showcase college activities.
- College during the pandemic also started a YouTube channel to consolidate digital content created by faculty members. Link:<https://www.youtube.com/channel/UCVIDqAnM2AqrrpUEXnPIHrw>
- College also started an official LinkedIn page, Link:<https://www.linkedin.com/company/sri-guru-nanak-dev-khalsa-college-university-of-delhi>
- Official Facebook Link:<https://www.facebook.com/Sri-Guru-Nanak-Dev-Khalsa-College-University-of-Delhi-106465684878736/>
- College Library went online to help faculty and students to access resources without compromising the Covid restrictions of lockdown. Library Link:<https://sgndkcl.wordpress.com/>
- Google meet and Zoom platforms along with other online social media platforms were explored by students to organize competitions and events.
- Webinars and workshops/Talk online became the order of the day. This also stretched the working hours, and it became easy to schedule timings across time zones, further enabling the organisers to reach out to resource persons beyond state and nation boundaries.
- Online Add on Courses were conducted.
- Staff leave record was made available on ERP.
- All examination and admission related work were facilitated and completed online.

Evidence of Success:

- Teaching learning process for staff and students continued uninterrupted. Courses were completed on time. Assessment and examination work was conducted in a smooth manner. Students' concerns were addressed in a timely manner.
- Webinars and Talks were organized.
- Online Add on Courses were conducted from which 450 (aprox.) students benefitted.

Problems Encountered:

- Availability of uninterrupted internet.
- Students' unwillingness to switch on their Cameras.
- With little scope for face-to-face interaction, it was difficult to build rapport with students.

Resources Required:

- Licensed Software and applications
- Technical Support Team
- Apparatus for recording videos.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.sgndkc.org/sk/documents/upload/edfiles/bestpractices_231221022253.pdf |
| Any other relevant information | https://www.sgndkc.org/sk/documents/upload/edfiles/file27122021123150.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Supporting and Empowering Through Volunteering Assistance (S.E.V.A.)

College has a mandate and obligation to nurture young minds to become responsible and sensitive citizens of the world. In the past, outside the formal teaching College implemented a program titled "College Community Collaboration(C3)". The objective of this program was to connect with neighborhood communities and reflect on their needs and implement relevant events.

In continuation of this initiative and in addition to NSS activities College has recently signed a collaboration with the renowned NGO 'Youth for Seva' to promote the sense of service in a structured manner wherein students understand the sensibilities and needs of the people being served. Under this collaboration College has launched Project S.E.V.A. Students are encouraged to join this program as volunteers. The objective of the program is to spread awareness on issues like sustainability, environmental protection, water conservation, and social causes like menstrual hygiene, harassment, and physical and mental well-being. We believe that this experience of service will benefit all associated with it by broadening their knowledge base, improve their communication skills, provide skills to conceptualise, operate and manage social projects and in turn make them active partners and promoters of inclusive, secure, and sustainable societies.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

Vision IQAC 2021-22

- With the aim of boosting research infrastructure and research output in the institution, the IQAC plans to institute a research committee comprising of faculty members and students.
- The IQAC plans to create an exhaustive database of financial assistance, scholarships, and fellowships available nationally and globally to further research of multiple nature in humanities, social sciences, and commerce.
- The IQAC has identified a need to train the students for the various competitive examinations at the state and national level. To that end it has been decided to offer (individually or in collaboration) thirty hours short term courses to prepare interested students for the English language and General Studies components of these examinations.
- IQAC intends to procure the upgraded version of Enterprise Resource Planning (ERP) systems within the current academic year in anticipation of increased demand and usage. ERP that facilitates platforms for services like College App, quick and transparent attendance record etc.
- The college desires to build upon its existing infrastructure to make its processes as paperless and smooth as possible.
- Recognizing the unique history of the college and its neighbourhood, the IQAC plans to create a memory 'unit' in the institution with the mandate of familiarize the students of the college with the historical and archival practices of people, places, communities and neighbourhoods, thus being an active building block in the praxis of 'local histories'.

NAAC