SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRI GURU NANAK DEV KHALSA COLLEGE

DEV NAGAR, KAROL BAGH
110005
www.sgndkc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Initially named after the ninth Guru of the Sikhs, this institution began its journey as Sri Guru Tegh Bahadur Khalsa (Evening) College in 1973. Securing the approval to start M.Com. Program in 1988-89, its nomenclature changed to Sri Guru Tegh Bahadur Khalsa Post-Graduate (Evening) College. In 2005-06, the college gained the status of a full-fledged Day College and was renamed Sri Guru Nanak Dev Khalsa College after the first Sikh Guru. As a constituent college of the University of Delhi, the college is now registered under Section 2f and 12B of the UGC Act 1956, and is managed by the Delhi Sikh Gurudwara Management Committee-its parent body that prides itself in managing quality educational institutions. The institution has lived up to the vision of its parent body to complete more than 45 years of exemplary service in the field of education.

True to its vision, the college believes in imparting qualitative and value driven education to its students and nurture them as disciplined and competent individuals. A rigorous academic delivery plan integrated with ICT is the mainstay of teaching learning processes that reflects in the contemporary pedagogical tools used by our faculty.

The College takes pride in its diverse setup of extra-curricular activities that provides a platform for our students to identify and explore their potential, generate innovative ideas and develop entrepreneurial skills alongside learning experiences that go "Beyond the classroom".

Initiatives of the College towards environment consciousness include a Rainwater Harvesting Unit and a grid connected rooftop Solar Power Plant that not just meets the institution's energy needs but the surplus power is also transferred back to the Grid. EnviSAGE, the environment society of the college is proactive towards creating environment consciousness amongst the students.

A significant aspect of our College is feedback from all stakeholders viz. Students, Faculty, Parents and Alumni that steer us towards improvised and ever evolving systems, procedures and practices towards Quality sustenance.

IQAC has been fully seized of its responsibility as a catalyst for the infusion of quality culture through innovative strategies based upon stakeholders' feedback as also dynamics of the external environment.

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."

Imparting education to evolving scholars and empowering them through capacity-building, the College fashions their young minds by enabling them to think, imagine, analyse, assess, and express themselves through activity-based learning. The vision remains to turn Sri Guru Nanak Dev Khalsa College into a viable intersection of

academic excellence and moral values. It is only in this manner that the college can meaningfully contribute to community development by providing fair access to the poor and socially disadvantaged groups in the light of changing economic, social, and cultural developments. The college remains dedicated to providing all assistance-technical, infrastructural, informational, or motivational-to students and help them excel in life.

Mission

Our mission is to realize the vision by developing life-long learners- equipped with specialised knowledge, enhanced skill sets and humane values-who are not only employable and entrepreneurial but are also able to contribute meaningfully to social development. We endeavour to make our students see themselves as agents of change in the globalised world, confident of taking up professional and societal challenges with passion and maturity.

The College has the following mission:

- **To develop skilled human resource by instilling scientific outlook.**
- **To facilitate learners with opportunities and hone their leadership potential to meet contemporary challenges.**
- **To disseminate inclusive knowledge by sensitising them towards social concerns, human rights, gender, and environmental issues.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Core strength of the institution lies in its highly dedicated, qualified and experienced faculty whose energies are focused on teaching as well as mentoring their pupils.
- More than two-third of the faculty is doctorate degree holders who:
    - Have National and International publications to their credit.
    - Are part of the editorial board in peer-reviewed academic journals.
    - Supervise Ph.D. students.
    - Organize and participate in National/International Seminars, Workshops, Conferences etc.
    - Take extra classes after the mandatory teaching sessions.
    - Upload educational videos on YouTube.
    - Participate enthusiastically in mentoring sessions.
- Constant support and guidance from the Governing Body.
- Holistic education by instilling social and ethical values through religious trips, Langar on Founders' Day, and College Prayers on all occasions.
- Effective operationalization of cultural curriculum of the college managed successfully by students with teachers as facilitators in the background.
- A gender sensitive and inclusive campus under the active care of Equal Opportunity Cell (EOC).
- Robust community outreach and welfare programmes through various student bodies.
- Scholarships to meritorious students and fee-concessions to economically weaker students.
- Capacity building for Teachers through FDPs and for students through Add-on Courses and Foreign Language Classes in collaboration with Delhi University.
- Well maintained Library along with other E-resources.

- Wi-Fi enabled campus.
- Hardworking Placement Cell along with a strong internship programme.

Institutional Weakness

- Inadequate infrastructural facilities with non-availability of modern Auditorium and Conference Room.
- Lack of sports ground within the college premises forces the athletes to use other colleges' playgrounds for practice.
- Due to lack of space, cultural activities have to be scheduled either before or after the regular college hours so that classes take place in an undisturbed, noise free manner. Students, therefore, have to stay back late in the college posing serious safety issues especially for girls.
- Location of college in the vicinity of a congested marketplace with overcrowded approach roads make it less attractive destination for students.
- Both the locational disadvantage and infrastructural constraints is a deterrent towards productive partnerships with industry, research bodies and International Collaborations with foreign Universities.
- The college has no Hostel facility for students or residential facilities for Staff.
- College is constrained to offer multiple choices to students primarily due to a ceiling on teacher's sanctioned strength, especially after the introduction of multiple options for discipline papers in the undergraduate (Choice Based Credit Scheme) curriculum.
- Majority of teachers remain on ad-hoc basis which prevents them from contributing more meaningfully to the corporate life of the college.

Institutional Opportunity

- The pandemic has affected education in a way to provide new opportunities to reinvent pedagogies.
- Teachers have a chance to experiment with online modes of teaching through platforms like Google Meet, and Google Classroom.
- E-resources now play a major role in the teaching-learning process and teachers are using this opportunity to collect various quality notes, books, and links to Journals and share them with students through WhatsApp groups, and Google Classrooms.
- The Faculty has found the lockdown as an opportunity to conduct webinars and online courses whereby teachers, along with students, have come in contact with the best educators from National and International Universities.
- Avenues of virtual collaboration with other Universities can be explored.
- Students' exposure to portals like SWAYAM, NPTEL, Coursera etc. have increased their awareness of the E-learning environment and has allowed teachers to introduce new dimensions like Blended mode, Flipped classrooms etc., in their conventional pedagogy.
- Through the community outreach programmes of the college students have come in contact with Non-Governmental Organisations which has sensitised the students towards the difficulties of the underprivileged and have learnt to see this sector as a part of their career choices.
- Placement and internship opportunities have succeeded in enhancing the scope for creating networking links between students and the corporate sector that must be explored more thoroughly.
- The college needs to utilise its alumni network to bring better placement and internship opportunities.

Institutional Challenge

- This pandemic has opened rift among students from economically weaker sections of society and those who come from better financial backgrounds. One of the challenges of the institution is to make the students from economically weaker background aspire for higher ambitions and come at par with other sections of society.
- Professionally inclined add on courses fail to attract students due to financial constraints and inability to gauge the relevance towards their career aspirations.
- Capping on the number of teachers makes it difficult to introduce new Graduate and Post-graduate programmes.
- It becomes difficult to execute CBCS in its true spirit with a limited Faculty as students are restricted to limited options for their discipline and elective papers.
- Funding for organising academic programmes like seminars and conferences from UGC is becoming increasingly difficult to procure.
- Official channels for continual engagement with alumni and to boost their sense of commitment to the welfare of present students, particularly in the fields of student progression and career opportunities, need to be worked upon in a more enduring manner.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As Curriculum, Assessment Framework, and the Academic Calendar are designed by the University, the college—as its constituent unit—effectively implements Curriculum meticulously and then gets feedbacks from all the stakeholders. The college plans all Curricular, Co-curricular and Extra-curricular activities well ahead of the commencement of each semester. For this, proper dissemination of information to all stakeholders is ensured through physical interactions like discussions during classroom lectures, and academic meetings along with discussions on online platforms like the college website, WhatsApp, social media, and online meetings.

The college ensures Curriculum enrichment by conducting Add-on, and Certificate courses, organizing Seminars, Webinars, and other outreach activities to focus on cross-cutting issues like professional ethics, human values, gender, environment and its sustainability. The Faculty plays an active role in the effective delivery of all planned activities by engaging with various academic bodies of the University, interacting closely with students through ICT tools for teaching, and participating in academic meets/ activities like FDPs, Conferences, Workshops, and Online Courses to help them edify their knowledge.

The Departmental In-charges, in coordination with IQAC and Heads of other Academic and Cultural Committees, ensure implementation of planned activities in an appropriate manner throughout the academic session. Various departments place emphasis on courses that focus on experiential learning by encouraging students to undertake project works, field works, and internships. To assess effective curriculum delivery, the college collects feedback from all the stakeholders, analyses it and shares it on the college website so that necessary action is taken.

Teaching-learning and Evaluation

For Teaching, the faculty makes students comfortable in the classrooms by performing the roles of guide, mentor, and facilitator. Using experiential project-based learning and real-life industry exposure they make learning more application based. The objective is to guarantee that students are industry-ready and acquire necessary skills for their profession. Pedagogical strategies like flipped classroom, blended classrooms, brainstorming sessions, group discussions, quizzes, role-play, impromptu games, and presentations along with analysis of case studies make classes more interactive. Problem solving methodologies such as activity-based learning, active research methodology and visual learning help students advance their capabilities to deliberate and ideate about conceptual and practical problems.

To make learning holistically engaging, students are encouraged to cultivate their talents through extra-curricular activities. The extra-curricular societies of the college have a strong online presence through Instagram, YouTube and other social media platforms which provide them robust visibility.

For rigour in evaluation, continual evaluation through internal assessment is practiced and is uploaded on the college website after each semester. Informal testing remains a continuous process where in variety of assessment techniques are employed—unplanned and pre-planned, formative and summative, oral and written, as well as formal and informal. Moderation and Monitoring committee checks overall Internal Assessment trends to ensure fair and balanced evaluation system. A strong system of feedback—with regular feedbacks from teachers, and parent-teacher meetings—ensures that students' progress is carefully monitored by all stakeholders. The mentoring program is effective where mentors guide the students in all matter, personal or professional, concerning them.

Research, Innovations and Extension

Both students and teachers are acclimatised to a productive environment that promotes knowledge-driven growth based on innovations and analytical temperament. Our in-house Annual Interdisciplinary Journal—"Journal of Research and Innovation" provides a platform to explore and analyse issues in the fields of Social Sciences and Humanities. The Faculty, on its part, has contributed to research by publishing books of individual or combined authorship, printing around 138 chapters in various books along with more than 100 research articles in various journals of National and International repute.

To advance its plan of developing culture of research, the Institution has benefitted through collaborative projects that endorse strong interconnections with the kindred colleges across India.14 MOUs have already been signed with reputed National Institutes, colleges, and other organizations. The college boasts of a well-equipped library with reputed national and international e-Journals and eBooks that can be accessed by everyone.

Academic Development Committee and IQAC ensure academic and scientific rigour by conducting multidisciplinary and interdisciplinary Research Projects, Seminars, Conferences, Workshops, and Faculty Development Programmes, Field trips and Internship Programmes. These academic activities, bridge the gap between theoretical and experiential modes of learning, are conducted throughout the year. Imperatives of integrating theoretical research with practical education underscore the need to relate academics with a sense of social responsibility and commitment. Thus, various extension activities and outreach programmes, conducted by NSS, NCC, other student committees and societies, are organized to impart a sense of responsibility towards the weaker sections in the community.

Infrastructure and Learning Resources

Constructed on a 1.4 acre plot, the college has 52 classrooms, fully operational Rainwater-harvesting Plant, and a solar plant with a capacity of 70.29 kWp. Catering to evolving needs of the college and those of differently abled students, the Purchase and Maintenance committees regularly modify the infrastructure which includes a lift along with ramp and differently abled friendly washrooms. Despite space crunch College houses a Gym for the students and staff.

There are seven Wi-Fi enabled air-conditioned Computer labs, a seminar hall and an air-conditioned Library with access to 50832 books, 16 print journals, and more than 6000 e-journals and 100000 e-books. Its high-quality electronic databases subscribe to INFLIBNET-NLIST, DELNET and Delhi University Library System (DULS). Automated with LIBSYS (LSEASE) Web-centric version, Library can seat 60 people. It has 16 computers for the Faculty members, students and library staff with Wi-Fi and LAN connections for fast and seamless access to e-resources.

The classrooms and labs are ICT enabled with projectors, smart boards, and wall-mounted screens. Updated with the latest Microsoft Office Pro Plus and Tally Prime Gold software, the college ensures uninterrupted internet connectivity with speed of 100 Mbps provided by Delhi University along with additional Airtel broadband. For differently abled students, there is recording device "Angel," and a scanner, "Pearl," for converting printed books into E-text version. Apart from access to 94 braille books, the library has Braille-32, a system to automatically convert E-text into Braille text.

Student Support and Progression

A large number of students are supported through scholarships and financial aid. Apart from Government scholarships, the college provides the students with other forms of assistance like Fee-concession, Sports-fee-concession, and Institutional-prizes. Students also have access to scholarships from outside the institution such as PMSSS, Hongkong Blind Foundation, and Minority Scholarships etc. Other systemic support includes conducting capacity-enhancement and developmental schemes along with Competitive Examination Guidance and Career Counselling Sessions that augment skills like soft skills, computing skills, and communication skills. Additionally, the placement cell conducts seminars and job fairs to guide students for their career and competitive examination. Mechanisms are also forged for transparency, timely redressal of student grievances, prevention of sexual harassment and ragging cases.

Student Progression data studies their comprehensive development through the average percentages of placement of outgoing students, students qualifying in state/national/international level examinations, student participation along with awards won at various levels in sports and extra-curricular activities, and student representation in various college activities. Up till now students have won 420 awards in sports and cultural activities. Increasing representation of students in organising academic and cultural events hosted by the societies like Vedang, Nepathya, Encore, Kirt, NSS, NCC and Divinity is proof of their holistic development through collaborative work. The support systems also include Alumni Association that engages from time to time with students in interactive programmes where the alumni provide guidance by sharing their experiences.

Governance, Leadership and Management

The administrative and academic governance of the college embraces transparency and equal participation by

all stakeholders to promote de-centralized structure of decision-making. Art and Culture Society deliver this structure by working seamlessly with students and other Departments. It endorses learner-centric approach and facilitates student office-bearers to formulate, innovate and design proposals to hone their management skills and work-ethic. This approach is empowered by technology where students constantly communicate with teachers virtually through WhatsApp and Google Meet. For continuous upgradation of skills, teachers attend workshops and conferences, where Institution supports them by disbursing their registration fees. Professional Development and Administrative Training Programmes too are organized along with a continuous appraisal of the staff through self-assessment proforma. Classrooms are equipped with Wi-Fi facility and projectors, Administrative and Accounts wings are ICT enabled with E-Governance Software, Library is online with access to E- resources.

Regular feedback from all stakeholders ascertains their levels of satisfaction regarding the infrastructure and learning resources. Problem areas are identified and conveyed for necessary correction and improvement. Accounts are maintained properly and audits involving scrutiny of balance sheets, along with documentary evidence are carried out regularly. College endeavors to generate additional resources through Add on Courses and FDPs.

Institutional Values and Best Practices

To make this world better, students must engage on various fronts like environment sustenance, social development, fostering cultural and religious receptivity etc. EnviSAGE the Environmental Society, and SEVA, a society working with socially and economically deprived sections, are crucial in contributing towards such values. Conscious of responsibility towards sustainable environment, the college has in place rainwater harvesting, and solar power generation plants.

The College provides safe and inclusive environment through various policies—Gender policy, Policy for the Differently Abled, Code of Conduct for Students and Staff—details of which are shared on website. For inclusivity, College focuses on upliftment of women through initiatives like "Girl Up Preet," a project of United Nations Foundation. Financial assistance is provided for the economically weak students, and differently abled students are provided technical and human assistance: recording devices and book-reader facilities are made available to them, and lifts and ramps are in place to facilitate their free movement.

Best Practices to underscore institutional strength includes "Mentoring the Mentor Programme" (MMP) which equips the teachers for mentoring their students. Faculty members are informed about the identified theme, and then clued in to address the relevant concerns of the students in mentoring sessions. In these difficult times of Pandemic, the College has ratified collaboration with other Institutions through Collaborative Learning and Online Skill Enhancement Programme (CLOSE). It is a programme designed for an exchange of knowledge through Webinars, FDPs, and other community outreach programmes. College takes pride in providing platform to students to plan and execute events as team members in independent manner. This helps students to identify and hone their skills.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI GURU NANAK DEV KHALSA COLLEGE
Address	Dev Nagar, Karol Bagh
City	DELHI
State	Delhi
Pin	110005
Website	www.sgndkc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Gurmohinder Singh	011-35107881	9811443013	011-2872890 9	iqaccoordinator@s gndkc.du.ac.in
IQAC / CIQA coordinator	Neeta Dhingra	-	9910055441	-	neetar.dhingra@sg ndkc.du.ac.in

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority certificate.pdf
If Yes, Specify minority status	
Religious	SIKH MINORITY INSTITUTION
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	11-07-1973

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-07-1973	View Document
12B of UGC	11-07-1973	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Dev Nagar, Karol Bagh	Urban	1.409	4427

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Punjabi	36	XII Passed	Punjabi	30	16
UG	BA,Political Science	36	XII Passed	English,Hindi	30	30
UG	BA,History	36	XII Passed	English,Hindi	30	30
UG	BA,Hindi Patrakarita Evam Jansanchar	36	XII Passed	Hindi	40	22
UG	BA,Hindi	36	XII Passed	Hindi	30	19
UG	BSc,Mathematics	36	XII Passed	English	46	46
UG	BA,English	36	XII Passed	English	30	28
UG	BA,Business Economics	36	XII Passed	English	40	40
UG	BCom,Commerce	36	XII Passed	English	180	180
UG	BCom,Commerce	36	XII Passed	English	80	80
UG	BA,Economics English History Political Science Mathematics Punjabi	36	XII Passed	English,Hindi	120	120
PG	MA,Punjabi	24	Graduation	Punjabi	10	10
PG	MCom,Commerce	24	Graduation	English	10	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				86
Recruited	0	0	0	0	0	0	0	0	24	19	0	43
Yet to Recruit				0				0				43
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	13	8	0	21
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	1	0	0	0	0	1
Ph.D.	2	0	0	16	15	0	0	0	0	33
M.Phil.	0	0	0	1	2	0	0	1	0	4
PG	0	0	0	5	0	0	0	0	0	5

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	19	0	23
M.Phil.	0	0	0	0	0	0	2	9	0	11
PG	0	0	0	0	0	0	5	14	0	19

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	1	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	322	211	0	0	533
	Female	134	79	0	0	213
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	30	0	0	0	30
	Others	0	0	0	0	0
Certificate / Awareness	Male	13	1	0	0	14
	Female	9	4	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	1
	Female	0	0	0	1
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	372	334	309	434
	Female	153	121	136	148
	Others	0	0	0	0
Others	Male	207	247	265	235
	Female	62	97	92	80
	Others	0	0	0	0
Total		794	799	802	901

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
410	409	387	378	357

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	12

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2219	2263	2388	2442	2286

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
338	338	338	338	318

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
664	773	783	734	620

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
92	92	91	89	90

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
92	92	91	89	90

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 53

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
96.55	184.37	161.88	163.39	170.41

4.3

Number of Computers

Response: 1

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Sri Guru Nanak Dev Khalsa College is a constituent college of University of Delhi and adheres to curricular aspects prescribed by the University. The college focusses on the three key elements of teaching learning process - curriculum, teacher and learner- at the time of planning and implementation of curricular and co-curricular activities and for gathering feedback from relevant stakeholders, in order to continuously enhance teaching learning experience.

Planning

Before beginning of new academic year, departmental meetings are held to discuss and plan workload, subject preferences and various co-curricular activities. Following this, Academic Development Committee (ADC), Departmental Teachers-in-charge (TICs) and Time Table Committee (TTC) together finalise workload and time table (TT). TTC also focus on timetable flexibility to accommodate departmental and society activities, add-on/ certificate courses, remedial classes and mentoring sessions. Teachers prepare Curriculum Planner (CP) for their respective courses in accordance with the University academic calendar. CP provides students information about the timeline of course completion as well as pedagogical tools and assessment methods.

Implementation

The college prospectus provides necessary guidelines about the admission process and also provides a glimpse into the structure and functioning of college. At the very beginning of semester, TT and CP are uploaded on college website and students are informed about the same during orientation session. During initial classes, students are briefed about their respective Departmental profile, Program Outcomes and Course Outcomes, University Academic Calendar, College Activity Calendar, and Curriculum Planners of their respective courses. Thereafter constant efforts are made by the faculty to make teaching learning process student centric, ICT based, interactive, experiential, accessible and outcome oriented. Besides conventional classroom teaching methods, various other methods like quiz, group discussion, debates, documentary, games, short films, talks, seminars, webinars, industrial and field visits are regularly conducted for different courses. New pedagogical methods like blended learning and flipped learning are also being utilized efficiently. The faculty has also been keen and efficient in the use of both ICT tools (projectors systems, LCDs, Smart boards) and online educational tools (like Google classroom, Google Meet, Zoom, whatsapp, youtube). Faculty members regularly participate in FDP's and workshops in order to update their knowledge and are also actively involved in curriculum development, assessment and evaluation. Library resources (books, journals and e-resources) are constantly updated and sufficient number of prescribed course books is regularly purchased. Question banks, previous years question papers are uploaded on college website as well as discussed in the classroom to help students prepare for examinations. Departments are also encouraged to design and conduct value addition courses like certificate course, add-on course, and bridge courses in order to further enrich the curriculum. Reports of all academic and co-curricular activities are properly documented and compiled by respective departments.

Feedback

Feedback on course curriculum and teaching learning process is taken regularly from students at the end of every semester. Feedback is also obtained from parents either during PTMs or through feedback forms. The feedback data is assessed by the IQAC and steps for improvement are discussed and implemented.

File Description	Document
Upload Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Being a constituent college of University of Delhi, SGNDKC strictly follows the Academic Calendar of the University. The University Academic Calendar (UAC) gives information regarding teaching session, mid semester breaks, vacations, preparatory leave and tentative dates of practical and theory examinations. Within the timeframe of University Academic Calendar, a College Activity Calendar (CAC) has been prepared, based on which departments, committees and societies of the college plan various academic, co-curricular and extra-curricular activities and events to be organized/ completed during the given session.

Before the beginning of every session, meetings are held both at college level and Department level to discuss and plan various co-curricular and extra-curricular activities that include events like Orientation, Freshers meet, Sports Day, College Annual Fest, Founders Day, expert lectures, seminars/ webinars/ conferences/ workshops and educational trips, if any. Departmental meetings are also held for allocation of courses before the beginning of semester so that teachers are well prepared to commence classes from the first day of the semester. Time table for each department is finalized and displayed on the college website that is easily accessible to students and staff. Timetable is made available on the first day of semester to ensure timely commencement of classes. Faculties of all departments prepare Curricular Planner (CP) document in adherence to the UAC and CAC to ensures smooth progression of the respective courses throughout the semester. Regular department meetings are held to ensure timely completion of syllabus, revision and internal evaluation in compliance with the CP as well as smooth implementation of planned co-curricular activities.

Continuous Internal Evaluation (CIE) is an integral part of curriculum which is planned and conducted in accordance with both the calendars, as per guidelines provided by University. Students are informed about the various assessment methods (tests, assignments, project/field visit reports etc), evaluation criteria and assessment schedule during the initial classes of the semester. Departments ensure timely execution as well as fair and transparent conduct of CIE through regular faculty meetings. Students as well as parents can access the internal assessment marks through the college website. Queries regarding any discrepancy in internal assessment marks is duly resolved. Moderation committee meets regularly before the semester exams and decides judiciously for moderation of IA marks, if required. The admin staff ensures that the marks are uploaded in a timely manner on the University Portal. Faculty members participate in workshops, FDPs, certificate courses etc. to keep themselves abreast with new and effective assessment and evaluation practices and processes.

Parent Teacher Meetings are held towards the end of every semester, where parents get an opportunity to

interact with teachers and share their thoughts, opinions, queries and grievances, if any. Students and parents are encouraged to fill the feedback forms about the college infrastructure and the teaching learning process during each semester. All faculty members participate in the evaluation process of the University so that results are declared on time, which facilitates commencement of the new session as per the University Academic Calendar.

File Description	Document
Upload Additional information	[View Document](#)

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 last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 100

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

Response: 13

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 10

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	1	0

File Description	Document
List of Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 2.73

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
170	84	0	56	0

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

1.3 Curriculum Enrichment

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

Response:

College integrates cross cutting issues into the curriculum of students both through courses that are taught as well as through various co-curricular and extracurricular activities. Courses are taught as per the syllabus prescribed by University of Delhi, wherein cross cutting issues are taught in the form of an entire

course, topics or chapters. Further, the college has societies like NSS, NCC, BISMAN (Human values society) and EnviSAGE (Environmental society) which organize number of extension activities like webinars, seminars, drives, competitions and workshops.

1. Professional Ethics

Curricular aspects

Department of Commerce: Business Organisation and Management; Auditing and Corporate Governance; Principles of marketing, Advertising; Human Resource management; Digital marketing; Leadership and Team development; Consumer protection; Business Research Methods and Analytics.

Department of Business Economics: Entrepreneurial skills.

Department of English: Media and communication skills; Indian Classical Literature; European Classical literature.

Co-curricular and extracurricular aspects

Students registered in college Placement Cell are regularly educated about professional ethics that need to be followed at workplace. Societies like Vanaj (Department of Commerce), Cyberclan, NSS and IQAC have conducted various seminars/ webinars aimed at raising awareness regarding professional ethics and its importance.

2. Gender

Curricular aspects

Department of English: Contemporary India: Woman and empowerment; Gender and Human Rights, Indian Classical literature; European Classical Literature and Popular Literature; Readings on Indian Diversities and literary movements

Department of Punjabi: Modern Punjabi story and Functional Punjabi; Indian literature; Punjabi criticism & Western Literary Approaches; Biography and Auto-biography.

Co-curricular and extracurricular aspects

College has a Gender sensitization Society named Samya which focusses on raising awareness of students towards gender sensitivity issues through activities like essay writing, lectures and webinars/seminars. Further, NSS, Impasto and IQAC have organized various talks and competitions to promote gender parity among students.

3. Human Values

Curricular aspects

Department of History: Religion and Religiosity; Cultural and Everyday life in India; Popular Culture

Department of Punjabi: Biography and Auto-biography; Naitikata Sahitak Pratiuttar & Functional Punjabi; Punajbi Sufi Kav and Indian Literature.

Department of English: Indian Classical literature; European Classical Literature and Popular Literature; Individual and Society.

Co-curricular and extracurricular aspects

BISMAN- The centre for Human values organizes various talks, and webinars and short term courses to inculcate feelings of compassion, commitment and empathy among students. NSS and NCC organize blood donation camps, donation/ collection drives for needy and underprivileged as well as awareness drives and medical camps

4.Environment and Sustainability

Curricular aspects

Department of Environmental Studies: Environmental Science (compulsory for all students)

Department of English: Language, Literature and Culture; Popular Fiction; Individual and Society

Department of Commerce: Human Resource Management; Principles of Marketing; Auditing and Corporate governance; Entrepreneurship.

Department of Economics: Environmental Economics

Department of History: Heritage and tourism (emphasis on ecotourism)

Co-curricular and extracurricular aspects

The college promotes environmental awareness, responsibility and sustainable lifestyle among students through EnviSAGE society and NSS. Various activities like cleanliness drive (Swachhata Pakhwara), tree-plantation, awareness programmes on important days, seminars and workshops are regularly conducted. EnviSAGE also publishes a fortnightly magazine name RAVEN that is circulated among students

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.84

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	8	8	5	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)

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

Response: 41.46

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 920

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 125.6

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
794	799	802	901	893

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
676	676	676	676	636

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
338	338	338	338	318

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

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

Response:

The Institution ascribes to the policy of continual assessment of students to help them achieve their best. Teachers contribute by identifying the students' learning capacity through interactive sessions. For effective teaching, they distinguish between different levels of students' learning.

Key Markers to identify Slow and Advanced Learners:

1. *Attentiveness of Students in Classes and their Responses:* Students' attentiveness within the classes is judged intermittently through QA sessions, and timely tutorials; while their responses within the classes are evaluated through regular formal discussions, regular feedback about pedagogical strategies, and informal interactions with their peers and teachers.

2. *Classroom Assessment Techniques:* Surprise tests and assignments are regularly assigned to gauge students' understanding of recently discussed topics and accurately assess their learning levels.

3. *Independent Observation of Teachers:* Teachers observe the behaviour of the students to identify advanced learners who are generally more responsive in the class than their slow counterparts who are reluctant to either interact within the class or give presentations.

A combination of examination performance and classroom participation determines a student's level of learning. This combination of objective and subjective assessment is more effective than segregating students on the basis of only subjective assessment which may confuse inattentive student with a slow learner.

Special efforts for Advanced Learners

1. Encouragement to seek membership of professional bodies, publish articles, improve presentation skills, take competitive examinations, and develop clear career goals.

2. Supply reading material beyond the prescribed curriculum to develop critical understanding of the subject.

3. Enhanced difficulty level of Projects and assignments to challenge them.

4. Guidance for micro projects to inculcate research orientation, short-term projects at industry level, and Internship Programmes.

5. Referrals in corporate world for potential career opportunities.

6. Self-Record form to record progress and success.

Learners are motivated to push boundaries of academic excellence by participating in events like Seminars, Paper Presentations, and other Competitions.

Special Programmes for Slow Learners:

Sensitive to the needs of slow learners, teachers conduct extra classes, provide personal attention, encouragement. Efforts to make them feel nurtured and confident of their ability to succeed include:

1. Providing extra Classes, Study Material and E-resources including recordings of PPT based lectures.

2. Giving personal attention and close correction of written work, along with more time   to solve problems.

3. In case of weak grasp over English, providing bilingual explanations in class, or   individually, to clarify doubts.

4. Providing slow learners space to interact with advanced learners during Tutorials   thereby help them lose their inhibitions.

5. Providing Remedial teaching during tutorials to bring them up to the level of other students.

6. Employing Bridge Courses to help them improve their subject knowledge.

Through regular **parent-teacher meetings** students' progress is shared with parents, and their feedback is duly noted so that their concerns can contribute meaningfully to their wards' education.

The college has a robust **mentoring program** where mentors guide the student regarding matters other than formal dissemination of education. Informal chat on academic concerns, however, remains an important part of this exercise.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 24.12

File Description	Document
Any additional information	[View Document](#)

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

Response:

Participative and Experiential learning can succeed in a class where students enjoy closeness to the teacher. A teacher's positive behaviour is the central pivot of a great class dynamic. The continuous involvement of the students in the classroom depends largely on the teacher. It is the teacher's duty to act as guide, mentor, facilitator and friend to make students comfortable in the classroom situation.

The teachers of SGND Khalsa College believe that the first step to effective teaching is to establish a connect with the students. We believe that teaching is an optimum blend of theory and its application. With patience and communication skills, the teacher facilitates several activities which enrich the learning experience of the students. Interactive classes, with quizzes, role play, flip teaching, blended classrooms, brainstorming sessions, group discussions, impromptu games and presentation sessions and case studies are all methods currently being used by faculty.

Teachers amalgamate their content and methodology with the expectations of students in order to achieve a positive teaching-learning environment. They always use a diverse methodology to ensure that the students experience the best teaching practices which give them a well-rounded knowledge of the concepts taught, and preserve their curiousity and enthusiasm. Excursions, on-site industrial visits, and educational field trips are planned meticulously.

Teachers use a wide range of methodologies. Ranging from the sharing of PowerPoint presentations to online resources, audio visual material on Google Classroom. Teachers try to make best use of the research labs, experiential project-based learning, and real-life industry exposure to make sure that classroom interaction is more exploratory in terms of resources.

Teachers monitor the students' progress through regular feedback. Lectures are adjusted according to specific needs that students express. All attempts are made to ensure that a sense of collaboration is cultivated among the students which promotes a shared commitment to learn. Healthy discussion is encouraged to make sure the students satisfy their interests without being judged, and therefore stay motivated and feel valued. In the traditional teaching method of lectures also, teachers ensure they give examples from contemporary world happenings and discuss interesting comparisons for ensuring the interest of the students.

Classroom discussion and the ability to speak without fear is key to ensuring that students learn the coursework effectively. Encouraging students to share ideas, seeking feedback with respect to teaching methodology and teaching style and encouraging discussion on relevant topics not included in the curriculum, are ways in which the teachers use participative learning to benefit the students. At SGND Khalsa College, the classroom is viewed as a free space within which all are welcome to freely share their thoughts.

It is important for students to develop independent thinking. For this, teachers go beyond the basic chalk and talk method to hone the aptitudes of students towards critical thinking. Problem solving methodologies such as activity-based learning, active research methodology and visual learning are used to help students discern between situations and advance their capabilities to deliberate and ideate.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The College is equipped with seven computer labs, and uninterrupted Wi-Fi, enabling faculty and students to access internet freely on their electronic devices. This is in addition to desktop computers that are available for students' use in the laboratories. To ensure that teachers are able to use their laptops effectively, there are overhead projectors with screens in classrooms. The Computer Labs within the premises also cater to needs of visually challenged students. Some facilities provided to such students are Braille Enabled Computers, Scanners and Readers, Talking Digital Daisy Players, Magic Large Print Keyboard and Magic Screen Magnifying Software.

The G-Suite account of the College provides distinct emails to faculty members, students, and non-teaching staff. It enables ease of communication while facilitating Google Classroom, which is a safe space as its access remains controlled by the system administrator.

Adept at using IT enabled learning tools, teachers augment traditional methods of lectures and tutorials with PowerPoint presentations, Internet resources, e-books, videos, cinematic resources and online classroom spaces. This allows a wholesome educational experience for the students. The faculty members also make efforts to enhance their ICT skills by attending courses and workshops. Many webinars, FDP's and online courses have been attended by teachers to upgrade their own capabilities. The online presence of several teachers is conspicuous through their recorded lectures for students on social media such as YouTube.

Increasing use of internet for submission of assignments and other evaluation materials, has aided reducing use of paper. Since the college was already using ICT tools, the shift to online teaching during the pandemic was smoother than it would have been in the absence of any ICT experience on the part of the teaching staff.

The college regularly conducts webinars and workshops to enhance the teachers' knowledge of ICT tools. FDP's on "Blended Learning" was conducted in 2020, and "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, with state-of-the-art modules, enables the 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. They closely monitor the college website and ERP and assist faculty and students if any difficulty comes up.

Students utilise e-resources available through the website of Bhai Gurdas Library of the College, under the guidance of teachers. These multiple e-resources include recordings of video lectures and PPTs prepared by the faculty for the students' benefit. E-learning is encouraged as a method of self-study, through students' access to internet resources to learn independently. In the present times, internet provides a rich trove of study materials which can help students improve their understanding of topics being discussed in the class.

The extra-curricular societies of the college have a strong online presence. Instagram, YouTube and other social media platforms give them visibility among the student community.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

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

Response: 24:1

2.3.3.1 Number of mentors

Response: 92

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 61.21

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
56	60	57	54	51

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 16.58

2.4.3.1 **Total experience of full-time teachers**

Response: 1525.05

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<u>View Document</u>
Any additional information	<u>View Document</u>

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The mechanism for internal assessment in the college is stipulated by the University of Delhi. Internal assessment for every paper bears a weightage of 25% marks. Of this, 5% is for attendance, 10% for assignments or projects and 10% for tests or presentations. Students are informed of this breakup of marks early in the semester, so that they are mindful of submitting their work timely.

Even though the University asks for single submission of marks, teachers encourage continuous evaluation in class to encourage the students to improve their learning skills. The University officially expects the student to attempt one test and two assignments during the semester. To ensure that the system of

assessment be robust and regular, the teachers not only stick to this formal pattern on the university, but also, over and above this, conduct a variety of tests to keep track of the student's progress. For the final submission of marks, they take the student's best performance. Quizzes and tests encourage the students to develop communication skills and independent learning skills.

Teachers encourage students to submit work monthly so that their progress can be tracked. Informal testing is a continuous process, which the teachers practise individually. They practise a variety of assessment techniques—formative and summative, oral and written, formal and informal, unplanned as well as pre-planned assessment. This allows the teacher to analyse the student in diverse ways and help in their holistic development. The common modes used by the teachers include tests, quizzes, Viva on Google Meet, Presentations, Written assignments or projects. Group discussions, debates and discussions in an informal atmosphere encourage student development.

After allotting the marks, the faculty discuss the criteria for assessment and inform the students, so that they can maintain a good standard in their submissions.

As per university rules, the internal assessment is collated at the end of the semester and displayed on the college website. Students can see their marks and also request for any corrections. The college takes the students' signatures for the Internal Assessment, and a student can raise a query if he/she is not satisfied with the marks. The entire process is transparent, and marks are sent to the university only after the student's queries have been addressed.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Yes, the mechanism to deal with internal/external examination related grievances in SGND Khalsa College is transparent, time-bound and efficient.

Grievances to deal with INTERNAL EXAMINATIONS are dealt with by the following steps:

1. A Moderation and Monitoring Committee is in place to check overall Internal Assessment trends. They ensure that the system of evaluation is fair and balanced. This Committee also oversees any issues the students may face regarding their assessment. The Moderation Committee meets once every semester with the objective of moderating IA submitted by all the Departments across Disciplines at the end of each semester. The Committee works in cohesion with departmental committees comprising of the senior most teacher, the teacher- in -charge, and the previous teacher-in - charge in the department. The IA of each course is analysed and assessed with the purpose of fixing anomaly/ oversight if any in the award of marks to students. As per the criteria fixed by the Moderation Committee and after reviewing student feedback/ query forms minimal grace marks are

awarded to such students who fail to clear their IA due to reasons beyond their control.

2. The Internal Assessment is collected from the teachers in a timely manner, after the last teaching day of the semester, and the marks lists are displayed for the students to see.

3. In the event that they have a grievance, they can raise the issue by filling a form available at the office. The office then forwards the issue to the teacher in question, and he or she then looks into the complaint. Depending on its validity, the teacher makes changes in the IA.

4. This process is conducted well before the external examinations so that there is clarity among the students about their Internal Assessment. Clear timelines are given to the teachers to submit their IA, as well as to students to raise any concern they may have.

5. The entire evaluation process is well-coordinated between the teaching staff and the administrative staff to ensure its transparency and efficiency.

The EXTERNAL EXAMINATIONS are conducted centrally by the University of Delhi, so the grievances are also dealt with in a centralised manner. There are proper and detailed mechanisms, with proper time lines, which the University lays out for the timely execution of grievances. Students may apply for revaluation or rechecking if they wish to question their evaluation. The revaluation is communicated to the student within the time stipulated by the examination branch of the University.

File Description	Document
Any additional information	[View Document](#)

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.

Response:

The stated Programme and Course Outcomes of the Programmes offered by the institution are provided to the college by the University of Delhi. The Course Outcomes (CO's) are clearly defined for the curricula of each subject by the University.

The college follows the Choice Based Credit System (CBCS) prescribed by the University of Delhi. 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 to earn 148 credits and Programme students need to earn 132 credits.

The following methods are used to create awareness of Course Outcomes and Programme Outcomes:

1. Website: The Programme Outcomes and the Course Outcomes for all courses are clearly mentioned on the College website.
2. Student Orientation: The students are made aware of these Outcomes in the Orientation that takes place for new students at the beginning of every year.
3. PTM: The Parent Teacher Meetings are used as platforms to create awareness in the parents about the Learning Outcomes that the college strives towards.

4. Departmental Meetings and Programmes: Teachers regularly reiterate the CO's and PO's with their students in departmental interactions.
5. Alumni Meets: The Alumni are also made aware of the Learning Outcomes of the various programmes offered by the college.
6. 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	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Past link for Additional information	[View Document](#)

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

Response:

The syllabus of the University clearly gives the learning outcomes for each course. The Programme Outcomes set the skill set that is expected in the students by the end of the programme. Programme outcomes are general guidelines, whereas Course Outcomes are specific to the course and subject. The teachers use these learning outcomes as a guide to plan their teaching-learning process.

The teachers of the institution evaluate the attainment of Course Outcomes and Programme Outcomes through the evaluation system and individual assessment of the students' specific accomplishments. Teachers collect information for measuring attainment of outcomes by using both direct and indirect attainment.

Direct attainment of the programme and course outcomes can be studied by doing result analysis. The Course Outcome Attainment Levels are directly measured by analysing the results of the University examinations. Result analysis is displayed in the annual report, which also lists students who have won prizes for University or college positions.

The college maintains a record of the results of the students of all courses, and regular faculty meetings attempt to identify and rectify any problems in specific courses. The result analysis helps teachers to formulate their teaching methodology to achieve greater success with the students. The performance of students throughout the year—in class assignments, presentations, or tests, are also used as evidence to see the extent of student learning and knowledge. For instance, if it is felt that a certain set of students are lagging, then a bridge course may be suggested for them.

Indirect attainment of Outcomes can be obtained by studying other parameters which can help the institution determine the success of the education imparted.

Apart from the internal assessment that the University stipulates, the college carries out a continuous internal assessment of the students. Students are encouraged to take part in competitions, research activities and excursions to help them achieve the learning outcomes in a holistic manner. The faculty assesses the

students for attainment of learning outcomes by setting challenging assignments, case studies and project work, wherever possible.

Teachers monitor the results, and study both internal and external assessment trends to use this analysis for ensuring the Course Outcome and Programme Outcome Attainment in subsequent batches of students. Surveys are conducted of students, as well as alumni, to study student progression.

The ultimate aim of the institution in ensuring the attainment of Programme Outcomes and Course Outcomes is to guarantee that students are industry-ready and acquire the necessary skills to be successful in their professional life.

File Description	Document
Upload any additional information	[View Document]

2.6.3 Average pass percentage of Students during last five years				
Response: 97.75				
2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**				
2020-21	2019-20	2018-19	2017-18	2016-17
637	765	779	734	586
2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**				
2020-21	2019-20	2018-19	2017-18	2016-17
665	773	783	734	620

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document]
Paste link for the annual report	[View Document]

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.25

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 7.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	7.5

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
Any additional information	[View Document](#)

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

Response: 11.96

3.1.2.1 **Number of teachers recognized as research guides**

Response: 11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 8

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	4

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	10	10

File Description	Document
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

As an institution of higher education, we have a twin-pronged approach towards fostering the innovations ecosystem of the college. As a starting premise, the college has consistently initiated programs to stay ahead of the curve in the best practices of the theoretical systems of knowledge creation and their dissemination through seminars, conferences, workshops and talks. Consequently, talks and panel discussions were organised with steady regularity on topics such as cryptocurrencies, artificial intelligence, IPR, women in post-covid economy, tales of student entrepreneurs, and New Education Policy and Disability, among several others. The faculty members have kept abreast with the evolving research trends, evident by their publications and participation in the innovations projects mooted by the University.

The college is also committed to acting as a conduit for the transfer of this knowledge to the larger community. In this, our innovations ecosystem of faculty members and students has played a crucial role. For instance, honing the students' acumen for finding original and effective solutions to real world challenges, case studies and field-based projects have been encouraged tremendously. Thus, KIRT conducted an inter-college competition on "Trade Tales: The Insights of Dalal Street", where the students were required to rigorously evaluate the stock exchange as individual case studies and then offer inventive interventions to the problems identified by them. Other endeavours of the kind include Marketo-flix, Brainiac and Blockchain Zeppelin.

Similarly, students were encouraged to develop engaged responses to social issues beyond their syllabi by

inviting them to write academic/ research papers on "Social Media in a Networked Society", which not only necessitated familiarity with a wide range of existing perspectives on it but also a careful re-assessment of these in the light of the lived experiences of the student-observer and the citizenry.

Thus, the college has endeavoured to facilitate a supportive environment for engaging with and evolving sensitive, innovative and effective ideas for the challenges facing our social, economic and epistemic systems today. It is crucial to note that our innovations ecosystem has not restricted itself to mere theoretical deliberations but has actively encouraged operative undertakings for the utility of several sections of the society.

For example, the Girl Up Preet team of the college has undertaken the crucial task of educating marginalised women of the city of their rights through project Legalwati. In this, the team is preparing a set of easily comprehensible 'legal awareness curriculum' that can bring about tangible empowerment in the lives of the semi-urban women of Delhi.

Another instance of our attempt at bridging the knowledge gap between educational institutions and society is through Enactus where students developed innovative products like reflective collars for the protection of stray dogs and deworming powder made of pumpkin seeds to boost the immunity of vagrant pups. Similarly, early into the pandemic, the students of Udyamita compiled a quiz on Covid-19 to undermine the maze of misinformation and myth around the then (and even today) very novel disease. Thus, social entrepreneurship is as crucial to our vision as is economic.

File Description	Document
Upload any additional information	[View Document]

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	1	3

File Description	Document
List of workshops/seminars during last 5 years	[View Document]
Any additional information	[View Document]

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 3.55

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 39

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 11

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.15

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
7	14	22	35	26

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

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

Response: 1.52

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	24	49	41	13

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

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 last five years.

Response:

Community development and social commitment is an integral part of the vision of the college. NSS and NCC coordinators focus on doing activities that throw light on the core values and ethos of the college and promote an understanding of community service and ethical and moral actions. Through these activities, the students get socialized and learn to think beyond individual interests. While participating and organizing various projects and programmes under extension activities, the students also learn teamwork, leadership skills, time management, effective communication skills, and effective decision making.
Some important outreach programmesover the last five years include:

- Celebration of Cleanliness Drives and Campaigns (Swachhta Pakhwara)
- International Yoga Day
- Gender Sensitization Programmes including talks and workshops on transgender sensitization as well
- Vigilance Week
- International Youth Day
- Traffic Vigilance Rally
- Students and teachers are encouraged to participate in slum visits, areas around the college for sanitation and health awareness among the community.
- NSS organizes drives like "Sanitary Pad Distribution Drive" in Yamuna Khadar Slum to spread awareness on menstrual hygiene and health
- Activities like "Clothing with Dignity - A Collection Drive" and visits to orphanages like "Bal Sahyog" and "ASRA" create awareness among the students of the need to look beyond themselves and come forward to help the less fortunate
- Various programmes conducted in collaboration with the NGOs help the students to respond with sensitivity to natural calamities. Events like "Covid 19 Awareness and Management Session" by Dr K S Johar (MBBS, MD, Intensivist, Indian Army Veteran) and "Corona Vaccination Awareness Drive" propelled the students and the faculty to look beyond themselves in a calamity like Covid 19 pandemic

- From time to time, NSS organizes blood banks and healthy camps to facilitate the neighbourhood community to avail of basic medical facilities and consultation and create self-awareness about their state of well-being.
- Some of the events like "Tashi" focus on the North-East. It gives the students a platform to interact with each other and learn about language, culture and traditions. While activities like "Rally for Rivers" take the initiative to create awareness among students about how we can contribute our bit to protect the rivers.

These activities have made the students understand the functioning of local Community and Voluntary organizations. Some of our alumni and students who continue to serve the community in various ways:

- Amanmeet Singh Bhatia (President, NSS 2014-15) has been involved in a food distribution drive for the underprivileged who were suffering from Covid for at least ten days and could not procure meals.
- Jagdish Bishnoi (Member, NSS from 2013-16) is the founder of SAFL India Foundation. This non-profit organization designs sustainable programs for the government schools and leverages existing organization networks, ensuring children are aware of the dynamic labour market needs.
- Gurpreet Singh (Member, NSS from 2015-18) was assigned the charge of Campus Ambassador for SVEEP (An initiative by the Office of the Chief Electoral Office, Delhi)

File Description	Document
Upload any additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 91

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	39	9	22	8

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 38.57

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
783	1527	351	1322	486

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)
Any additional information	[View Document](#)

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/

internship per year

Response: 61

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	24	16	3	5

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - 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.

Response:

The college aims to impart quality education and all-round personality development of the students through robust and state of the art infrastructure facilities. 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 enabled teaching learning tools. The Campus main building accommodates the Principal's room (with PA room), Meeting room, Administrative Office, AO room, Bursar room, Seminar hall, Accounts section, Staff room, Library, classrooms and computer labs.

Our centrally air-conditioned Library provides access to 50832 books, 16 print journals, more than 50 newspapers and magazines (pre pandemic) and more than 6000 e-Journals and 100000 eBooks to its user through a host of high-quality electronic databases subscribed by INFLIBNET-NLIST and Delhi University Library System (DULS). The Library is automated with LIBSYS (LSEASE) Web centric version and has a seating capacity of 60. The digital library is equipped with 16 computers for faculty, students and library staff which are connected with Wi-Fi and LAN for fast and seamless access to e-resources INFLIBNET-NLIST and audio-video material.

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. To ensure optimum utilization of these facilities and create a technology-enabled teaching-learning environment, the college also organizes training sessions for the faculty members to hone their computer skills and acquaint themselves with the updated computer-based teaching pedagogies.

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.

The college is sensitive to the needs of differently abled students. An enabling unit- Umang has been formed which provides various facilities like arranging readers and writers, providing them with Daisy players and computers. A scanner named Pearl has also been purchased for the purpose of converting printed books into E-text versions. Recording device "Angel" is being provided to them so as to facilitate effective and a more fruitful teaching-learning process. In addition, the college library provides access to 94 braille books. Our college has the distinction of being amongst the few DU colleges to buy Braille Touch Notetaker (32 Cell), a device that automatically converts E-text into Braille text. The Equal Opportunity Cell of the college regularly reviews the challenges faced by differently abled students and recommends necessary changes in the infrastructural facilities. A lift has been installed and separate ramps and washrooms have been made conducive to their requirements.

The college offers nine undergraduate programs in Commerce and Humanities, two self-financing courses in Bachelor in Business Economics and Hindi Patrakarita, two Post-graduate courses and a Certificate course in French. The Management ensures that adequate physical infrastructure is in place for all courses

being presently run as well as the new courses likely to be introduced.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Sports are an integral part of the curriculum and are instrumental in inculcating amongst students qualities like Team spirit, discipline and leadership. The college offers extensive training to its sportspersons under expert guidance in the field of Athletics, Cross Country 10 km, Half Marathon, Rhythmic Gymnastics, Handball and Wrestling. Our students have also performed well in Chess, Boxing, Badminton, Football, Baseball and Cricket.

The college has a Sports Society "Oorja" that organises and manages sports events throughout the year. Annual Athletics Sports Meet is organized every year by the college with a view to promote healthy competition and sportsmanship and also to provide a launch pad to our budding sportsmen.

Facilities made available to students include sports kit, tracksuits, uniforms and refreshments during practice sessions. With a view to encourage outstanding performers and position holders, they are honoured with monetary awards, certificates and scholarships. The Department of Physical Education conducts selection trials and intramural tournaments in various sports disciplines.

The college does not have a sports ground of its own and it makes use of Delhi University Sports Spaces to hold practice sessions for its students. However, absence of sports ground is no deterrent to our sports achievements as is adequately reflected in few of our students performing exceedingly well in their respective sports. LALIT MATHUR, a student of BA (Prog.) of our college represented INDIA in RIO OLYMPICS 2016 in Athletics (400M). RAHUL, another student of BA (Prog.) represented our Country in 1500M Athletics in various national and international tournaments. Arshdeep, from BA(Hons.) Pol. Science is a position holder in Khelo India Championship. Our student Sarthak Bhambri of B.Com represented our country in Tokyo Olympics 2020 in 400M mixed relay.

Our students enthusiastically participate in indoor games available in the college like Table Tennis, Chess, Judo, Powerlifting and Yoga. Yoga, Aerobics classes and Yoga competitions are regularly organized by the college. Services of a trained yoga teacher are available for the benefit of students and Faculty. Our college won the inter-college championship in Yoga in the year 2018-19.

College has a well-furnished Gymnasium hall equipped with latest workout equipment and is open for students and staff from 10 am to 4 p.m.

In pursuit of holistic growth of students, extracurricular activities play a vital role as they facilitate students

to identify and showcase their talents and skills. Our college has a vibrant Art and Culture society comprising various cultural clubs- Bhangra, Magus, Nepathya, Musoc, Photobug, Impasto, Vedang, Tarinjna and Nazm. The college provides numerous facilities to the society members which include refreshments during practice sessions, transportation facility for participation in competitions, services of professional trainers, provision of required instruments and costumes, flexibility in internal assessment through additional time for assignment submission. Trophies and certificates are also given during prize distribution ceremonies to keep them motivated to perform better.

The College has two aesthetically decorated areas which serve as space for cultural activities.

Details of cultural societies and their activities are provided in the additional information.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 84.91

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 45

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 6.45

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.12	5.79	10.31	8.31	26.33

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

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. Keeping in view the commitment of the college to quality education, 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. This software-based book search system facilitates the teachers and students to locate the required books directly from the shelves. 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.

Library is ICT-enabled with quality books, journals and e-resources. We provide tape recorders, Braille Books, Laptops and CDs of study material. Physically challenged persons can directly approach library staff for availing the library facilities. It has a stock of 94 Braille books for the use of visually challenged students.

The library has the provision of UPS for backup to library systems in case of power failure. The library has 50832 books and 16 journals. Library books, journals and other reading material are also available throughout the year for issue and/or reference. The library subscribes to 50 newspaper and magazine subscriptions (Pre pandemic). The library has text books for all courses, and has a Book Bank for lending books to economically deprived students for the entire semester. The library also stocks relevant resources for students appearing for competitive examinations conducted by agencies such as UPSC, SSC, GRE, GMAT, TOEFL, CAT, CSIR/UGC-NET, etc. Previous years' question papers of all courses are made available to students for reference in the library as well as on the library website .

The Library Committee is the advisory committee which recommends books and periodicals, weeds out irrelevant materials, supervises stock taking etc. It comprises the head librarian and other members of library and teaching staff. The Library has its own website - sgndkcl.wordpress.com. Students can access the website to avail of a variety of Library E-resources, which include recordings of video lectures and PPTs prepared by the faculty for the benefit of students. These are beneficial for the students to revise any topic.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 6.37

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
5.76	6.81	7.15	5.86	6.26

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response: 3.16

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

Response: 73

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IT infrastructure of the institute is maintained by trained and experienced professionals. The Computer Centre provides robust, state-of-the-art hardware facilities, ever-evolving software and networking support to ensure the seamless functioning of the College Academics, Administration, Examinations and Research related activities. It is the epicenter of all network and application needs of the College and efficiently manages the core IT infrastructure to ensure a secure environment within which students and staff members use the various ICT resources.

The College stays updated with changes in technical know-how. Provisions for consecutive upgradation are incorporated into the yearly spending plan. Funds are allocated in a manner that the IT framework and available facilities are regularly updated to keep pace with best-in-class innovation.

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

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

subscribed to by INFLIBNET N-LIST, DELNET and Delhi University Library System (DULS).

Other equipment in College 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 and 4 Star Board Interactive Tablets and Public Address System for the entire campus. For the benefit of visually-handicapped students, the college has Braille Touch Notetaker and Daisy Pocket Players.

Our College uses the following Software in the Accounts department:

Tally Software: This software can manage all financial activities of an institution as well as analyze financial data, monitor cash flows, and create ledger accounts and voucher entries.

Webtel Software: Web-e-TDS is an authorized TDS service provider by NSDL which ensures smooth filing of TDS/TCS Returns. Used for Web-e-TDS, it simplifies the process of generating forms 24Q, 26Q, 27Q & 27EQ or printing TDS certificates in Form 16/16A for any time period. It facilitates easy corrections in e-TDS returns which are already filed.

ERP: Payments are made online and salary slips are available on the ERP. It has recently been upgraded to reflect the Leave Record of staff.

Public Financial Management System (PFMS): It is web based online software application developed and implemented by the Controller General of Accounts (CAG), Department of Expenditure, Ministry of Finance, Government of India. It is used for improved Financial Management through Just in Time (JIT) release of funds, monitoring of use of funds, including ultimate utilization.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 2219

File Description	Document
Upload any additional information	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 34.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
46.49	65.54	45.77	44.28	54.59

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

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.

Response:

The College has adequate policies and procedures to maintain and utilise infrastructural, academic and support facilities. Through the mechanism of the Staff Council, committees are formed and renewed after every two years to supervise the functionality and maintenance of college infrastructure. These include committees like the Purchase Committee, Maintenance Committee, Library Committee, and the Sports Committee.

Physical & Support Facilities

- College infrastructure is secured by the security guards, a caretaker and CCTVs. Computer labs and other ICT facilities are maintained by the lab-in-charge. Any repair or renewal of the same are

authorised by the Purchase and Maintenance committees.

- CCTVs, licensed software, LCDs, Projectors and ACs are maintained and upgraded as required.
- Every department has a teacher in charge and every committee has committee convenors who give the requirement of equipment and consumables to the purchase committee which further processes the purchase through GEM Portal, tenders and direct purchases.
- The tenders are scrutinised by the purchase committee, on whose report and decisions, orders are placed.
- The college has a fully operational rain water harvesting plant. A Water Treatment Plant (RO + UV) is in the pipeline. With a view to curb water consumption, waterless urinals have been installed in the staff restroom (Male).
- The college has a newly installed solar power plant with a capacity of 70.29 kWp (upgraded from an existing capacity of I kW) which will generate approximately 87,500 kWh annually, and help in the reduction of 72 tonnes of GHG emissions annually. It is installed and maintained by Sunprime Energy Solutions Pvt Ltd.
- Fire extinguishers are adequately placed as per the safety measures in case of any emergency.
- Two small but well-maintained lawns on both sides of the college impart a green view to the campus and are maintained by two full time Gardeners.
- An efficient team of Electrician, Plumber and Housekeeping staff assist in routine maintenance, cleaning and repair work within the campus.
- An LED Monitor has been installed prominently in the college to display information about upcoming events and is regularly checked for repair and maintenance.
- Medical facilities within the campus include a medical room and services of a doctor from 10 AM to 2 PM on all working days. A vending machine has been installed in the medical room for dispensing sanitary napkins at a nominal cost.
- Two small, yet aesthetically done up spaces in the college provide a haven for students to carry out rehearsals and other preparations for cultural activities.
- College cleaning and maintenance is taken care of by contractual housekeeping staff whose contract is renewed annually. The staff cleans the premises twice a day to maintain hygiene and cleanliness. Dustbins placed at various locations help prevent littering. Sanitizers are also placed at strategic locations in the premises.
- The college water tanks are regularly cleaned and maintained by in-house staff.
- The college is a no-smoke zone and instructions are displayed at various places in the campus.
- Monitoring of facilities is carried out regularly by the Maintenance committee.
- The college cafeteria caters hygienic food to staff and students. Adherence to norms for cleanliness, quality and hygiene of the food is monitored by the Maintenance Committee.

Academic Facilities

- The college Timetable Committee allocates classrooms and computer labs to the faculty and students as per the timetable at the beginning of the semester.
- College computers and laptops are password protected and used for academic purposes only. A log book of their use is also maintained.
- The college has a centrally air-conditioned library, consisting of catalogued books and journals, a computer section to access online journals and adequate seating arrangements for students as well as staff. The library's stock of books is checked meticulously once a year during annual stock takings. Book weeding as recommended by the library committee also takes place from time to time.
- Students and faculty are issued login ids and passwords to enable access to all online library

resources. College also conducts webinars and mentoring sessions to familiarize students with the availability and usage of a vast range of online library resources.

- College provides domain-based email ids to faculty as well as students in order to enable them to login to the online classes through Google Classroom, etc as also to keep them informed about all important notices and information.
- Books are purchased as per department requirement and allocated budget.
- The college has a fully air-conditioned seminar room equipped with a wall mounted screen, a projector and Wi-Fi facility. The furniture upkeep and maintenance of the seminar room are taken care of in a timely manner.
- Teacher- in-Charge (Sports) maintains a proper record of all students attending daily sports practice. Sports and fitness equipment are upgraded as per the requirement.

To instil adherence to policies for safeguarding college property, and for maintaining discipline on campus, details of members of the Admission Committee, Students' Grievance Committee, Discipline Committee, Student Advisory Committee, and Anti-Ragging Committee are displayed at the college entrance and on the website. General rules and regulations for the students and the code of conduct for faculty as well as the students are also displayed on the website.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 1.64

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
4	34	53	36	65

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 8.49

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
83	220	221	234	232

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 29.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
1017	463	1230	400	312

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 10.37

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	152	95	86

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 32.98

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 219

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 78.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	53	9	5

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
49	45	54	11	6

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 2

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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The college engages students with avenues of personal growth through various co-curricular and extracurricular activities along with academics. College and Departmental Societies continuously encourage students through active participation in events at different platforms to build a spectrum of knowledge and experience. Working towards their holistic development through extra-curricular activities, college societies—Art and Culture Society; Magus, the Dance Society; Nepathya, the Drama society; Vedang, the Debating Society among others— garnering wide participation by students to inculcate their artistic talents. The Divinity Society, Aprampaar, should find special mention for being the ground of ethical values that hold the college together. It prompts students to live by the moral values inscribed in Gurbani through their regular participation in Kirtans and Gurbani competitions. Their enthusiastic involvement is an instance of their imbibing of the values of this institution: chanting, dedication towards work, and service of society (Naam Japo, Kirt Karo, Wannd Chhakho).

To ensure overall progression of students, Departmental Societies too consistently curate co-curricular

events to enhance the academic excellence of students. Varied departmental societies—Vanaj, Kirt, Encore, and Manthan among others—organize events, competitions, seminars, workshops, lectures, along with departmental Fests at regular intervals to maintain a balance between entertainment and learning by focussing upon subject knowledge in a new spirit. The Administration provides all the participants in these activities ample support by distributing refreshment, transport facility, costumes and props, thereby equipping for representation at various colleges and universities. Effects of constant encouragement is evident in incremental student representation in college activities as well as in students' contribution in organizing various intracollege and intercollege events. Even in these testing times of COVID 19, the efficiency of students and their will to succeed has not diminished. Online events exhibit their resilience and passion both as participants and as co-organizers or coordinators. At each level, in both administrative and co/extracurricular activities, they showcase significant potential as part of a thinktank that works well in collaboration.

The Student Council, guided by teaching staff and constantly supported by the administration, plays a central role in democratic functioning of the college. It pays attention to the needs of students and helps them resolve their problems by bringing them to the notice of the administrative authorities. Students' contributions in NSS and NCC units is also noteworthy where they show and awareness of state's welfare and other national concerns. These hardworking volunteers' work share their vision of common good of society with community outside the college. Particular attention is also paid to increase the participation of students in sports by providing professional help of expert coaches and availing them quality equipment. For healthy mind and body, students have also been motivated to join "Yoga." This support system has resulted in students' representation in various State and National tournaments to win laurels for the college.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 42.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
43	42	40	45	43

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

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

Response:

The college attempts to keep a close look at the career of the students not only when they are in the college, but even when they have graduated from the institution. While in the college, the Placement Society works towards promoting their growth and development by regularly organizing placement and internship drives, and ensures students should get initiated into the professional world as early and as successfully as possible.

Alumni of college are its valuable assets and Administration reaches out to them regularly and let them keep communication channels open with their erstwhile institution. Through Alumni Meets, the college keeps inviting old students, tracks their achievements, and help them contribute meaningfully to the progression of present students. On their part, alumni too show active interest in sharing their experiences with their juniors through talks, guest lectures, and through their participation in seminars or workshops organized by the college. To further encourage participation of alumni in college activities, an official telegram group has been created to keep them in regular touch with each other and with the college. An updated record of the professional and academic progression of alumni is also maintained through an Alumni Form available on college website. Future plans drafted by the college administration for the welfare of the students keep into consideration the idea of building up a strong alumni network for support and encouragement of the present students.

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. They provided not only academic guidance to the new students, but also participated in commemorative functions like fresher parties and farewells. On certain important occasions, some of the prestigious alumni have also graced the college as Chief Guests. It is this kind of reciprocal relationship of faith in each other that has kept a lively interaction between college authorities and the alumni.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - 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

Response:

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".

Imparting education to evolving scholars and empowering them through capacity building, the college fashions their young minds by enabling them to think, imagine, analyse, assess, and express themselves through activity-based learning. The vision remains to turn Sri Guru Nanak Dev Khalsa College into a viable intersection of academic excellence and moral values.

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. We endeavour to make our students agents of change in the globalized world, confident of taking up professional and societal challenges with passion and maturity.

The College has the following mission:

- To develop skilled human resource by instilling scientific outlook.
- To facilitate learners with opportunities to hone their leadership potential to meet contemporary challenges.
- To disseminate inclusive knowledge by sensitising them towards inclusive social concerns, human rights, gender and environmental issues.

The College is named after Sri Guru Nanak Dev ji and endeavours to follow his teachings, "Manas ki jaat sabhai ekai pehchanbo" and the tenets of "Kirt karna, Naam japna and Vand chakna".

To operationalize the vision and mission of the college the governing body provides all the necessary support to manage, supervise and administer the college affairs. 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 college and Department Committees comprising of faculty members are constituted every year to look after the day-to-day functioning and decision making in the college. The faculty members are delegated responsibilities through staff council committees. The departments and societies enjoy the freedom to organize talks and workshops as also planning their academic and co-curricular calendar. 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. Staff Council and Statutory bodies also contribute to give direction to the teaching learning process to achieve the vision and mission of the college. Faculty members are integral part of decision-making bodies such as Academic Committee, Maintenance Committee etc.

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. Procedures are reviewed from time to time to provide opportunities to faculty and staff to upgrade their professional skills.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Faculty members have active involvement in driving change and realizing the institution's mission and values. Students, faculty and staff are encouraged to participate in the management processes of the college.

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. To name a few, there is Bhangra, Impasto, Magus, Musoc, Photobug, Vedaang, Nepathya and so on. The Art and Culture Society are responsible for coordinating and synchronizing the work of these talent clubs to ready them for performances during the college festival season and the other events. 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. Each of these talent clubs have their own student office bearers who collaborate with office bearers of other talent clubs. 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.

Teachers coordinating the activities of various clubs give flexibility to the students to take greater responsibility in planning and executing extra-curricular activities. The Art and Culture Society is essentially a student motivated and student driven society. Since the college endorses and encourages a student centric approach, the student office bearers formulate, innovate and design a proposal and teachers mainly act as facilitators. The onus of coming up with creative ideas and exploring new grounds and encountering new worlds is on the students and they perform their responsibility enthusiastically and proficiently. After testing the feasibility on different parameters, the ideas are then finalized by the joint team of students and teachers. At all times students and teachers are involved in promoting and executing their plans. Student participation and initiatives hones their creativity and also strengthens their

management skills and work ethics. Their communication skills stand tested and enhanced when they go and seek sponsors for their events. It is a perfect example of participative management.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner. The integration of information and technology (ICT) based pedagogy in the teaching learning process along with the administration domain had been successful. In the teaching domain, the college has equipped its infrastructure and most of the classrooms now have Wi Fi facilities available. The bandwidth of the internet connection is also upgraded with the help of an efficient leased line. An in-house session on Google Classroom and two-hour training workshop on same was held to equip the teachers with the technical skills. Official email ids were generated using the college domain for students and faculty.

The 'CLOSE' initiative which stands for Collaborative Learning and Online Skill Enhancement was undertaken during the lockdown period in order to maintain the continuity of the teaching learning process through ICT tools. Skill development and enhancement was the main aim of CLOSE. The goal was to enhance the teaching process by acquiring more technology centric skills. Faculty of the college and other institutions came together on one platform and organized and attended series of webinars. Three institutes, i.e., 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. Some of the focus areas of CLOSE were issue of gender, mentoring, IQAC, use of ICT tools, to name a few. A webinar was organized on the "Benefits of Digital Administration in Lockdown", in collaboration with the IQAC of Ram Lal Anand College, University of Delhi. Faculty Development Programme (FDP) on Blended Learning was organized. A faculty development programme was organized on the theme of Quality Assurance in HEIs: Reorienting Teaching Learning Paradigm, in collaboration with Ram Lal Anand College in March 2019 .An Online Faculty Development Programme on "The Road Ahead: NEP Pedagogies" under the MOE sponsored Pandit Madan Mohan Malviya National Mission on Teachers and Teaching was organized by Sri Guru Nanak Dev Khalsa College in collaboration with Guru Angad Dev Teaching Learning Centre, SGTB Khalsa College, University of Delhi.

The ERP system along with its modules, has enabled the availability of information related to monthly pay slips, leave status, facilitate uploading of lessons by faculties. The administration makes use of e-forums such as, the Government e-Marketplace (GeM), and the corresponding Tally software. PFMS or the Public Financial Management System is also a part of the e-resources used in the accounts section.

The 'Bhai Gurdas Library' had been digitalized and online mode is fully functional. The library staff encourages the students to access the E –resources through NLIST facility available on the library website through proper links.

Through ICT, the college had been able to make its sound presence on social media platforms such as, Instagram, YouTube, Facebook, Twitter.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The college organogram lays down a decentralized nature of governance college administration. The responsibilities have been allocated in a way that ensures sound functioning of administration. At the top of administration is the governing body of the college. The parent body of the college is 'The Delhi Sikh Gurudwara Management Committee' which was established under the Delhi Sikh Gurudwara Act 1971, it is dedicated to the service of society. The internal structure of the College is defined by the rules, statutes and regulations of the University of Delhi, binding together the Academic and Administrative units, with the Governing Body. as the employer and top management of the Institution. The Governing Body takes policy decisions on the basis of inputs provided by the principal, collated from the university and different stakeholders. The Principal deals with the main execution and administration of the routine daily governance of the college. He is supported by a sound Staff Council, a statutory body. The Staff Council, which includes all the full-time faculty members, takes decisions as per Ordinance XVIII of the Delhi University Act. The decision making process is delegated with an effective monitoring system within which all operational units have the required autonomy for decision making in their respective domains It also appoints functional committees that are responsible for decision making and actions in specified areas. Likewise, individual faculty members are also given the responsibility to act as coordinators of specific activities such as NSS, NCC, Departmental Societies and maintaining the college website. Individual faculty members also undertake specific statutory functions, such as Deputy Superintendents of exams, Internal Complaints Committee, Bursar, Staff Council Secretary, and Public Information Officer (PIO) for RTI. 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 and has an important role as far as assessment and ensuring quality is concerned in the teaching learning process and works closely with the Principal .The IQAC, has been set up as per the 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. Wherever necessary, the good offices of the Staff Council are utilized for giving effect to the IQAC decision in terms of quality policy as endorsed by the Governing Body of the college.

The college has a Grievance Redressal Cell for faculty, Administrative Staff and students. The Principal is the head of this cell and other mechanisms to deal with it are as follows:

Upon receiving specific grievances either in writing or orally, the committee discusses the same in its meeting and resolves the matter. There is a separate Anti-Sexual Harassment committee, to prevent cases of harassment and to look into grievances of girl students. Anti-Ragging committee deals with cases related to ragging.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

SGND Khalsa College implements several policies to support the welfare of its teaching and non-teaching staff. The Welfare Schemes available for teaching and non- teaching staff as per the University norms are:
• Group Insurance Scheme
• Medical Reimbursement

- Leave Travel Concession
- Children's Education Allowance
- Child Care Leave
- Conveyance Loan
- Study Leave
- Academic/Duty Leave
- Ward Quota
- Provident Fund

Moreover, the college has a fully functional Thrift and Credit Society to provide loans to the faculty members and the administrative staff towards home renovation, child care and education etc. besides taking care of the emergency financial needs.

The college has a full-time qualified doctor who attends to the medical needs of the teaching and the non-teaching staff and students.

A fully functional pantry is available in the staff room to benefit the faculty members. A full-time attendant is deployed in the staff room to take care of the needs of the faculty members.

A new set of washrooms has been recently constructed for the convenience of the faculty members.

A fully functional gymnasium with latest training equipment caters to the fitness concerns of the students and the staff.

An LED TV installed in the staff room updates the faculty members with the latest news and information. Two desktop computers are available in the staff room for use by the faculty of the college.

A professional Counsellor provides consultation to the staff and the students to address their mental and emotional health.
The NSS wing of the College organizes health camps annually to provide free checkups and to instill awareness about important health issues.

The college has an active Staff Association which organizes annual family dinner and takes initiatives to organize farewells and felicitations. Whenever the staff members face an issue, the Staff Association plays a pivotal role in appointing a meeting of its members and strives for a consensus to resolve the issue and generate welfare measures.

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. The non-teaching staff is encouraged to attend training programs to upgrade their skills.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 13.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	1	17	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	4	3	1

File Description	Document
Upload any additional information	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 9.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	07	05	04	1

File Description	Document
Upload any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

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

Response:

For performance appraisal of the faculty, there is a Delhi University self-assessment Proforma which obtains information on the following aspects: Teaching and academic contribution, Participation in seminars /conferences/workshops, Research work/paper published, Participation in examination and evaluation process, Involvement in co-curricular activities, Involvement in college administrative work, Involvement in Community service. The faculty members complete the Self-Assessment Proforma and submit the same for review to the college.

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. Obtained Feedback is regularly collected from various stakeholders: viz. students, parents, teachers and employers to ascertain the level of satisfaction about the learning resources 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. The feedback is analysed by the college IQAC team. 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.

To take Students Feedback, there are two structured questionnaires:
a) about the teaching and learning,
b) about the infrastructure of the college.

There are questions related to the use of modern teaching aids, teacher's attitude and proper guidance, conduct of regular assessments and curriculum. Hence the questionnaire is designed to elicit an actual perspective of the teaching learning experience from the student's point of view. Any deficiency or lacunae in the faculty members' feedback is noted and the same is conveyed to the concerned faculty member for necessary correction and improvement. If need be, the principal discusses the performance with the individual. The positive feedback points are conveyed to the respective teachers so as to motivate them to further augment their skills. At the same time, any negative feedback is shared in the right perspective and every effort is taken to overcome/improve the same. 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.

To examine the efficacy and effectiveness of procedures and processes adopted by the administrative staff of the college, the institution has a mechanism of Academic and Administrative Audit in place. Besides the Administrative Audit, the college has done the academic Audit as well. The objective being that the external peer team should review and assess and give their observations and recommendations on improvisation.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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 or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis.

The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities.

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

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 3.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.3	1.3	1	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response:

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 college has two types of funds which serve the long term and short term financial goals and their fulfillment. 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 and the self-financed courses. Apart from these, the private

organizations are also approached for providing sponsorships during various department and college fests. This aspect comes out more strongly during the fests especially organized by the Commerce and Business Economics departments. The sponsors are given their due as their names get published in the various posters, brochures and other material related to the same. For an efficient utilization and allocation of the college funds, various societies and respective convenors are supposed to submit their intended or proposed budget in the beginning of the session as it leads to a timely distribution of the resources to the among domains thus not causing any hindrance to activities of various societies and departments. Before money is allocated, the budget has to be submitted to the concerned legitimate authority for its approval. All the financial transaction of the payments and buying of materials for various events are done through online payments and use of cash has been stopped in order to ensure transparency. 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. It's used for improved financial management through, Just in Time (JIT) release of funds, monitoring the use of funds including ultimate utilization.

Through the funds, the college focuses on the following:

Financial Assistance

Financial Assistance to deserving and meritorious students: Students desirous of getting fee-concession have to apply through the prescribed form. The continuation of fee-concession and stipends depends upon good conduct & satisfactory performance in the annual examination

Students' Aid
The College maintains a student aid fund for the benefit of its students with the objective to render financial assistance to deserving students in meeting their tuition fee or examination fee or to purchase text books. Limited assistance is given to students to meet their medical and personal expenses or local fares, if their needs are considered genuine. No scholarship, stipend, loan, prize, reward etc. are given from this fund. Students belonging to the sports quota are also provided with fee concessions.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

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 under section Feedback and also circulated through Whats app for collecting regular feedback from different stakeholders. The feedback is analysed by the college IQAC team. On the basis of feedback, continuous review of infrastructure and learning resources is carried out by respective committees and the recommendations are integrated for upgrading, maintaining and utilizing physical, academic and support facilities. To take Students Feedback, there are two structured questionnaires: a) about the teaching and learning, b) about the infrastructure of the college. The questionnaire is designed to elicit an actual perspective of the teaching learning experience from the student's point of view. The positive feedback points are conveyed to the respective teachers so as to motivate them to further augment their skills. At the same time, any negative feedback is shared in a right perspective and every effort is taken to overcome/ improve the same. 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, regular feedback is taken through survey forms. Feedback is sought with respect to availability and functioning of teaching related infrastructure, tools and aids, Library and other reading resources, Research environment and support, ease of administrative procedures and overall recreational facilities.

The mentoring-the-mentor or MMP is a recent 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. This practice serves the dual purpose. It helps the mentors to think and disseminate information in a focused and structured manner. In the present academic session mentoring sessions have been conducted on the following themes: Health and Wellness by Dr. Jasjeet Wasir, Managing Relationships by Dr. Renu Kishore, and Role of Teachers in Ensuring Mental Health of Students during the Lockdown by Dr. Renu Kishore. During the mentoring sessions of students attendance is taken and the teacher ensures that the students fill in the feedback form.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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 (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The two examples of the above mentioned are firstly, the Academic Audit and secondly, the information and communication technology.

The Academic audit is helping the institution to look at the teaching learning process in a critical manner. It also gives us a focused impartial perspective in order to examine and assess how teaching learning processes are being conducted Academic audit for the session 2020-21 was conducted on 19th March, 2021 in the seminar room of the college, in the presence of Principal, IQAC core committee and departmental Convenors. The expert committee constituted for this audit consisted of the following members: Dr. Payal Magoo, Principal, and Shaheed Raj Guru College of Applied Sciences for Women. Prof. Sudheer Pratap Singh, Jawaharlal Nehru University, Prof Rawail Singh. Rtd. Punjabi Department, University of Delhi. The meeting started with Dr Gita Lakhanpal, IQAC Core team member, introducing the expert committee to all those present. After this, Dr Gita provided an overview to the committee regarding the format followed in properly documenting the teaching learning process and related activities conducted by the Departments. The respective departmental files consisting of all this documentation was made available to the expert committee, which was then thoroughly inspected by them. Doubts and queries were put forward by the committee members which was duly addressed with proper explanation by the respective convenors. The audit committee appreciated some of the actions and initiatives taken by the college while also gave suggestions/advice on issues that needed to be addressed. Some of the activities that the expert committee appreciated were:

a)   Conduct of extension lectures/webinars extensively in the session, especially during the COVID enforced online teaching mode, across all the departments.
b)   Mentoring the Mentor Program as a well conceptualized and unique feature of the college that has reinforced and added value to the mentoring sessions considerably.
c)   Online platforms being used to the advantage of the students as reflected from the number and diversity of Certificate/ Add on courses conducted by the college.
d)   Parent Teacher Meeting conducted online and the record of it is maintained by all the departments as a much-required exercise.

The expert committee also provided few suggestions from the perspective of preparation of SSR report and NAAC assessment
a)   Teaching Methodology should be looked in to from NEP perspective though it was found to be satisfactory.
b)   The E-learning resources should be uploaded on the college website so that it can be easily accessible by the students.
c)   Research needs to be focused upon and college should contemplate setting up the research cell.
d)   Students should be encouraged to apply the knowledge acquired and interdisciplinary assignment and project work should be encouraged.

Another development with regard to teaching learning reforms is the ICT:

The IQAC at Sri Guru Nanak Dev Khalsa College continually strives towards bringing in innovations and changes as far as the teaching learning domain is concerned. In the same line of reforms the conscious integration of Information Communication Technology (ICT) has proved to be of great importance as far as teaching learning pedagogy is concerned. The college had prior to the onset of pandemic itself had taken significant steps as far as equipping and educating the faculties of the college is concerned. The college had been consistently equipping the college infrastructure and the first step in the direction had been making Wi-Fi facility available in most of the classrooms. The college has seven computer labs equipped with a total number of 170 computers which are updated from time to time. College has two smart classrooms and 4 Star Board Interactive Tablets for encouraging innovative teaching methods. Workshops in the college had also been organized on Google classroom. Special emphasis was given to

create the accounts of all the teachers and students. An efficient leased line had been provided in order to upgrade the bandwidth of the internet connection so as to improve the efficiency of the net .The concept of CLOSE which stands for Collaborative Learning and Online Skill Enhancement is one such initiative in the above mentioned direction, to upgrade the teaching leaning process by dissemination of ICT based teaching skills and knowledge. Under CLOSE various activities are undertaken. The three institutes, Anand Institute of Social Work, Bhopal School of Social Sciences and Sri Guru Nanak Dev Khalsa College came together to collaborate in Research activities, student exchange programmes, skill development programmes and placement activities. E-FDP on Blended Learning was organized to upgrade faculty skills in ICT.A very intensive faculty development programme based on the theme Quality Assurance in HEIs: Reorienting Teaching Learning Paradigm, was organized by the college in collaboration with Ram Lal Anand College in March 2019.A webinar was organized on the "Benefits of Digital Administration in Lockdown", in association with the IQAC of Ram Lal Anand College, University of Delhi. Around 150 participants attended the webinar across the country. A weeklong Online Faculty Development Programme (FDP) on Blended Learning was organized. In the college, most of the classrooms are equipped with LCD projectors to facilitate usage of ICT technology in teaching. An Online Faculty Development Programme on "The Road Ahead: NEP Pedagogies" was held under the MoE sponsored Pandit Madan Mohan Malviya National Mission on Teachers and Teaching, organized by Sri Guru Nanak Dev Khalsa College, University of Delhi in collaboration with Guru Angad Dev Teaching Learning Centre, SGTB Khalsa College, University of Delhi.The 'Bhai Gurdas Library' had also been digitalized and online mode had been made functional. Proper links are provided to enable access to various forums to access online material. The library staff encourages the students to access the E –resources through NLIST facility available on the library website through proper links.

ICT has also enabled the college to make its sound presence on social media platforms such as, Instagram, YouTube, Facebook, Twitter.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - 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 last five years.

Response:

Education is an agency of creating gender equity in society and of building awareness about incorrect gender stereotypes. College realises its obligation to educating students about gender sensitivities and building healthy relationship amongst boys and girls. Pursuing equality between girls and boys, in terms of skills, knowledge and opportunities is integral to the teaching processes and co-curricular activities of the College. Gender Policy and Ethic Policy on Gender Sensitivity are available on college website.

The College has a very healthy gender ratio amongst its teaching staff, non-teaching staff and students.

Stake-holder (2020-21)	Male	Female	Total
Students	1590	629	2219
Teaching Staff	35	61	96
Non- Teaching Staff	29	14	43

Curriculum and co-curricular activities are designed to accomplish this goal. Even though the curriculum is formulated by the University of Delhi, there is sufficient scope within this curriculum framework in terms of optional and inter-disciplinary papers, project work and essay topics given as assignments. Choice is exercised to offer gender specific papers (*Additional Information Table 1*). Gender perspectives are discussed through examples, texts and discussions about role of women and their contemporary and historical contributions.

In co- curricular activities girls are given every opportunity to showcase their talent and leadership qualities. In Art and Culture if there is Bhangra for boys, girls are trained in Gidha, a traditional folk dance of Punjab. The dramatic society, and debating society too creates awareness regarding gender equality through Nukkad Natak and debates respectively. Online national level essay writing competition on Gender awareness topics was also organised. Care is taken to ensure girls are part of the core group of office bearers of various societies. *(Additional Information Table 2)*

To sensitize students talks/webinars are organised by qualified resource persons to inform students of their legal rights, health related issues and emotional strength *(Additional Information Table 3)*. Teachers play an important role in facilitating gender equity by becoming mentors, guides, listeners and motivators. Many a times girls don't get guidance and encouragement from friends and family, this gap is filled by teachers and a counsellor is also engaged to help students deal with their anxieties.

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 for Girls.

A significant step in the direction of Gender sensitisation is The GirlUp Preet Campus Club. It is a student-driven initiative that works for uplifting women and adolescent girls in our Society. Girl Up (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 focus on how they can contribute to the society where women need any form of empowerment or a support system. An attempt will be made to create projects dedicated for women entrepreneurship.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid Waste Management

Dry garbage such as stationary, card board boxes and plastic wrappings are the major solid wastes

generated in the day-to-day operation of the College. In the pre pandemic time Paper and Newspaper was recycled. The company by the name of **Green O Tech India** was identified for paper recycling. The canteen contractor cooks most of the items food outside the campus and supplies only pre-cooked/packaged food. Share of wet garbage (left over vegetable, egg shells, oil spills etc) is therefore minimal. The college has relatively small green spaces. A small quantity of garden waste (grass clippings, dried leaves, twigs and flowers) is generated which goes into the compost pit. For other dry waste garbage bins are placed at common locations. These bins are emptied every day by the college staff and the collected garbage is picked by the municipal carts for final disposal.

Liquid Waste Management

Sanitation system of the College is underground and linked to the main municipal sewerage system. The college does not have any laboratories and hence does not generate any other kind of liquid waste. 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. The e-waste is disposed through a bidding system wherein bids are invited from CPCB/DPCC authorised e-waste collectors and recyclers for the listed items. From the current year onwards, the College proposes to organize this initiative as part of NSS activities, and collect E-Waste from students as well as the local community. This will then be effectively disposed of as per proper norms and guidelines.

Waste Recycling System

Given that the Waste generation in the college is relatively very little, there is no need for establishing a standalone waste recycling system. Waterless urinals have been installed in Boys Washroom.

Hazardous Chemicals and Radioactive Waste Management

The college does not conduct any science courses and has no laboratories. There is no generation of hazardous chemicals or bio-medical or industrial waste in the college. Certain consumables such as old batteries are disposed of for recycling.

File Description	Document
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

    1.Rain water harvesting

2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: D. 1 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Link for any other relevant information	View Document

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 500 words).

Response:

Inclusiveness is a continuous process. The College strives to provide, for all its employees, teachers and students, a safe environment to express ones views, feel valued, work and learn from the diversity prevalent in the society. As an educational institution the college is conscious of its responsibility to teach tolerance, team work, adaptability and respect for social, ethnic, regional and cultural diversity. 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, coming from different economic groups, regions and religions. The Ethic codes on gender sensitivity and Differently abled provides direction and guidance to teachers to recognise and respect different learning abilities and inculcate the inclusive values in 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 pursued actively to voice their view point. Most importantly discussions and participation in mentoring groups and interaction with mentors give students the space and openings to sort out any problem they may be facing.

Inclusiveness in college is ensured by providing platform and opportunities to all to voice their concern and project their standpoint. College takes pride in its linguistic diversity. The college magazine Surlok has 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 facilitates working closely and there by inculcates respect for others strengths and differences. Fee concession to the economically weak students is also given. Student profile

of the college exhibits that students from different cultures and regions are welcome to the institution. Special care is taken towards extending support and assistance to the differently abled staff and students so as to help and equip them to assimilate in the community as productive, respected and responsible members. Details are in the AQAR Best practices which is made available as documentary proof. NSS students in 2016 visited AASRA and have become associated with Bindapur village and Tilak Nagar slums, where they help in creating awareness on social and health issues.

Inclusiveness amongst staff members is confirmed at two levels, one at the level of Staff Association and two at Staff Council. Transparency and participation in meetings encourages inclusiveness and builds the spirit of cooperation and trust. The Head of the institution is impartial in the delegation of work and gives complete freedom to execute the work. Career advancement opportunities are given to all staff members without any favour or partiality. The Staff Association too contributes to the inclusive spirit of the college by its functions to felicitate the achievements of its members and by organising the annual dinner where family members are also invited.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

College conscientiously works towards inculcating constitutional values in the students through societies like BISMAN, NCC, NSS, SEVA, Samya.
BISMAN, College's Centre for Human Values was established in 2018 to inculcate Human Values in students. The centre organises lectures, talks and interactive sessions. BISMAN conducted an Add on Certificate Course of 30 hour titled LIFE : Learn, Inculcate, Fix, Empower. The first Certificate course was conducted from 30th January - 6th March 2020. It helped students acquire communication skills and anger management techniques to help them become responsible citizens.

The second certificate course titled "Mindfulness and Human Values" was conducted from 13th Feb to 20th March 2021. This helped the participants learn and practise 'Mindfulness', be conscious of one's duties towards self, community and country. A session on Professional Ethics emphasised the need to be acquire Professional Ethics to equip oneself to fulfil one's duty towards profession and society.

NCC is active all through the year in activities that sensitise students towards their responsibility to society and country. It also helps in instilling discipline in students. Students enrolment in NCC inspires in them the nationalistic spirit and many students after graduation have joined the armed forces. Republic Day and Independence Day is celebrated with great fervour. Students work for the preservation of statues, Swatchta Abhiyan, and upliftment of the underprivileged.

NSS unit of the college are wholeheartedly involved in the service of community through the outreach programmes and donation camps. NSS activities celebrate Voter's Day and sensitise students that voting is a right and a responsibility. Students' involvement in Swtchta Abhiyan helps them to understand their duty towards building the nation and that effort of every citizen counts. Respect is paid to Freedom fighters and their sacrifice is remembered from time to time to instil patriotic and nationalistic spirit in students. MOU with SEVA helps students to engage in social welfare activities of their interest and capability. This provides students with an opportunity to understand the differences in society and work towards inclusiveness. Various activities are organised by Samya and under Girl UP project to sensitise students towards gender issues and the need for an equal society.

Seminars and talks are organised to educate students to become informed citizens. Seminar on "Idea of Inclusive Development in India" on 12-13 January 2017(Annual Report 2016-17, Pg. 56). "Rebuilding Hope: A World of Opportunities" on 25th January 2018. The Department of Political Science organised a Workshop in collaboration with Praja Foundation on 23rd October 2019 on "Urban Governance and Complaint Management System" (Annual Report2019-20, Pg. 18). A talk on "Aspects of Gandhian Movement" on 11th February 2019 (Annual Report 2018-19, Pg. 19). Webinar on "Constitutional Obligations: Values, Rights, Duties and Responsibilities of Citizens" on 29th May 2020 (Annual Report 2019-20, Pg. 16).

In recognition of relevance and need for professional ethics BISMAN along with IQAC has formulated ethic codes for teaching and non-teaching staff members and to put its relevance into context organises talks from time to time for teaching and non-teaching staff members.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document]()
Link for any other relevant information	[View Document]()

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.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: B. 3 of the above

File Description	Document
Code of ethics policy document	[View Document]()

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

National and International commemorative days serve a specific purpose of focusing on the relevance and importance of the issue/concern to the nation and society at large. These days serve the purpose of lighting the spark in the young minds and initiating a thought process which then follows a natural course through 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.

NSS and NCC wing of the college is active on this front. Students celebrate significant days by organising oath taking ceremonies and talks. Swachta Pakwara, Constitution Day, International Women's Day, Yoga Day, Hindi Divas are some of the events that are regularly celebrated along with Independence day and Republic day.

EnviSAGE the environment society of the college prepared a thematic slide every month in 2020-21 session to create awareness regarding environment issues, which were displayed at every event/webinar. An e- newsletter, Raven, is brought out fortnightly, by students, to share news and views about environment. Earth Day, Water Day, etc. are celebrated through talks and competitions.
Department of Hindi regularly celebrates Hindi Divas through various activities such as essay writing competitions, talks and discussion groups.
Electorate Day is 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.

Unity day is celebrated to emphasise on the diversity of the country and to inculcate the spirit of togetherness and inclusiveness in the students and staff.

Vigilance Week is celebrated to inculcate value and awareness against corruption through talks, signature drives and slogan writing.
International Women's Day is also celebrated through talks /Seminars.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice 1
Title: Mentoring the Mentor Programme (MMP)

Objectives: MMP is a practice initiated by IQAC : firstly, to train the teachers to become mentors , secondly, to equip the teachers with some information on the identified theme from subject experts. Thirdly to ensure uniformity of information imparted on crucial issues identified after serious deliberations. This practice serves the dual purpose of one it helps the mentors to think and disseminate information in a focused and structured manner. Two all the teachers in the institution are addressing a pre identified theme in a similar manner.

Context: Mentoring is now recognized as an important part of teaching learning process because of the various distractions and stress experienced by students. Youth now a days are extremely conscious of social relations, peer pressure, career pressure and image consciousness. All of these contribute to stress and distractions which not only hinder the teaching learning process, but the students feel alienated and do not know whom to turn to for guidance. Faculty members rose to the occasion and recognized the responsibility of their role as mentors in the changing scenario of higher education. However, a need for a focused theme-based mentoring was felt by the teachers when they experienced some difficulties, in the initial mentoring sessions, to effectively answer the questions of students spanning over varied issues and concerns.

The Practice: The role of teachers in higher educational system has evolved and diversified in recent times. Besides knowledge transfer through formal curriculum delivery mechanisms, providing learners a platform for sharing and resolving their academic and other stress-related issues; giving guidance, motivation, emotional support; and helping them explore careers, setting goals, and identifying resources falls in the domain of teachers' defined duties and responsibilities. Realizing the need for effective mentoring, and with a view to enhance the existing knowledge and experience of faculty members and to ensure uniformity in the understanding of the subject, lectures by expert resource persons are organised. Through these sessions the faculty members acquire information on the identified theme and tips on how to engage and reach out to students on sensitive issues in order to ensure effective mentoring.
Students are assigned a mentor for all the three years of their stay in college. The mentor engages with the students formally through the mentoring sessions for which provision in the time table has been made. During the mentoring sessions students' attendance is taken and the teacher ensures that the students fill in the feedback form. A mentee can also reach out to the mentor as and when the need arises for assistance and guidance.

Evidence of Success: The feedback of the students on theme-based mentoring is very encouraging. Theme based mentoring sessions and the themes identified were greatly appreciated and well received by the students. Student's active engagement during the sessions with the mentor reveals the relevance and success of these sessions. The fruitfulness of these sessions is also evident from the fact that students have asked for continuation of mentoring sessions and suggested sessions on career guidance and stress management. Faculty is enthusiastically involved in attending the MMP sessions and then mentoring the students in an informed manner.

Problems Encountered and Resources Required: MMP activities do take time as first teachers are mentored and then they become mentors. When MMP programme was first initiated there were some complaints that it disturbs the conduct of classes and teachers who are hard pressed to complete their

courses complain against this loss of time. But College takes these mentoring sessions very seriously and soon mentoring period was incorporated in the Time -Table itself. Another difficulty that is encountered is that of identification of subject expert who can address the specific needs. This problem has been addressed to a large extent by the Mentoring committee adding a detailed note of the purpose of the talk to the request sent to the resource person.

Best Practice 2
Title: Collaborative Learning and Online Skill Enhancement (CLOSE)

Objectives: CLOSE was conceptualized with the objective to ensure continuity of the Teaching Learning process during the Lockdown in 2020. It was an attempt to make good use of time, turning adversity into an opportunity by acquiring new skills online to keep the faculty members abreast with the need of the time -use of technology. In 2021 this initiative was extended to students also with the objective of helping them make good use of their time by acquiring new skills.

Context: With the sudden imposition of Lockdown due to Covid19 face to face interaction with students and colleagues was disrupted, but the teaching learning process had to continue. Along with online classes extended learning had to continue. Now that the constraint of time was not a limitation the challenge was to acquire resources for enhancement of knowledge. Reaching out to colleagues far and near led to collaborating effort and resources. Internet had become everyone's lifeline, and the possibility of exploring resources online gave rise to the idea of Webinars. In 2021 College decided to offer Add on Courses also online and once again collaborative efforts with other Delhi University colleges and outside institutions showed good results. Collaborations are a good medium of prompt availability of expertise.

The Practice: CLOSE is undertaken to collaboratively organize webinars, courses and Faculty Development Programmes for the benefit of students and faculty. Few broad areas for focus such as Gender, Mentoring, Quality Assurance, IQAC functioning, use of ICT tools, Add On Courses and FDPs were identified. The list reveals that care is taken to ensure that needs of all stakeholders were catered to, and they felt connected and involved. Collaborative exercises are formalized, and MOUs signed with some institutes with the purpose of sharing knowledge and expertise.
The commonality of need and purpose brought together three institutes, Anand School of Social Work, Bhopal School of Social Sciences and Sri Guru Nanak Dev Khalsa College to sign a MOU to collaborate in Research activities, student exchange programmes, skill development programmes and placement activities. E-FDP on Blended Learning was organized to upgrade faculty skills in ICT. It also helps in identifying subject experts in collaborating institutes. Number of Webinars were organized.
MOUs were signed with Ram Lal Anand College and Guru Angad Dev Teaching Learning Centre at SGTB Khalsa College under which Faculty Development Programmes were organized and executed.

Online Add on Courses of 30 Hours were conducted that upgraded students' skills in translation in collaboration with Bhartiya Anuvad Parishad. Holistic Fitness Wellness Learning Add on course was conducted in collaboration with Mata Sundri College for Women, DU.
Each institute benefitted from the collaborative nature of the webinars. It facilitated resource identification, division of labour and most importantly interdisciplinary approach to topic identification and the discussions that followed.

CLOSE has also contributed to resource generation, though in an indirect manner, as most of the Resource Persons in the webinars were persuaded to render the service pro bono. Online Add on Course and one FDP had a fee associated with it out of which expenses were incurred. The audience reach out was large

and cost to the institutions negligible.

MOU with Diaspora Research and Resource Centre has led to a research project titled "Indian Diaspora: Analysis of Pacific Region".

Evidence of Success: Collaboration helped in expanding network, collective learning, access to expertise. Evidence of expanding network is in the reach out to Resource Persons across varied subject areas. The discussions and the content delivered in the E FDP contributed to collective learning. 100+ participants in FDP: The Road Ahead also reveals the success of CLOSE initiatives. Number of Add on Courses and the number of students enrolling for the courses shows that collaborative work increases productivity, shares workload, and widens the teaching learning horizon. Feedback received from participants abundantly reveal the success of these initiatives.

Problems Encountered and Resources Required:
1. Reliability of internet facility at both ends Resource Person's and participants is a major concern.
2. Access and affordability as some of the ventures have a fee associated.
3. Identification of time slot suitable to most.
4. It being a one-way communication Resource Person cannot access the participants involvement and grasp.
5. Since the delivery was online and in the absence of visible audience the passion of delivery is possibly compromised.
6. Convincing the target audience of the usefulness and relevance of the course/FDP.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Guided by the Mission and Vision statement, College has endeavoured to inculcate a spirit of scientific temper along with the values of spiritualism, truthfulness and service to mankind. College aspires to build the character of its students by following the tenets of "kirt karna, naam japna and vand chhakna" and "maanas ki jaat sabhai ekai pehchanbo," Translated into English it means doing one's duty, remembering God, sharing the fruits of one's labour and treating all impartially and equally.

College follows the approach – STUDENTS FIRST. Students are given opportunities for experiential learning through their engagement in society activities, be it the functioning of various academic societies

or cultural activities or the NSS related social activities. Students are encouraged and guided to take ownership of planning, conducting and executing the academic, social and cultural activities. Allowing the students to take responsibility is critical to help them shape their learning experiences and imbibe the values of team building, deliberating and debating ideas to find a consensual solutions to the problems and giving them self-confidence. We believe that this approach also helps students to achieve their full potential as professionals and learn the soft skills.

The process to following a student-centric approach begins by asking "What do our students need most? How would they become good citizens and contribute productively to the society, and are the needs of all students uniform?" In the conduct of activities of academic societies, a high degree of autonomy is provided to the societies to plan, implement, present and assess the outcomes of their leaning experiences. Over the years it has been observed that students may join societies and committees to build their CV, but in the journey they acquire skills and behaviour that chisel their personality to perfection. At the beginning of the session every society gets busy pitching their society to attract students to enrol as members of the society. In the recent past they have posted their activities on social media and floated google form soliciting enrolment. This work is done with great enthusiasm and seriousness, as they are aware that the performance of the society is dependent on the talent inducted. Freshers learn under the guidance of the seniors and this inculcates discipline and reverence for seniority in them.

Office bearers of the societies are selected jointly by students and teachers who have observed the functioning of students in the first and second year. Students across cultural and academic societies at the beginning of the session plan the cultural calendar. After considerable brainstorming and discussion they reach a consensus on activities and responsibilities. Enthusiasm is seen in the aggression, which is transformed into understanding and cooperation as they collectively work to make their event a success. Students acquire financial acumen while planning budget, arranging funds and sponsors. This nature of involvement makes them take ownership of the task at hand and thereby imbibe in them responsibility and team spirit.

Every small detail from permission to completion is the responsibility of students. Teacher coordinators facilitate and guide but students perform independently. Their enthusiastic ideas bring freshness to events year after year. Students use of technology is apparent from the fact that there is a CyberClan Society in college. Over and above their own activities they are actively engaged in assisting Departments and other societies in the use of technology to innovate unique interface with participants. This is a wonderful confluence of art and technology. Technology is also used to spread awareness by EnviSAGE, the Environment society through their E newsletter Raven. This keeps the members of the society constantly engaged with research and writing snippets that would catch the reader's attention. Impasto, the designing society brings out the creativity of students by their contribution in festooning and poster designing. They decorate the college for festivals and fairs and this endeavour teaches them along with allocating responsibility, working within the given resources and timeframe.

The learning for the Placement Cell members involves identifying job opportunities, approaching companies and convincing them of the potential of Sri Guru Nanak Dev Khalsa College students so that they are attracted to come for campus placement. Scheduling meetings and facilitating in the interviews and GDs provides students the opportunity to hone co-ordination skills. Before the event, activities such as spreading information, registration of students eager to participate in the placement drive, are also managed by the students. Members of Placement Cell also prepare students for the forthcoming sessions on CV writing, interviews and other dimensions of career counselling.

Students of PhotoBug are busy all year long covering events that take place in the college. This exposes

them to the demands of skill and time and expectations involved in the profession. The schedule of who is covering which event is prepared by them and they are a dependable group; they report with their cameras on time and promptly provide the photographs to the organisers. NSS wing of the college is always visible in the college compound registering students, asking for donation in kind, assisting the differently abled, assisting administration and silently reaching out to the community to assist and create awareness. The experience acquired by the students has made them conscious and grateful for the privileges they enjoy and also sensitive to the needs of others around them.

Students' engagement in societies have at times led some of them to identify their interest and skill to develop it as a profession. Only a few societies have been mentioned to explain the point of student centric working of societies and the advantages experienced by the students in sharpening their skills, learning procedures, team spirit, time management, negotiation, cooperation, soft skills and much more, of which probably we are not even conscious, because imbibing is true learning.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Upholding human values is integral to the institution's vision and in this direction, APRAMPAR, the Divinity Society of the college strives to inculcate the spirit of service and compassion amongst the students. In these times of stress and competition, APRAMPAR teaches students to introspect and develop resilience towards unhealthy outlook and pressures.

The opening of all events in the college are marked by rendition of college prayer, which emphasizes the idea of darkness of ignorance being dispelled by the light of knowledge. The society actively organizes Founders Day, the striking feature of which is the joint efforts and coming together of staff and students in the rendition of Shabad Kirtan, preparation and serving of langar. Furthermore, APRAMPAR encourages students to participate in Gurbani Kirtan organized both within and outside the college.

Through these activities, APRAMPAR envisions to foster the spiritual dimension into students' academic and personal life.

To be future ready, college is planning to initiate an Add on Course by collaborating with Diaspora Research and Resource center, Ministry of External Affairs, with the aim of inculcating research-oriented mindset and skills in students.

Another step in the direction to be future ready is college's focus on training and preparation of modules for MOOCs on SWAYAM portal.

Concluding Remarks :

The institution's vision of inclusivity—in terms of gender, differently abled students, minorities, and students from economically and socially weaker sections—is facilitated both by its Faculty and its administrative staff. Providing fee-concessions to students of both the genders from weaker sections of society, helping differently abled through the contributions of NGOs and other Foundations, are part of the systemic help lent by the college. Other support mechanisms include conducting capacity-enhancement and skill-development workshops for students along with Competitive Examination Guidance and Career Counselling Sessions. The administration not only believes in helping its own students but empowers them to reach out to the community and help others in need. For this, students work through various agencies like NSS, SEVA, and Divinity Society to inculcate values that help sensitise them towards the upliftment of women and minorities, engage with environment sustenance, social development, and foster cultural and religious receptivity.

In fact, "Students First" policy is the distinctive feature that drives the institution towards its vision. Students' impressive success in sports and cultural activities, and increasing representation in organising academic as well as cultural events hosted by the societies like Vedang, Nepathya, Encore, and Kirt, is enough proof of their holistic development through teamwork. This quality of the institution finds resonance in its endorsement of learner-centric approach in experiential pedagogy that facilitates students to formulate and innovate through experiential learning. Apart from facilitating student-learing, the faculty also guides them through effective mentoring program to guide them in personal and professional matters

Their approach gets empowered by technology that not only allows teachers to act as facilitators through ICT tools, but also remain in virtual touch through WhatsApp groups and LMS systems like Google Classroom. Mechanisms within the institution are forged for greater transparency, timely redressal of students' grievances, and regular feedbacks from all stakeholders—particularly from students and their parents through parent-teacher meetings—to ascertain their levels of satisfaction regarding the infrastructure and learning resources. Despite the constraints of limited infrastructure, teachers ensure Curriculum enrichment by conducting Add-on courses, FDPs, Conferences, Workshops, and other outreach activities to help edify their knowledge.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage 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.** Answer before DVV Verification : 11 Answer after DVV Verification: 13 Remark : DVV has given the value as per shared report by HEI.
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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269	344	347	315	340 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
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338	338	338	338	318	 Remark : DVV has made the changes as per extended profile 2.2
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 96 Answer after DVV Verification: 92 Remark : DVV has made the changes as per extended profile 3.1
2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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| 0 | 765 | 779 | 734 | 620 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
637	765	779	734	586

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
664	773	783	734	620

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
665	773	783	734	620

Remark : DVV has made the changes as per shared report of final year students who passed by HEI.

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	46	9	29	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	39	9	22	8

3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years**

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 last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 878 | 1769 | 351 | 1940 | 604 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
783	1527	351	1322	486

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year** 4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 363 Answer after DVV Verification: 73 Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)
5.3.1	**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
69	84	80	88	99

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	1

Remark : Proper award certificate has not shared by HEI.

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
73	161	81	54	50

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
43	42	40	45	43

5.4.2	**Alumni contribution during the last five years (INR in lakhs)** Answer before DVV Verification : C. 3 Lakhs - 4 Lakhs Answer After DVV Verification: E. <1 Lakhs Remark : Alumni contribution has not reflected in shared report by HEI.
6.3.2	**Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
50	1	17	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	1	17	0	0

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
67	30	12	11	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
25	07	05	04	1

Remark : DVV has excluded less than 5 days activities from shared report by HEI.

7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures**
	
	1. **Solar energy**
	2. **Biogas plant**
	3. **Wheeling to the Grid**
	4. **Sensor-based energy conservation**
	5. **Use of LED bulbs/ power efficient equipment**
	
	    Answer before DVV Verification : A. 4 or All of the above
	    Answer After DVV Verification: B. 3 of the above
	Remark : DVV has made the changes as per shared Bills and has not consider MoUs of solar energy by HEI.

7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**
	
	1. **Green audit**
	2. **Energy audit**
	3. **Environment audit**
	4. **Clean and green campus recognitions / awards**
	5. **Beyond the campus environmental promotion activities**
	
	    Answer before DVV Verification : A. Any 4 or all of the above
	    Answer After DVV Verification: B. 3 of the above
	Remark : DVV has made the changes as per shared report by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
96	97	92	89	88

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
92	92	91	89	90

2.3	**Number of Computers** Answer before DVV Verification : 656 Answer after DVV Verification : 1