



## YEARLY STATUS REPORT - 2020-2021

| <b>Part A</b>  |                            |
|--|----------------------------|
| <b>Data of the Institution</b>                       |                            |
| <b>1.Name of the Institution</b>                     | SRI GURU ANGAD DEV COLLEGE |
| • Name of the Head of the institution                | Dr. Kanwaljit Singh        |
| • Designation  | Principal (Incharge)       |
| • Does the institution function from its own campus? | Yes                        |
| • Phone no./Alternate phone no.                      | 01859237226                |
| • Mobile No:   | 7814451512                 |
| • Registered e-mail                                  | principalsgad@gmail.com    |
| • Alternate e-mail                                   | principalsgad@yahoo.co.in  |
| • Address  | Khadur Sahib               |
| • City/Town  | Khadur Sahib               |
| • State/UT   | Punjab                     |
| • Pin Code   | 143117                     |
| <b>2.Institutional status</b>                        |                            |
| • Type of Institution                                | Co-education               |
| • Location   | Rural                      |
| • Financial Status                                   | Grants-in aid              |

|  |   |                |                             |               |             |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Name of the Affiliating University   | Guru Nanak Dev University   |                |                             |               |             |
| • Name of the IQAC Coordinator   | Prof. Rohit Sharma  |                |                             |               |             |
| • Phone No.  | 01859237226   |                |                             |               |             |
| • Alternate phone No.  | 8283819697  |                |                             |               |             |
| • Mobile   | 01859237226   |                |                             |               |             |
| • IQAC e-mail address  | principalsgad@gmail.com   |                |                             |               |             |
| • Alternate e-mail address   | principalsgad@yahoo.co.in   |                |                             |               |             |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>  | <a href="http://sgadcollege.in/iqac.html">http://sgadcollege.in/iqac.html</a> |                |                             |               |             |
| <b>4.Whether Academic Calendar prepared during the year?</b>   | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:  |   |                |                             |               |             |
| <b>5.Accreditation Details</b>   |   |                |                             |               |             |
| Cycle  | Grade   | CGPA           | Year of Accreditation       | Validity from | Validity to |
| Cycle 1  | A   | 3.11           | 2016                        | 05/11/2016    | 04/11/2021  |
| <b>6.Date of Establishment of IQAC</b>   | 16/03/2015  |                |                             |               |             |
| <b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b> |   |                |                             |               |             |
| Institutional/Department /Faculty  | Scheme  | Funding Agency | Year of award with duration | Amount        |             |
| SRI GURU ANGAD DEV COLLEGE KHADUR SAHIB  | GRANT IN AID  | DPI            | 365                         | 618548        |             |
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>   | Yes   |                |                             |               |             |
| • Upload latest notification of formation of IQAC  | No File Uploaded  |                |                             |               |             |

|   |                       |
|---|-----------------------|
| <b>9.No. of IQAC meetings held during the year</b>  | <b>2</b>              |
| <ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>  | <b>Yes</b>            |
| <ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>  | No File Uploaded      |
| <b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>   | <b>No</b>             |
| <ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>  |                       |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>   |                       |
| To enhance the infrastructure cum services related to e-services, To take more initiatives in order to enhance the strength of students, To extend the domain to various scholarships cells to aware the students about different scholarships. |                       |
| <b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>   |                       |
| Plan of Action  | Achievements/Outcomes |
| To enhance the infrastructure cum services related to e-services  | <b>Yes</b>            |
| To take more initiatives in order to enhance the strength of students   | <b>Yes</b>            |
| To extend the domain to various scholarships cells to aware the students about different scholarships   | <b>Yes</b>            |
| <b>13.Whether the AQAR was placed before statutory body?</b>  | <b>No</b>             |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>  |                       |

|   |                    |
|---|--------------------|
| Name  | Date of meeting(s) |
| Nil   | Nil                |
| <b>14. Whether institutional data submitted to AISHE</b>  |                    |
| Year  | Date of Submission |
| Nil   | Nil                |
| <b>15. Multidisciplinary / interdisciplinary</b>  |                    |
|   |                    |
| <b>16. Academic bank of credits (ABC):</b>  |                    |
|   |                    |
| <b>17. Skill development:</b>   |                    |
|   |                    |
| <b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b> |                    |
|   |                    |
| <b>19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):</b>                                |                    |
|   |                    |
| <b>20. Distance education/online education:</b>   |                    |
|   |                    |

## Extended Profile

### 1. Programme

1.1 14

Number of courses offered by the institution across all programs during the year

| File Description | Documents        |
|------------------|------------------|
| Data Template    | No File Uploaded |

### 2. Student

2.1 454

Number of students during the year

| File Description | Documents        |
|------------------|------------------|
| Data Template    | No File Uploaded |

2.2 **821**

Number of seats earmarked for reserved category as per GOI/ State  
Govt. rule during the year

| File Description | Documents        |
|------------------|------------------|
| Data Template    | No File Uploaded |

2.3 **167**

Number of outgoing/ final year students during the year

| File Description | Documents        |
|------------------|------------------|
| Data Template    | No File Uploaded |

### 3.Academic

3.1 **45**

Number of full time teachers during the year

| File Description | Documents        |
|------------------|------------------|
| Data Template    | No File Uploaded |

3.2 **25**

Number of Sanctioned posts during the year

| <b>Extended Profile</b>   |                  |
|---|------------------|
| <b>1.Programme</b>  |                  |
| 1.1<br>Number of courses offered by the institution across all programs during the year             | <b>14</b>        |
| File Description  | Documents        |
| Data Template   | No File Uploaded |
| <b>2.Student</b>  |                  |
| 2.1<br>Number of students during the year   | <b>454</b>       |
| File Description  | Documents        |
| Data Template   | No File Uploaded |
| 2.2<br>Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | <b>821</b>       |
| File Description  | Documents        |
| Data Template   | No File Uploaded |
| 2.3<br>Number of outgoing/ final year students during the year                                      | <b>167</b>       |
| File Description  | Documents        |
| Data Template   | No File Uploaded |
| <b>3.Academic</b>   |                  |
| 3.1<br>Number of full time teachers during the year   | <b>45</b>        |
| File Description  | Documents        |
| Data Template   | No File Uploaded |

|  |    |
|--|----|
| 3.2  | 25 |
| Number of Sanctioned posts during the year |    |

| File Description | Documents        |
|------------------|------------------|
| Data Template    | No File Uploaded |

|   |    |
|---|----|
| <b>4.Institution</b>  |    |
| 4.1   | 28 |
| Total number of Classrooms and Seminar halls                      |    |
| 4.2   | 35 |
| Total expenditure excluding salary during the year (INR in lakhs) |    |
| 4.3   | 66 |
| Total number of computers on campus for academic purposes         |    |

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

The college is affiliated to Guru Nanak Dev University, Amritsar. The curriculum planning is not undertaken directly by the college but it proactively send its inputs based on the feedback received from the teachers, students and the parents regularly to the university. Also, the college deploys a well framed action plan for effective implementation of the prescribed curriculum as given below: Academic calendar the college prepares its annual academic calendar to set tentative dates for all curricular, co-curricular and extra curricular activities. Time Table: At the beginning of each academic session the Time table for all the classes is prepared to ensure efficiency and transparency in the teaching learning process. The time table is displayed on the noticed boards and circulated on among all the teachers. The registrar of the college is sure about the proper implementation of the time table. Sessioning of the classes: Classes are divided into sessions according to the student's strength. So as to ensure an effective teacher-taught interaction. Curriculum division and

planning: At the beginning of the academic session meeting are held at the departmental level for dividing the syllabus among teachers. It is pertinent to mention here that the college has made the syllabus committee to ensure the effective implementation of prescribed curriculum. The committee holds meeting with HODs and teachers from time to time to take feedback from them regarding curriculum and to review the implementation of the curriculum. The workload is allocated to the respective teachers based on the number of classes to be taught, the strength of the session and the prescribed syllabus. Lesson plans: The college gives the flexibility to its entire faculty for preparing lesson plans. Majority of the teachers prepare lesson plans by dividing the whole syllabus on weekly basis. These lesson plans comprise of the teaching material, strategy or 19 techniques of teaching and teaching aids required. It also included the evaluation process to be followed by the teacher and to acquire the feedback of the student's progress. The teachers acquaint the students with the prescribed course content, texts and the pattern of the university question papers.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information     | Nil              |

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

Before the commencement of each semester, University notifies an academic calendar for all the programs, which contains the date of commencement, last working day of the semester, and dates for semester-end examinations. SGAD follows the calendar issued by the University strictly and plans all its activities including the conduct of Continuous Internal Evaluation (CIE). The institute prepares an institute-level calendar and subsequently every department prepares its calendar. Institute calendar of events includes details like the total number of working days and holidays, CIE dates. The department calendar comprises guest lectures, workshops, other co-curricular and extra-curricular activities. The academic activities, CIE, and all activities are conducted in adherence to the calendar of events except unforeseen circumstances. The academic calendars help faculty members to plan their respective course delivery research work academic and co-curricular activities. Department heads closely supervise and



monitor the completion of the syllabus as per the lesson plan prepared by faculty members. Syllabus coverage for each CIE is decided well in advance and faculty members adhere to it. Internal Assessment tests (IA), assignments, quizzes, and seminars are part of the Continuous Internal Evaluation (CIE) of students. There is a well-defined process for the conduct of CIE as per the calendar of events. Continuous evaluation and assessments are also done for laboratory course, project work, and seminars. Conduction of laboratory experiments and viva, Submission of records are the major components of laboratory course evaluation. As per the laboratory rubrics, the internal test is conducted at the end of the semester. The Principal, through the academic committee meetings, frequently reviews the semester's progress and provides suitable suggestions. In case of revision of academic calendar by the university, institute incorporates the necessary changes accordingly.

| File Description                     | Documents        |
|--------------------------------------|------------------|
| Upload relevant supporting documents | No File Uploaded |
| Link for Additional information      | Nil              |

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

**B. Any 3 of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | No File Uploaded          |
| Any additional information   | <a href="#">View File</a> |

**1.2 - Academic Flexibility**

| <b>1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>         |                           |
|---|---------------------------|
| <b>1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented</b>   |                           |
| 0   |                           |
| File Description  | Documents                 |
| Any additional information  | No File Uploaded          |
| Minutes of relevant Academic Council/ BOS meetings  | No File Uploaded          |
| Institutional data in prescribed format (Data Template)   | <a href="#">View File</a> |
| <b>1.2.2 - Number of Add on /Certificate programs offered during the year</b>   |                           |
| <b>1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)</b> |                           |
| 0   |                           |
| File Description  | Documents                 |
| Any additional information  | <a href="#">View File</a> |
| Brochure or any other document relating to Add on /Certificate programs   | No File Uploaded          |
| List of Add on /Certificate programs (Data Template )   | No File Uploaded          |
| <b>1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year</b>  |                           |
| 0   |                           |
| <b>1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year</b>                      |                           |
| 0   |                           |
| File Description  | Documents                 |
| Any additional information  | No File Uploaded          |
| Details of the students enrolled in Subjects related to certificate/Add-on programs   | <a href="#">View File</a> |

**1.3 - Curriculum Enrichment**

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

The curriculum is decided and framed by the university and the same is followed by the institution. However, the Institution at its own level frames programmes and seminars keeping in view Professional Ethics, Gender, Human Values, Environment and Sustainability. Gender based Equity programmes to promote women empowerment are conducted each year on occasions like Women's day, Lohri, Teeyan, Yoga day, religious programmes like daily morning assembly and Akhand path sahibs are organized on regular basis to promote the Human and Moral values among the students for their overall development. Lectures by prominent persons are conducted to promote Professional Ethics, Gender, Human Values, Environment and Sustainability with the Curriculum.

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | No File Uploaded |

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

0

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses   | No File Uploaded |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses                    | No File Uploaded |
| MoU's with relevant organizations for these courses, if any   | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | No File Uploaded |

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

178

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | <a href="#">View File</a> |

### 1.4 - Feedback System

|  |                     |
|--|---------------------|
| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above |
|--|---------------------|

| File Description   | Documents                 |
|--|---------------------------|
| URL for stakeholder feedback report  | No File Uploaded          |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | No File Uploaded          |
| Any additional information(Upload)   | <a href="#">View File</a> |

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

C. Feedback collected and analyzed

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</a> |
| URL for feedback report           | Nil                       |

### TEACHING-LEARNING AND EVALUATION

#### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment Number Number of students admitted during the year

##### 2.1.1.1 - Number of sanctioned seats during the year

2345

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | No File Uploaded          |
| Institutional data in prescribed format | <a href="#">View File</a> |

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

##### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

156

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | No File Uploaded          |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

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

Student representation is diverse not just in terms of regional and linguistic aspects but also their level and pace of comprehensibility. Since it would be inappropriate to divide a class into groups based on students' level of comprehension, classroom observation, interaction, continuous and periodic assessment are used as a measuring system to assess learning levels of the students.

Different departments at our institution draw up the schedule for organising remedial classes for slow learners. This exercise is done in a discreet manner and slow learners are encouraged and prodded to recognize their shortcomings and register on their own without compulsion. Teachers are able to give one to one attention in remedial classes and focus on individual problems in a better manner when compared to a regular classroom in which the advanced learners' participation may inhibit the others from voicing their problems.

The departments use monitoring and mentoring to keep track of slow learners' progress. Alongwith teachers some advanced learners are encouraged to mentor weak students and help them with explanation and notes. Revision classes and counselling sessions are held and additional teaching taken up if required.

Tutoring by peers, senior students, and mentors is offered. Corrected assignments and answer scripts are shared with each student and discussed to enable students recognize their problematic areas and improve. Faculty makes it a point to be patient and accessible to students personally, over phone, mail, and social apps.

Advanced learners are encouraged to study Recommended Readings listed in each syllabus. They are encouraged to maintain a journal or diary. Functional Use of English, Personality Development programs are organised to enhance employability of the students.

Online resources are made available to strengthen the knowledge-base. Students are encouraged to participate in seminars, conferences and workshops to gain knowledge. The Faculty takes a keen interest while ordering books for the library and ascertains that the library collection of books cater to the needs of both slow and advanced learners. The library also ensures accessibility to computer facility and internet for the online material, extends its timings and provides atmosphere for conducive learning to both slow and advanced learners.

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Link for additional Information   | Nil              |
| Upload any additional information | No File Uploaded |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 454                | 45                 |

| File Description           | Documents        |
|----------------------------|------------------|
| Any additional information | No File Uploaded |

## 2.3 - Teaching- Learning Process

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

The University practices a teaching methodology which focuses on imparting education through a student centric approach. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stakeholders, apart from boosting their confidence and encouraging independence. Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students and expect a uniform learning outcome from them all in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at their personal level by ensuring their involvement in class activities so that they can absorb and grasp information at their own pace.

Courses are defined highlighting course objectives, programme



specific objectives and programme outcomes. This provides a comprehensive understanding to the student right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course. Feedback of the Course and teachers, given by students at the end of each semester provides an opportunity to identify any lacunae which can then be addressed.

Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills and hone style, apart from inculcating an interest in research activities. Seminars, which form the second component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess.

Discussions and debates on contemporary issues are encouraged so that students can reflect and analyse by eliciting responses to the subject under discussion. Ability Enhancement, Generic and Skill Enhancement courses are offered to provide and prepare students for life. NSS Cell and NCC sub-unit have been set-up for the students to participate, integrate and learn.

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Link for additional information   | Nil              |

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

College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The following tools are used by the Institute ICT Tools:

1. Projectors are available in different classrooms/labs
2. Desktop and Laptops- Arranged at Computer Lab and Faculty cabins all over the campus.



3. Printers- They are installed at Labs, HOD Cabins and all prominent places.

4. Scanners- Multifunction printers are available at all prominent places.

5. Smart Board- Four smart board are installed in the campus.

6. Auditorium- It is digitally equipped with mike, projector, cameras and computer system.

7. Digital Library resources

#### Use of ICT By Faculty

A. PowerPoint presentations- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.

B. Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.

C. Video Conferencing- Students are counseled with the help of Moodle / Google meet applications.

D. Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.

| File Description  | Documents   |
|---|---|
| Upload any additional information   | No File Uploaded  |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="http://sgadcollege.in/moodle/">http://sgadcollege.in/moodle/</a> |

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

**2.3.3.1 - Number of mentors**

45

| File Description  | Documents                 |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | <a href="#">View File</a> |
| Circulars pertaining to assigning mentors to mentees                | <a href="#">View File</a> |
| mentor/mentee ratio   | <a href="#">View File</a> |

## 2.4 - Teacher Profile and Quality

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

9

| File Description   | Documents                 |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | <a href="#">View File</a> |
| Any additional information                                       | No File Uploaded          |
| List of the faculty members authenticated by the Head of HEI     | No File Uploaded          |

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

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

4

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | <a href="#">View File</a> |

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

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

71

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | <a href="#">View File</a> |

## 2.5 - Evaluation Process and Reforms

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

The college has transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time. The Principal holds meetings of the faculties and directs them to ensure effective implementation of the evaluation process. At the entry level, admissions are given purely on merit basis and the lists of merit students are displayed on Notice board. Students who are admitted for the concerned course are assessed continuously through various evaluation processes at college level. Continuous evaluation is made through Group Discussion, Unit Tests, Assignments Submission and Seminars Presentation. Unit tests are conducted regularly as per the schedule given in academic calendar. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the poor performing the students after their assessment. Students appearing for Second /third year are asked to deliver the seminars of the concerned subject. Topics are given by their teachers to the students to prepare for power point presentation. For transparent and robust for internal assessment, the following mechanisms are conducted

- Internal Examination Committee.
- Question Paper Setting.
- Conduct of Examination
- Result display
- Interaction with students regarding their internal assesement.

The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to internal assessment, the interest of the student towards learning and attending the classes

has been also increased. It has created the interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews. In this way mechanism of internal assessment is transparent and robust

| File Description                | Documents        |
|---------------------------------|------------------|
| Any additional information      | No File Uploaded |
| Link for additional information | Nil              |

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

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university.

- At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
- The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
- To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination.
- The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process.
- The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board.
- The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance.
- Noting the values in observation and validating the theoretical aspects student must submit lab record regularly.
- Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva and the promptness in submitting the record.

- For lab courses, the marks/grade scored by the student for each experiment is indicated in the observation/record. The independent learning, practical approach to the real-time applications is tested by viva voce for laboratory courses.
- For the quality of the projects, the evaluation is done by Project Review Committee along with the project guides.
- The end examination for the laboratory and projects shall be conducted with internal and external examiner appointed from the other colleges as decided by the University.

Redressal of grievances at institute level:

Departmental Level: The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, house tests. Query if any is discussed with faculty and HOD.

College Level: The Institute appoints a Senior Supervisor for smooth conduction of examinations. If students are facing any problems, they are solved by the institution Chief Examination Officer appointed by the university. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by examination section.

Redressal of grievances at University level: The queries related to results, corrections in mark sheets, other certificates issued by university are handled at GNDU examination section after forwarding such quires through the college examination section. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation through college.

| File Description                | Documents        |
|---------------------------------|------------------|
| Any additional information      | No File Uploaded |
| Link for additional information | Nil              |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

**PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES, COURSE OUTCOMES**

**Mechanism of Communication:**

- The College adopts Outcome based education rather than input oriented bell shaped curve of learning. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.
- Graduate attributes are described to the first year students at the commencement of the programme.
- At least five hours are spent by the teachers for introducing the subject to the Students.
- Learning Outcomes of the Programs and Courses are observed and measured periodically.
- Soft Copy of Curriculum and Learning Outcomes of Programmes and Courses are uploaded on the Institution website for reference.
- The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and Staff Meeting.
- The students are also communicated about the Programme outcomes, Programme Specific Outcomes and Course outcomes through Tutorial Meetings.
- Demonstrate of thorough conceptual understanding in the core areas of all the subjects with the support of mathematics.
- Identify the most relevant concepts that arise in everyday life, and devise a strategy in order to arrive at the solutions in the respective subjects and are made to understand the connection between key concepts and applications.
- Use software tools and coding at a level necessary to perform mathematical operations, statistical analysis and simulations in solving complex problems.
- Use basic laboratory equipment correctly and effectively in order to conduct measurements, and analyze and interpret the results, including a quantitative understanding of uncertainties.
- Communicate the results of scientific work effectively, making use of clear and well organized writing and presentation skills, and employ equations and visualization tools as needed.



| File Description                                     | Documents        |
|--|------------------|
| Upload any additional information                    | No File Uploaded |
| Paste link for Additional information                | Nil              |
| Upload COs for all courses (exemplars from Glossary) | No File Uploaded |

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

Our Institute is affiliated to Guru Nanak Dev University, Amritsar. We offered Under Graduate, Post Graduate and courses under the Faculty of Arts, Commerce and Science. For these programs and courses, the institute followed the curriculum designed by our affiliated university. The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board. After measuring attainment of POs , PSOs and COs, it has been observed that the strength of the students as well as passing percentage of the students is increasing progressively. Besides, students' progression to the higher studies that is from Under Graduate to Post Graduate seems to be increasing consistently and rapidly in the last five years. We took utmost care of measuring the level of attainment of POs, PSOs and COs and followed formal as well as informal mechanism for the measurement of attainment of the outcomes.

Subsequently, the College took care of the attainment to measure the POs, PSOs and COs and implemented the mechanism as follows:-

The institute followed the Academic Calendar of our affiliated university.

- All the subject teachers maintained Academic Diary in every academic year.
- All the subject teachers prepared Semester-Wise evaluation Reports.
- Internal examination committee analyzed evaluation reports of results.
- Placement committee took the review of the Students' Progression to Higher Studies and their Placement.

The Program outcomes of Bachelor of Arts are as follows:

PO1: Students are introduced to community engagement and global understanding

PO2: Critical and creative thinking of the students have been developed.

PO3: Students developed their Communication skills.

PO4: Ethical values are inculcated among the students.

The Program outcomes of Bachelor of Commerce are as follows:

PO1: Students received knowledge of the application of basic skills necessary for analysis of programs in Economics, Accounting, Marketing, Management and Finance.

PO2: Understanding of the students is improved of national economic and business scenario.

PO3: Students developed their entrepreneurship and contributed in the successful operation of a business.

The Program outcomes of Bachelor of Science are as follows:

PO1: The students understood the fundamentals of science education.

PO2: The students' knowledge in all basic sciences is enriched.

PO3: Interdisciplinary approach amongst students has been developed.

PO4: Sense of scientific responsibilities, social and environment awareness have been inculcated among the students.

PO5: Students built-up a progressive and successful career in academics and industry.

PO6: Students are motivated to contribute in the development of Nation and community.

Attainments of CO's are calculated by using university examination results. Attainment levels are finalized at college level and conveyed to IQAC through Internal Examination Committee.

The attainment level of each CO is computed by setting weights as



follows: Weight Benchmark

1 Number of students securing below 35%

2 Number of students securing above 36 to 45 %

3 Number of students securing above 46 to 60 %

4 Number of students securing 61% and above %

The averages attainment of COs of each course is mapped to POs & PSOs. Sample sheets attainment of COs, PSOs and POs for B.Com., B.A. and B. sc. are attached in additional information.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for Additional information | Nil              |

### 2.6.3 - Pass percentage of Students during the year

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

145

| File Description   | Documents  |
|--|--|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | No File Uploaded   |
| Upload any additional information  | <a href="#">View File</a>  |
| Paste link for the annual report   | <a href="http://www.sgadcollege.in/ar.pdf">www.sgadcollege.in/ar.pdf</a> |

### 2.7 - Student Satisfaction Survey

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

<http://sgadcollege.in/igac/sss.pdf>

### RESEARCH, INNOVATIONS AND EXTENSION

| <b>3.1 - Resource Mobilization for Research</b>   |                           |
|---|---------------------------|
| <b>3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</b> |                           |
| <b>3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</b>  |                           |
| 0   |                           |
| File Description  | Documents                 |
| Any additional information  | No File Uploaded          |
| e-copies of the grant award letters for sponsored research projects /endowments   | No File Uploaded          |
| List of endowments / projects with details of grants(Data Template)   | <a href="#">View File</a> |
| <b>3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year</b>                                    |                           |
| <b>3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year</b>                                  |                           |
| 0   |                           |
| File Description  | Documents                 |
| List of research projects and funding details (Data Template)   | No File Uploaded          |
| Any additional information  | No File Uploaded          |
| Supporting document from Funding Agency   | No File Uploaded          |
| Paste link to funding agency website  | Nil                       |
| <b>3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year</b>  |                           |
| <b>3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year</b>  |                           |
| 0   |                           |

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | No File Uploaded          |
| Any additional information                                     | No File Uploaded          |
| List of workshops/seminars during last 5 years (Data Template) | <a href="#">View File</a> |

### 3.2 - Research Publications and Awards

#### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

2

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| List of research papers by title, author, department, name and year of publication (Data Template) | <a href="#">View File</a> |

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

##### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| List books and chapters edited volumes/ books published (Data Template) | <a href="#">View File</a> |

### 3.3 - Extension Activities

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

The college firmly believes in holistic development of students centered on quality education. It aims at sensitizing them towards social issues and instilling in them service towards society.

Health awareness, education and environment related programmes are conducted in areas adopted by the NSS extension activities for gender sensitization, financial literacy, health and environmental awareness and traffic safety awareness are undertaken. The college NSS and NCC units along with various societies, inspires students to participate in various extension activities like street plays, rallies, visits to old age homes etc. These activities are conducted to create an awareness about various issues of swachhta and gender equity. These help in cultivating a sense of adhering responsibilities and oneness among learners. Extension activities instill a sense of meaning and significance to ourselves. These programmes help to develop the feeling of oneness, empathy and compassion. Learner develops a feeling that serving people in distress is true patriotism. These youth become an agent of social change, economic growth and innovations.

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

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

#### 3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Number of awards for extension activities in last 5 year(Data Template) | <a href="#">View File</a> |
| e-copy of the award letters   | No File Uploaded          |

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

#### 3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/

**YRC etc., during the year**

16

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the event organized   | No File Uploaded          |
| Any additional information   | No File Uploaded          |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | <a href="#">View File</a> |

**3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year****3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

1181

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | No File Uploaded          |
| Any additional information   | No File Uploaded          |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | <a href="#">View File</a> |

**3.4 - Collaboration****3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

0

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of linkage related Document  | No File Uploaded          |
| Details of linkages with institutions/industries for internship (Data Template) | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

**3.4.2 - Number of functional MoUs with national and international institutions, universities,**

**industries, corporate houses etc. during the year**

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

0

| File Description   | Documents                 |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses  | No File Uploaded          |
| Any additional information   | No File Uploaded          |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | <a href="#">View File</a> |

## **INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 - Physical Facilities**

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

SGAD has a well-developed campus and equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives. The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include resources and infrastructure required for library, laboratories, computer labs, class room teaching, events, meetings and conferences.

(b) Support facilities include hostels, canteens, conference hall, seminar halls, department rooms, sports grounds

(c) Utilities include safe drinking water, restrooms and power generators. Classes are scheduled for optimal utilization of the available physical infrastructure. Sophisticated equipment available in the laboratories. Sharing of laboratory facilities is also encouraged between faculties.

Apart from the central facilities, such as, Computer labs, main Library, The Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment.

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

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

Our Management believes in the all-round development of our students. There is a lots of encouragement for the students to participate in sports and culture activities simultaneously and thus they are awarded and rewarded accordingly. We have a spacious and well equipped Sports room, where pupils can play In door games like table tennis, chess, caroms etc., We have a Yoga Class room where students and faculty members do meditate and even practice yoga. Qualified Physical Directors are been appointed to take care of day to day games and sports activities of the college. Sports event competitions are conducted in the interdepartmental level in an academic year and the winners are awarded and rewarded accordingly. The outdoor games such as shuttle badminton, volley ball, throw ball, cricket, football, kabaddi, hand ball, kho-kho etc., are well practiced and played by the students. Cultural Activities: Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Freshers, Annual Sports Day, Annual Day, Farewell etc., to exhibit cultural talents. Students are even sent to other colleges for intercollegiate competitions like dances, skits, mimicries etc.

Note- Playground photo is attached.

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

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

4

**4.1.3.1 - Number of classrooms and seminar halls with ICT facilities**

4



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

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

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

3

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Upload audited utilization statements   | No File Uploaded          |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | <a href="#">View File</a> |

#### 4.2 - Library as a Learning Resource

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

St. Joseph's college Library is one of the oldest private govt. aided autonomous degree college library in Visakhapatnam. It spreads in an area of 3806 sq ft. The library is located in a separate two storied building with mezzanine flooring situated very close to the main block. The collection includes more than 30479 books, 58 journals, 26 magazines, 437CD's, 5211 back volumes of the periodicals. During the last five years 2140 books were bought. The collection of books include documents covering a wide range of subjects from English literature, pure sciences, arts, history and social sciences, languages etc. The library is automated, and has a spacious reading hall and reference section with five air conditioners. The reading area can accommodate number of users at any point of time. The library is automated



with integrated library management software SOUL 2.0 (Software for University Libraries) of INFLIBNET. The various housekeeping activities of the library such as data entry, issue and return and renewal of books, member logins etc are done through the software. The reading and reference section is provided with air ventilation system. The books are being bar coded and the users are given unique barcode ID. Apart from the printed books the library is having access to e resources of n list which is a part of e shodhsindhu consortium of INFLIBNET, where the users are given awareness and made to access browse and download e books, e journals, databases etc.. User orientation is provided at the beginning of the year regarding the various facilities services and resources available in the library. The library provides internet service. For Enhancing security closed circuit cameras have been installed. Fire safety units with smoke detectors are also available. The Library is provided with Wi-fi facility.

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

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

A. Any 4 or more of the above

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | <a href="#">View File</a> |

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

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

27

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| Audited statements of accounts   | No File Uploaded          |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

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

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

100

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

#### 4.3 - IT Infrastructure

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

Computer lab is well-equipped with branded PC's adequately supported by 7 Mbps leased lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected with LAN Messenger. Computer labs are well connected to the internet help students and faculty to carry out their academic and other work. Lab assistants are available to support students and faculty in their queries. The institute has total 66 computers Wi-Fi facility: Staff can access this facility on their Laptops by registering themselves. The institute is planning to extend this further to create and establish a Wi-Fi enabled campus. Intercom Facility: The campus is well connected with a well planned Telecom Network with intercom facilities is provided.

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

|  |                           |
|--|---------------------------|
| <b>4.3.2 - Number of Computers</b>   |                           |
| 66   |                           |
| <b>File Description</b>  | <b>Documents</b>          |
| Upload any additional information  | No File Uploaded          |
| Student – computer ratio   | No File Uploaded          |
| <b>4.3.3 - Bandwidth of internet connection in the Institution</b>   | D. 10 - 5MBPS             |
| <b>File Description</b>  | <b>Documents</b>          |
| Upload any additional Information  | No File Uploaded          |
| Details of available bandwidth of internet connection in the Institution   | <a href="#">View File</a> |
| <b>4.4 - Maintenance of Campus Infrastructure</b>  |                           |
| <b>4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)</b>  |                           |
| <b>4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)</b>   |                           |
| 35   |                           |
| <b>File Description</b>  | <b>Documents</b>          |
| Upload any additional information  | No File Uploaded          |
| Audited statements of accounts.  | No File Uploaded          |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)  | <a href="#">View File</a> |
| 4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.   |                           |
| The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants |                           |

received the college as per the requirements in the interest of students.

**Laboratory:** Record of maintenance account is maintained by lab technicians, Lab In charge and supervised by HODs of the concerned departments.

Maintenance of laboratories are as follows:- The calibration, repairing and maintenance of sophisticated lab equipment's are done by the technicians of related owner enterprises.

**Library:-**

1. The requirement and list of books is taken from the concerned departments and HOD's are involved in the process. The finalized list of required books is duly approved and signed by the Principal.
2. Suggestion box is installed outside the library to take users feedback. Their continuous feedback helps a lot in introducing new ideas regarding library enrichment.
3. To ensure return of books, 'no dues' from the library is mandatory for students before appearing in exam.
4. Other issues such as weeding out of old titles, schedule of issue/ return of books etc. are chalked out / resolved by the library committee.
5. ORBIT software is used in Library.

**Sports:** - Regarding the maintenance of sports equipment the college sports in charge is deputed.

**Computers:** -

1. Centralized computer laboratory established to enrich the students.
2. Each Department having appropriate computer for their requirements.
- 3 Internet and WIFI Enabled campus.
4. Open access journals facilities are available.

**Classrooms: -**

1. The college has various committees for maintenance and upkeep of infrastructure. At the departmental level, HODs submit their requirements to the Principal regarding classroom furniture and other.

2. Administrative officers will take in charge for student's academic requirements.

**Additionally:-**

1. There is lab instructors in various departments, who maintains the stock register by physically verifying the items round the year.

2. Department wise annual stock verification is done by concerned Head of the Department.

3. Regular maintenance of Computer Laboratory equipment's are done by Laboratory Assistant along with Laboratory attendant and they are headed by the faculty incharge.

4. Regular cleaning of water tanks, proper garbage disposal, landscaping and maintenance of lawns is done by Institute concern Employees.

5. College campus maintenance is monitored through regular inspection.

6. Upkeep all facilities and cleanliness of environment in men's and women's hostel is maintained through Hostel monitoring committee.

7. Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.

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

**STUDENT SUPPORT AND PROGRESSION**

| <b>5.1 - Student Support</b>  |                           |
|---|---------------------------|
| <b>5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year</b>   |                           |
| <b>5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year</b>   |                           |
| 68  |                           |
| File Description  | Documents                 |
| Upload self attested letter with the list of students sanctioned scholarship  | No File Uploaded          |
| Upload any additional information   | No File Uploaded          |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)  | <a href="#">View File</a> |
| <b>5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year</b>  |                           |
| <b>5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year</b>   |                           |
| 0   |                           |
| File Description  | Documents                 |
| Upload any additional information   | No File Uploaded          |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)  | <a href="#">View File</a> |
| <b>5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills</b> | <b>C. 2 of the above</b>  |

| File Description  | Documents                 |
|---|---------------------------|
| Link to institutional website   | Nil                       |
| Any additional information  | No File Uploaded          |
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View File</a> |

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

Nil

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

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

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

A. All of the above



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

## 5.2 - Student Progression

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

#### 5.2.1.1 - Number of outgoing students placed during the year

15

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | <a href="#">View File</a> |
| Upload any additional information     | No File Uploaded          |

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

#### 5.2.2.1 - Number of outgoing student progression to higher education

17

| File Description                                   | Documents                 |
|--|---------------------------|
| Upload supporting data for student/alumni          | <a href="#">View File</a> |
| Any additional information                         | No File Uploaded          |
| Details of student progression to higher education | <a href="#">View File</a> |

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

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



**government examinations) during the year**

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | <a href="#">View File</a> |
| Any additional information          | No File Uploaded          |

**5.3 - Student Participation and Activities****5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

0

| File Description   | Documents        |
|--|------------------|
| e-copies of award letters and certificates   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | No File Uploaded |

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

Students constitute a major stakeholder in the institutional growth. Utilization of the support and ideas of the students is the paramount requirement for the prosperity and well-being of the institute. SGAD always strives to build a relation of mutual respect and inculcate a sense of pride amongst the students for their own institute.

Institute has a Students' Council, which is constituted with the students of all years of the college and the council act as three different bodies -

- (1) Student Academic Council,
- (2) Student Social & Cultural Council and
- (3) Student Administrative Council.

The members of the Council participate in brain storming sessions and formal meetings called for formulating strategies for the overall curricular, co-curricular and extra-curricular development of the students.

- **Functions of Academic Council:** The Student Academic Council (represented by 5-6 students) get the feedback on teaching-learning processes like teaching, course content, study material, practical sessions from the departments, pertaining to quality improvement. Class Representatives assigned from each programme communicate the same to the faculty advisors and the chairperson who puts up the suggestions of the Council in the Academic Council of the Institute. Student Academic Council meets once in a semester to discuss about the improvements to be made in the library facilities and recommends books, journals to be procured. Various events/ activities like technical workshops, skills/knowledge enhancement programmes etc. are conducted in alliance with respective professional bodies.
- **Functions of the Administrative Council:** Administrative Council looks after the feedback on Hostels and Amenities, Anti-Ragging initiatives, Alumni Association, Grievance Redressal, NSS etc.

**Student feedback on amenities:** Dean (Students' Welfare & Alumni) addresses the problems pertaining to classroom, infrastructure, library, food, water, hygiene, etc. to redress the students' grievances. He refers to the administrative authorities for the improvement of the quality of students' life in the Institute.

**Anti-Ragging committee:** Nomination of student and parents as Member of Anti-Ragging committee promotes an ambience conducive for the Institute to be a ragging-free campus.

- **Social and Cultural Council:** promotes and encourages the involvement of students in organizing various sports, social initiatives and community outreach programmes and recreational activities of the college in coordination with faculty mentors like Annual Sports, Cultural Fest, Freshers' Welcome, Farewell, etc.

- **NSS:** Institute has set up NSS to sensitize students towards societal issues and community services, activities of which is mainly carried out by the students.
- **Alumni Association:** Alumni Association is in place to strengthen the relationship amongst alumni.

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

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

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

0

| File Description   | Documents        |
|--|------------------|
| Report of the event  | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | No File Uploaded |

## 5.4 - Alumni Engagement

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

The institution has a college-level committee to cooperate with Alumni, every contribution from the Alumni is utilized on the college Infrastructure, books, research, and sports activity. Our Alumni often contribute to college development. During this year due to pandemics and other reasons, no one from the Alumni contributes. One Alumni meet is organized every year but due to the pandemic, we didn't conduct the Alumni meet during 2020-21.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="http://sgadcollege.in/igac.html">http://sgadcollege.in/igac.html</a> |
| Upload any additional information     | No File Uploaded  |

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

**E. <1Lakhs**

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

## **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 - Institutional Vision and Leadership**

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

To tune with the actual mission and vision to reflect the ideal governance, the institution took the memento of mission and vision at every possible place to make it firm that no one from the teaching, non-teaching, administration and management forget the actual values of the college. Even the students should be aware of the college goals and targets. The institution mainly emphasizes the mission as:

- To develop communication skills and computer literacy to match the professional needs of the contemporary society
- To encourage the students for vocational education in order to combat unemployment
- To promote emancipation of girls to make them equal and effective partners in society
- To create a drug-free society and a healthy lifestyle
- To promote the moral values taught by Sikh Gurus and live accordingly
- To create an egalitarian society promoting upliftment of all sections of society
- To spread education without earning profit

Similarly, the vision norms areas:

- To impart higher education, incorporating career orientation, scientific temper and ethical living among the youth of this region

Due to all the above facts, the society often gave the award of

honor which often motivate to bring more courses with quality education so that the students can well stand to serve the humanity also.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="http://sgadcollege.in/igac.html">http://sgadcollege.in/igac.html</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

The management is very participative and often takes care of every aspect related to the college. Always cooperate with students and employee issues and try to make college life comfortable for everyone. Especially takes care of the teaching and non-teaching staff and resolves every obstacle to run the college smoothly and be productive. The college is attaining the more heights continuously but previous pandemic time was the strong obstacle but our new methods of effective teaching as per management guidelines also took effect brightly and gave the good results.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="http://sgadcollege.in/igac.html">http://sgadcollege.in/igac.html</a> |
| Upload any additional information     | No File Uploaded  |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institutional perspective plan aligns with the vision and mission of the institution which are the constant driving factors for improving academic quality policies and strategies. It is effectively deployed to focus on bringing quality improvements in the areas of:

1. Curricular Planning and Implementation
2. Teaching- Learning Processes
3. Research, Collaboration and Extension Activities

4. Academic infrastructural facilities
5. Student Support Activities and Student Progression
6. Internal Quality Assurance System
7. Institutional Values and Best Practices
8. Governance, Leadership and Management

At the beginning of the academic year, various bodies and committees that constitute the Organogram of the institution, chalk out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans.

One such broad area in which the Institutional Perspective and Strategic Plan has been successfully implemented is that of Teaching, Learning and Research. This has been achieved through the deployment of Action Plan for the following initiatives:

1. Faculty Development Programmes by RCC (Research and Collaboration Committee) and the Departments.
2. Introduction of innovative Add-on/Certificate Courses by the Add-on-Courses Committee.
3. Emphasis on using the ICT tools for effective teaching and learning.
4. Conferences and Seminars are organized by various departments to give an exposure to both faculty and students about the latest global trends in academics, industry, sciences and environment.

| File Description                                       | Documents   |
|--|---|
| Strategic Plan and deployment documents on the website | <a href="#">View File</a>   |
| Paste link for additional information                  | <a href="http://sgadcollege.in/igac.html">http://sgadcollege.in/igac.html</a> |
| Upload any additional information                      | <a href="#">View File</a>   |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,



administrative setup, appointment and service rules, procedures, etc.

The College functions under the supervision of College Managing Committee . The Principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The Principal along with members of the teaching and non teaching staff implements the decisions and policies of the management. Heads of Departments, Faculty members and the librarian report to the Principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Panjab University. In addition, a number of clubs and committees comprising a large number of students & faculty members are active in various departments to enable effective learning of students. The college has a democratic setup, where each unit is given full freedom to innovate and plan its perspective of development, yet it operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability

| File Description                              | Documents   |
|---|---|
| Paste link for additional information         | Nil   |
| Link to Organogram of the Institution webpage | <a href="http://sgadcollege.in/igac/organogram.pdf">http://sgadcollege.in/igac/organogram.pdf</a> |
| Upload any additional information             | <a href="#">View File</a>   |

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

B. Any 3 of the above



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

### 6.3 - Faculty Empowerment Strategies

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

#### Leave Benefits (As per University rules)

- 20/10days of casual leave plus 2 RH are provided to both teaching and non-teaching staff.
- 20 half-pay leave can be availed by the permanent teaching staff after completing one year of service. Commuted leave not exceeding half the amount of half pay leave is granted on the basis of medical certificate. Non-teaching staff is allotted 10 half-pay leave in the month of January and 10 half-pay leave in July.
- Duty leaves of maximum 30 days to the teaching staff are provided to attend various Orientation/Refresher/Seminar/workshops/Training Programs as per the Government rules. Nonteaching staff is also given duty leave.
- Female teaching and non-teaching staff can avail a Maternity Leave of 180 days as per Government rules.
- Male teaching and non-teaching staff can avail Paternity Leave of 15 days.
- Study leave up to 3 years is provided to both teaching and non-teaching staff.
- A Sabbatical Leave of 2 years may also be availed by the teaching staff subject to certain conditions.
- Leave given to teaching staff to participate and present papers and to the non-teaching staff for participation in Conference/ Seminars/ Workshops/ FDP, etc.

#### Retirement Benefits (As per the University Rules)

- EPF

- Gratuity

#### Support Facilities

- Canteen
- Staff Cafeteria
- Grievance Redressal cell.
- Internal Complaints Committee
- Parking facilities for both teaching and non-teaching staff.
- Clean drinking water facilities.
- Bank facilities
- Facilities such as ramps and others for differently able

#### ICT Facilities

- The College is fully Wi-Fi enabled.
- Two full-fledged Computer labs .
- Audio-Visual Lab .
- Laptop/Desktop facilities are provided in the library and staff room.

#### Recreational Activities for Physical and Emotional Wellbeing

- One-day annual excursion for both teaching and non-teaching staff.
- Separate department rooms are provided to the teaching staff.
- March Past and other games held during Sports Day for both teaching and non-teaching staff.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://online.gndu.ac.in/university-calender.aspx">https://online.gndu.ac.in/university-calender.aspx</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

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

0

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

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

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

2

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

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

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

2

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

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

The performance appraisal system of teaching staff follows the guidelines of Guru Nanak Dev University Amritsar. For this purpose the college has adopted a three pronged system including:

#### 1.Feedback Forms

#### 2.Self Assessment Forms

**Feed Back Forms:** For ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students.Their feedback is evaluated and necessary measures are recommended.

**SELF ASSESMENT FORMS:.** Teaching is an art which requires constant energy, practice and progress. Self-assessment forms issued by the DPI, Punjab Government, cater to this requirement by encouraging staff to evaluate their own performance. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. The Principal writes a report on the basis of this self assessment and the same is sent to the higher authorities.

#### Additional Features of Performance Appraisal System

- The performance appraisal system includes the report prepared by concerned head of the department on the basis of achievements, discipline, quality etc regarding the particular teacher. This report is discussed in the meetings at departmental level.
- The Principal holds regular meetings for result analysis with each department in each semester. The report on results of individual teachers is forwarded to the management.
- There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an Office Superintendent. He supervises the office staff and reports the progress to the Principal regularly.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

#### 6.4 - Financial Management and Resource Mobilization

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

The college conducts regular internal and external financial audits as per the requirements of Guru Nanak Dev University. The management has appointed an approved Chartered Accountant to audit the yearly accounts of the college and to prepare the annual income and expenditure statements along with the balance sheet of the college which is duly signed by him. The government grants are also audited by Audit Department of State Government and by Accountant General of Punjab.

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

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

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

328350

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

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

The college follows a well defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC. The college Accounts Department prepares an annual budget estimate in consultation with Sri Guru Angad Dev College Managing Committee, Principal and the Departments.

The major sources of funding are as follows:

- Fee collected from the students.
- 95% deficit Grants (Salary Only) received from Punjab Govt. Our college is Grant-In-Aid Institution.
- Various grants received from UGC
- Contribution by Public Leaders from the Development Financial Help Fund.
- Income from parts of campus given on lease like , College Canteen and College Ground.
- Interest from saving of the institution.
- Donations from industry and NGO for setting up of endowments for scholarships and lectures.
- Donation from faculty members (former and present), alumni and well wishers

The financial resources are effectively and efficiently used in the institution. The budget is prepared for optimum utilization of resources

The major areas of allocation are

- Salary and amenities to teaching and non teaching staff

- Infrastructure Augmentation
- Academic support facilities
- Building and campus maintenance
- Electricity and generator expenses
- Gratuity and leave encashment Green initiative expenses
- Youth festival and other function expenses
- Miscellaneous expenses

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

## 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

### ENVIRONMENTAL CONSERVATION COMMITTEE

was established as another initiative by IQAC with an objective to encourage students to participate and to enhance their awareness regarding the urgent need to address environmental issues.

It is a means by which students can organize themselves to learn and take action to improve their immediate environment. It provides the values of environmental consciousness and to develop environmental ethics among the students.

#### Motto of Environmental Conservative Committee

We, at Environmental Conservative Committee, work towards an eco-friendly environment in and around college and thereby contributing towards saving our planet.

#### Objectives of Environmental Conservative Committee

- To educate the students about their environment.
- To create a clean and green consciousness among students through various innovative methods.
- To mobilize students towards scientific enquiry into environmental problems.
- To involve them in efforts to preserve environment.
- To motivate students how to imbibe habits and lifestyle for minimum waste generation.



### Activities of Environmental Conservative Committee

- Action based activities like tree plantation and cleanliness drives.
- Installation of Vertical Garden in both the sections
- Organizing rallies, marches with a view to spread environmental awareness.
- Organizing debates, lectures on environmental issues.
- Sensitizing the students to minimize the use of plastic bags.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="http://sgadcollege.in/igac.html">http://sgadcollege.in/igac.html</a> |
| Upload any additional information     | No File Uploaded  |

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

The institution reviews its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals. For improving attendance and results of the students various initiatives are taken on the advice of IQAC.

Two major initiatives taken in this direction are:

- Introduction of Students' Feedback Process.
- Organizing Parents-Teachers Meeting

#### 1. Students Feedback Process

The college has adopted a feedback system that takes suggestions from stakeholders of each program. This eventually helps to fine-tune teaching-learning process and curriculum. Student feedback is taken for every course in each semester to provide objective information to the faculty for self-appraisal, selfimprovement & development.

- Course Plans for the next semester would be prepared for more effective teaching and to ensure the timely completion of syllabus. Regular meetings with the Faculty would be done and any delay in completion in syllabus would be supplemented with extra classes.

- To create more interest in the subjects IT friendly teaching through new smart class has been introduced in Commerce Department.
- To enhance the interest of students, plans have been made to assign more project work in courses to make students employable in the market. Students would be encouraged to attend internships and would be taken for industrial/field visits to make them aware about the prevailing standards in various domains.
- Different departments have been advised to conduct workshops, certified programs, guest lectures by experts to fill the gaps in curriculum.
- It is proposed to hold an orientation programme for the teachers in the beginning of the session to improve the teaching standards.

## 2. Parent-Teacher Meeting

The next major decision regarding the improvement was felt to be the need to engage constructively the most influential stake holder in the teaching learning process i.e. the parents of the students. For the first time regular Parent Teacher meets were organized in both the sections of the college after the mid-semester tests in every semester. The positive results of this measure could be felt immediately, Some of these are:

- Since the notice informing the students that the parent teacher meeting would be held is put up before the Mid Semester Test, there is a marked increase in the seriousness of the students sitting for the test.
- The measure has put a stop to rampant absenteeism in the tests.
- Parents also take a more active interest in the performance of their wards.
- Since parents are asked to give their remarks in the feedback register, action is taken on their suggestions

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of**

**D. Any 1 of the above**

**Internal Quality Assurance Cell (IQAC);  
Feedback collected, analyzed and used for  
improvements Collaborative quality  
initiatives with other institution(s)  
Participation in NIRF any other quality audit  
recognized by state, national or international  
agencies (ISO Certification, NBA)**

| File Description   | Documents                 |
|--|---------------------------|
| Paste web link of Annual reports of Institution                                    | Nil                       |
| Upload e-copies of the accreditations and certifications                           | No File Uploaded          |
| Upload any additional information  | No File Uploaded          |
| Upload details of Quality assurance initiatives of the institution (Data Template) | <a href="#">View File</a> |

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

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

Our College is a staunch advocate of gender equity. It has always adopted an inclusive approach in its functioning and affords equal opportunity to girls and boys to participate in various inter and intradepartmental activities. Gender discrimination has been totally eliminated and all avenues are thrown open to both males and females to excel. The Girls Section contributes immensely in bringing forth creative, sportive and culinary skills of girls by engaging them in multifarious competitions related to Nutrition, Rangoli, Sports. Career and health related counseling for girls and boys are a regular feature. Special festivals like Teej and Dhiyan Di Lohri enable the girls to celebrate Equality, Empowerment and Womanhood.

| File Description   | Documents   |
|--|---|
| Annual gender sensitization action plan  | <a href="#">kk</a>  |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="http://sgadcollege.in/igac/ccr.png">http://sgadcollege.in/igac/ccr.png</a> |

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

**C. Any 2 of the above**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geo tagged Photographs         | <a href="#">View File</a> |
| Any other relevant information | <b>No File Uploaded</b>   |

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

**There are different types of wastes disposed in the college for which there is a proper system functioning. The following wastes are being disposed by the college:**

**Solid Waste Management:** Solid wastes materials are disposed using dustbins placed at various locations in the college. Keeping this in view, the college also manages its solid waste management system.

**Liquid Waste Management-** The waste water is carried out through the pipes and used for the gardens

**Biomedical Waste Management-** There is no biomedical waste management system in the college. **E-waste Management-** There is no e-waste management system in the college.

**The E-Waste Management-** There is no E-waste management system in the college.

**Waste recycling system-** There is no system of Waste recycling in the college.

**Hazardous chemicals and radioactive waste management-** There is no Hazardous chemicals and radioactive waste management system in the college.

| File Description  | Documents  |
|---|--|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded   |
| Geo tagged photographs of the facilities  | <a href="http://www.sgadcollege.in/swm.png">www.sgadcollege.in/swm.png</a> |
| Any other relevant information  | <a href="#">View File</a>  |

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

**C. Any 2 of the above**

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

**7.1.5 - Green campus initiatives include**

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

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

**B. Any 3 of the above**

| File Description                             | Documents                 |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | <a href="#">View File</a> |
| Any other relevant documents                 | No File Uploaded          |

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

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

**D. Any 1 of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded          |
| Certification by the auditing agency                                      | <a href="#">View File</a> |
| Certificates of the awards received                                       | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**C. Any 2 of the above**

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

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

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

| File Description   | Documents        |
|--|------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

India, as a country, includes individuals with different backgrounds viz., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race sex. The college sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and



responsibilities of citizens which enables them to conduct as a responsible citizen. The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. Code of conduct is prepared for students and staff and everyone should obey the conduct rules of the college.

| File Description   | Documents        |
|--|------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

C. Any 2 of the above

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

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

Institution celebrates/ organizes national and international commemorative days, events and festivals. National festivals play an important role in planting seed of Nationalism and Patriotism

among people of India. Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students of the institution all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout. Various important days like Lohri, International Women's day, World environment day, Diwali are celebrated by the college each year and various lectures are held on these days.

| File Description  | Documents                 |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | <a href="#">View File</a> |
| Geo tagged photographs of some of the events  | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

## 7.2 - Best Practices

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

**Best Practice I Title of the Practice: Promotion of Higher Education among Rural Students.** Objectives of the Practice - 1. No development without education - A well educated population, adequately equipped with knowledge and skill not only help the economic growth but it also help in inclusive growth. 2. Educational deprivation divides societies and consolidates unjust structures - There is a huge gap of literacy rate between rural and urban areas, between general and category students and hence rural and backward population will not be engaged in development process which will not bear the desired fruits. The Context- The importance of education in human growth is inevitable. Education is the right of every individual irrespective of gender, race, income, geographic location, culture or background. India as a developing nation has been systematically progressing on the educational front since its independence and has seen an appreciable surge in reaching out to all the classes of its society. The accelerated growth in the field of education will help in building Nation's strength. An overwhelming demographic divide still persists in the accessing quality higher education with several communities still remaining under represented, contradicting the very objective of equity within the social

growth of the country. SGAD College took a small step in helping achieving the social growth by promoting the importance of higher education among rural students. SGAD College conducted several lectures on career guidance, career opportunities, personal development and many more to motivate the rural peers of the society. The Practice- SGAD College understood the importance of higher education amongst the rural students. So we conducted a series of sessions for them and could monitor the increase in number of students from rural students. Evidence of Success- On a close scrutiny of general statistics of employment in India, one cannot fail to observe that in most instances the higher level positions which contain fewer numbers continue to be held by urban population. The rural population can hold these positions when highly qualified. SGAD College was successful in reaching to the untraced peers of the society to a large extent by introducing, updating and motivating them for the higher educational programs and opportunities. Problems Encountered and Resources Required- There are some problems faced while promoting the higher education among rural students. The students from rural areas are reluctant to go for higher education due to social, cultural, economic and psychographic factors. While motivating these students care has to be taken to address these factors and help them to overcome them. The faculty members have to reach to their level to make them understand about the benefits of higher education. Travelling to their place and interacting with them is a treat but sometimes it is very tiring and strenuous. The response received from these students makes the interaction fruitful and productive. Best Practice II Title of the Practice- Institute Loyalty Referring Siblings/ relatives / Friends for Admissions. Objectives of the Practice - 1. The Institute seeks to leverage existing students to bring new students into the fold. 2. Existing students understand the benefits of taking admission in the Institute and they often know other people who could benefit from the Institute. 3. The students may generate a sense of goodwill from the referred friend, who may return the favor in the future. The Context- The students are given some incentives in tuition fee credit in return of referring a sibling, relative, friend for admission. We at SGAD College carry student marketing campaign and also the students refer new students. We believe that the existing students have a perception towards the Institute's resources like faculty, infrastructure, placement record, brand image etc. and thus use positive word of mouth for the Institute. This perception is passed to the new students by referring them through word of mouth. Not only are students our best spokespeople they understand what is involved in the programs as well as the benefits of taking them and they also know other people who could benefit by taking

admission at SGAD College. Our existing students have a good relationship with the Institute which is generated by psychological and emotional bonds. The Practice- The students at SGAD College are perhaps the ideal candidate who is ambitious and has come to appreciate the value of career training in a competitive job market. Chances are they might have siblings, relatives, friends who are willing to take admission. In such cases the satisfied students bring in more students. This referral behavior of the students without any incentives helps create a friendly atmosphere in the Institute. When the students come to the Institute for the first time, they are counseled by our trained staff members. They are given complete information about the course, Institute infrastructure, faculty members, co-curricular and extra-curricular activities and the fee structure. The students are asked to fill the admission form which contains information about the source from where the students got to know about the Institute. The different sources mentioned are Newspaper, TV, Internet or any other source. The source through which the students get the information could be their sibling, friend or relative. This information of the source helps us to trace the existing students who are satisfied. Various studies conducted on student's loyalty towards the Institute mentions that the students loyalty depends upon the perceived service quality which leads to satisfaction, trust, commitment and loyalty. The factors which develop the perceived service quality could be human ware and hard ware. Evidence of Success- We at SGAD College try to provide with human ware and hard ware to the students in order to increase the perceived service quality, which increases the satisfaction, trust, commitment and loyalty and fetch with referred new students. Problems Encountered and Resources Required- SGAD College strives hard to maintain the perceived service quality by continuously improving and working on the factors responsible for the satisfaction of the student fraternity. The teaching staff continuously upgrades themselves to help students excel in academics. The admin staff is always helpful for the students for all college related work. The quality of the support facility like canteen maintained as per the standards. The Institute provides with High class infrastructure for the ease and convenience of the students. The Institute tries to build the image and reputation in the minds of the students by balancing all the stakeholders - students, parents, alumni, corporate and society.

| File Description                             | Documents                 |
|--|---------------------------|
| Best practices in the Institutional web site | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

### 7.3 - Institutional Distinctiveness

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

The College has provided tremendous thrust and priority to its Program of Diversity Inclusion and Integration - an area distinctive to the Vision of the College. The Vision of the College is to educate, enable and empower young women, that form a significant section of the student community in the College. To acclimatize the foreign students and bridge the knowledge and language gap, communication classes are organized by the College for them through International Students Desk. The College emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society. The Mission is to steer the education it offers not only towards the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world that we inhabit.

| File Description                             | Documents        |
|--|------------------|
| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information               | No File Uploaded |

7.3.2 - Plan of action for the next academic year

1. To build a communication lab.
2. To increase the number of smart classes.
3. To build an N-Computing Lab.
4. To increase the strength of students.
5. To introduce industry linkages for the placement of students.
6. To encourage the faculty members for more Research work.