



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRI GURU ANGAD DEV COLLEGE

VPO KHADUR SAHIB, TARN TARAN

143117

www.sgadcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Guru Angad Dev College, Khadur Sahib, situated in Tarn Taran Distt. Of Punjab, established in 1970 under the patronage of great visionary Baba Uttam Singh Ji, the president of managing committee and Head of Kar Sewa (voluntarily working socio-religious organization) Khadur Sahib. His vision was to serve the cause of educational needs of socially and economically backward people in the region. The college strives to offer a unique learning environment which is reflective of the demands of changing times.

At its inception, college had only humanities subject for UG classes but currently under the foresightedness of Baba Sewa Singh Ji, it has started various UG and PG courses, diplomas and certificate courses. Presently college has MA (punjabi), M.Sc (IT) and PGDCA at postgraduate level and B.Sc (comp sci, eco, non-medical, IT, FD), BCA, B.com, BBA along with BA at undergraduate level.

The college is proud of having well-developed and modern infrastructure, clean and green atmosphere, three smart class rooms, well-equipped conference room, computer lab, science lab, home and fashion designing labs and computerized library. The NSS and NCC are actively involved for the balanced growth and development of students. These bodies channelise their power and energy for creative and innovative works. The college provide economical bus facility to our students belonging to remote areas.

Discipline and high standards of education are chief goals of our college. The college holds reformative coaching classes for weaker and average students. Apart from reformative classes, the guest lectures, seminars, conferences, extension lectures are arranged for students to get them experience and teaching of learned personalities of other institutions. Thus college strives for students centric development.

Vision

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

Mission

- To develop communication skills and computer literacy to match the professional needs of contemporary society.
- To encourage students for vocational education in order to combat unemployment.
- To promote emancipation of girls to make them equal and effective partner in society.
- To create drug free society.
- To teach in a value-oriented way as the sayings of Sikh Gurus.
- To create an egalitarian society promoting upliftment of all sections of society.
- Spread education without earning profit.

1.2 Strength, Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

- **SGAD** College has rich heritage, it is a co-educational institution with natural ambience for learning with a history of 50 years. The cultural significance of the institution is emphatically felt in the social life of the state.
- Well-disciplined, educated and dedicated faculty.
- Clean and green Campus.
- Excellence in academics, sports and cultural activities.
- Teaching aids for ICT enabled teaching
- Staff members' coordination and cooperation.
- Positive approach of Principal and Management.
- Student feedback analyzed and used for improvement in all processes.

Institutional Weakness

- Paucity of funds.
- Shortage of regular staff as a result adhoc appointments are made.
- Lack of awareness of higher education among general masses in the region.
- Paucity of time for the teachers for research work.
- The College has not been able to enter into either faculty exchange or student exchange programmes due to structural and governmental policy limitations.

Institutional Opportunity

- With the inclusion of latest courses and vocational courses the College has the potential to provide employments to the outgoing students.
- To guide the rural students for creative and innovative tasks.
- The new learning of the age requires greater proficiency in soft skills among students. The College has the necessary technical and infrastructural resources to take this to a higher level.
- The vision of the College makes it imperative to engage in socially relevant programmes such as organising voluntary blood donation camps, AIDS awareness programmes, and disaster management skills. The College with its resources and networking can ensure students' greater participation in these activities.

Institutional Challenge

- Teaching rural area students is a major challenge in itself.
- To increase the students strength.
- Keeping pace with the rapid changes in higher education.
- Generation of resources for upgradation of infrastructure.
- To teach and conduct practical classes of the students with poor foundation and background

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to GNDU; Amritsar. The curricular planning is not undertaken by college but it proactively send its inputs based on feedback received from teachers , students and parents regularly to the university. The college adopts a well-framed action plan for effective implementation of the prescribed curriculum as follows:

Academic calendar

The college prepare schedule to set tentative dates for all curricular, co- curricular and extra-curricular activities.

Time table

Time table is prepared at the outset of each academic session to ensure efficiency and transparency in the teaching learning process. The time table is put up on the notice board and circulated among all teachers. The registrar of the college ensures proper implementation of the time table.

Sections of class

Classes are divided into sections to make teaching-learning convenient to students.

Curriculum division and planning

Syllabus committee ensures effective implementation of prescribed curriculum.

Lesson plans & Course Plans

The teachers are asked to make lesson plans weekly. The lesson plans consist of teaching material, strategy, techniques and other teaching aids. Sufficient time is reserved for revision, problem -solving and doubt-clearing sessions.

Apart from house tests, monthly tests are conducted to make students consistent with their studies. The departmental meetings are held to review the progression of the syllabus. Absenteeism is discouraged among students.

Teaching-learning and Evaluation

- The college ensures the wide publicity and transparency for admission process in well planned manner. The colorful prospectus is made available to the students at nominal price which contains information regarding admission procedure, fee structures, scholarships, and achievements of the college in academics, sports and various other cultural activities. The college also provides "JAP TAP" magazine to students free of cost.
- IQAC pass various resolutions keeping in view vision and mission of the college. The college makes endeavours to offer a platform for our aspirants so that they can succeed in their lives.
- The college has its own website www.sgadcollege.in. Everything is uploaded on the website to make students acquaint with achievements, programmes, admissions enrolled -students, scholarships and examination results of the college. In addition to it college publishes pamphlet and banners for publicising the dates of admissions and courses offered by our college. The campaigning teams of the college visit adjacent schools in order to make students aware of courses and diplomas started by our college.
- College has also E-Learning Platform named as "<http://sgadcollege.in/moodle/>"
- Admission is made on merit. The college strictly follows university academic calendar. The admission cum counseling committees provides guidance to educationally backward students. Thus transparency is ensured at every level.

Research, Innovations and Extension

Institution has a research committee of 5 members to promote research among students and faculty members. The committee holds meetings to discuss plans in order to promote research and it motivates the faculty members for academic advancement. The students are updated with fellowships offered by various organizations.

The college provides all possible inputs to facilitate and implement research projects and schemes. It has suitable infrastructure like library, science labs, internet facility etc. Teachers are motivated to attend GOC, Refresher course, Seminars, Conferences, Workshops etc. They are encouraged to publish their research papers as well. Our some faculty members are pursuing their doctorate degrees.

The college has set up Research Promotion Cell to coordinate in planning, upgrading and creating infrastructure facility and to meet the needs of research. Our library provides various research journals, books and information resource center to familiarize teachers and students about the latest trends in research.

Infrastructure and Learning Resources

The college has a perspective plan and policy regarding creation and advancement of infrastructure. The college has more magnificent lush green campus, CCTV surveillance, multipurpose auditorium, thirty two classrooms, conference hall, computer labs, physics lab, chemistry lab, Fashion Designing Lab, Home Science Lab, RAC Lab, Electrician Lab, and Computerized Library. There are separate canteen, common room and lawn for girls and boys. The college has well-established music room, bus facility, playground, administrative office, Hostel, Electric Generator, Multimedia Projectors, three smart class rooms, solar power plant, rain water management, parking facility, fire extinguishers etc. The college has First Aid Center and it functions in association with local hospital at Khadur Sahib.

Student Support and Progression

Our institution ensures representation and participation of students in all academic and administrative committees. The college has several committees such as cultural committee, sports committees, anti-ragging committee; canteen committee etc. The students actively participate and manage the entire functioning of committees. These committees provide feedback which is productive in academic and administrative structure. Their meetings are held regularly in all semesters.

Student progression

Number of capability enhancement, development schemes such as soft-skills development, Remedial-coaching, Yoga-meditation and counseling and mentoring are to make them capable to compete in competitive world .students are encouraged to take part in cultural and sports activities. The career guidance cell acquaint them with opportunities and possibilities of their education.

Students participation

Medals/Awards are distributed among students for their outstanding performance in sports and cultural activities at national and international levels. Alumni meets are held twice a year so that pass outs students can be associated with college. Thus our institution has knit family.

Governance, Leadership and Management

Our institution has a democratic setup. The powers are decentralised at the department levels. The communication takes place at all levels. Meetings are held regularly which are useful in making positive decisions for the betterment of the college. The principal, Head of department, teaching and non-teaching faculty along with students committees together concentrate on fostering progress of the college and all act as per aims and objectives of College.

- Principal is the member of the governing body and chairperson of the IQAC. The principal makes decisions in consultation with teachers of different committees for planning and implementation.
- All academic and administrative policies are based on unanimous decision of governing body, IQAC and teachers of the college.
- Different committees are operational in our system such as:

NSS committee, Students welfare committee, Annual prize distribution committee, prospectus committee, student's grievance redressal committees, sports committee, Result Analysis committee, Time table committee, Research Monitoring committee, Anti-Ragging committee etc.

- Every year members of the committees are changed to ensure uniform exposure of duties for academic and professional development of faculty members.
- Thus Our College has representative, interactive and participative system which is helpful for growth and development of students and teachers.

Institutional Values and Best Practices

Environment conscious:

The college is very focused to maintain eco-friendly environment. The college has formed an internal green audit team comprising of teacher and NSS students that regularly conducts green audit and provides best solutions to the existing problems. The internal green audit regularly functions at various levels in order to make college pollution free and it function different tasks such as tree plantation, water management, waste management, energy conservation, etc.

Innovations:

Many innovative practices have been undertaken over the years to create a positive impact on student's centric learning environment of the college

1. More smart interactive boards have been installed to augment the teaching learning process.
2. CCTV cameras have been installed.
3. Computerised library.
4. Quotes and inspirational thoughts are also displayed in the college.
5. The college provides parking facility for vehicles in the campus.

In the addition to this, personality development classes have been started. The students are involved in all activities and these activities infuses administrative and managerial qualities among them.

Best practice:-

- The college was established on the 500th birth anniversary of first Sikh Guru Sri Guru Nanak Dev Ji . In Sikhism the spread of higher education is considered as big act of welfare and service. The vision and mission of the college is to spread higher education without caring profit.
- Economical transport facility for staff members and students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI GURU ANGAD DEV COLLEGE
Address	VPO Khadur Sahib, Tarn Taran
City	Khadur sahib
State	Punjab
Pin	143117
Website	www.sgadcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Kanwaljit Singh	01859-237226	7814451512	-	principalsgad@gmail.com
IQAC / CIQA coordinator	Rohit Sharma	-	8283819697	-	hodcs@sgadcollege.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	09-03-1970

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

State	University name	Document
Punjab	Guru Nanak Dev University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-03-1973	View Document
12B of UGC	28-05-2014	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VPO Khadur Sahib, Tarn Taran	Rural	6.837	10613

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Department Of Computer Science	36	twelfth in any stream	English,Punjabi	180	15
UG	BCA,Department Of Computer Science	36	twelfth in any stream	English,Punjabi	180	56
UG	BBA,Department Of Commerce	36	twelfth in any stream	English,Punjabi	180	8
UG	BCom,Department Of Commerce	36	twelfth in any stream	English	225	70
UG	BA,Department Of Arts	36	twelfth in any stream	English,Punjabi	60	32
UG	BA,Department Of Arts	36	twelfth in any stream	English,Punjabi	1200	201
UG	BSc,Department Of Science	36	twelfth in non medical	English,Punjabi	180	21
UG	BSc,Department Of Science	36	twelfth in non medical	English,Punjabi	180	19
UG	BSc,Department Of Science	36	twelfth in any stream with maths	English,Punjabi	180	8

			and economics			
UG	BSc,Department Of Fd	36	twelfth in any stream	English,Punjabi	180	9
PG	MSc,Department Of Computer Science	24	fifty percentage marks in graduation with computer science or computer application	English,Punjabi	90	11
PG	MA,Department Of Arts	24	fifty percent marks in any stream or forty five percent marks with elective punjabi	Punjabi	120	13
PG Diploma recognised by statutory authority including university	PGDCA,Department Of Computer Science	12	forty five percent marks in graduation	English,Punjabi	40	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	5	2	0	7
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				37			
Recruited	0	0	0	0	0	0	0	0	9	28	0	37
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	5	1	0	6
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	10	6	0	16
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	8	26	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	176	1	0	0	177
	Female	262	0	0	0	262
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	16	0	0	0	16
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	3	0	0	0	3
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Diploma	Male	8	0	0	0	8
	Female	10	0	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	30	32	37	49
	Female	44	61	74	69
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	33	42	45	50
	Female	49	80	85	90
	Others	0	0	0	0
General	Male	121	137	166	196
	Female	177	264	327	381
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		454	616	734	835

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	College is already working with multidisciplinary courses having courses in the area of arts , commerce , science and Fashion Designing.
2. Academic bank of credits (ABC):	ABC will be implemented when NEP will be implemented across HEI's.
3. Skill development:	We already have skill development courses in Electrician and RAC. we are planning to start new certificate courses in computer , commerce and Fashion designing.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In the era of technology,College has moodle as LMS. we can integrate indian knowldede system to teach courses in indian and regional languages using online

	mode. The mode of communication in our programmes on moodle is in regional(Punjabi) as well as english respectively.
5. Focus on Outcome based education (OBE):	In outcome based education, college focus on the project work in software development and website development of the students of M.Sc (IT), BCA and B.Sc(IT), Seminar for B.com and BBA in finance and marketing field, Science models for the students of B.Sc (CS and NM) .
6. Distance education/online education:	College is working in the area of online education through its LMS Moodle, Google Services(Google classroom/Google meet etc.)

NAAC

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
324	324	324	324	324
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
436	564	670	775	875
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
257	257	257	257	257

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	212	215	245	289

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	11	14	15

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
025	025	25	25	25

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 27**4.2****Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
27.42	38.48	52.91	45.5	40.28

4.3**Number of Computers****Response: 66**

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

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 and students regularly to the University through the BOS meetings . 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 in order to ensure efficiency and transparency in the teaching learning process. The Time Table is displayed on the Notice Boards and circulated among all the teachers. The Registrar of the College ensure about the proper implementation of the Time Table.

Sectioning of the classes: Classes are divided into sections according to the students strength so as to ensure an effective teacher-taught interaction.

Curriculum division and planning: At the beginning of the academic session, meetings are held at the departmental level for dividing the syllabus among teachers. It is pertinent to mention here that the College has a Syllabus Committee to ensure the effective implementation of prescribed curriculum. The committee holds meetings with HOD's and teachers from time to time to take feedback from them regarding curriculum and to review the implementation of the curriculum. The workload is allotted to the respective teachers based on the number of classes taught, the strength of the section and the prescribed syllabus.

Lesson plans: The College gives 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 technique of teaching and teaching aids required. It also includes the evaluation process to be followed by the teacher and to acquire the feedback of the students progress. The teachers acquaint the students with the prescribed course content, texts and the pattern of the university question papers.

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

Response:

At the start of each session an academic calendar is prepared by Principal in consultation with HoD(s). The

same is uploaded on college website and displayed on notice boards and at strategic locations. The Schedule of all Examinations and Events is given in academic calendar. The institution plans all its activities including the conduct of Continuous Internal Evaluation (CIE) on the basis of this academic calendar all the events including cultural and academic are framed as per schedule. It also includes details like the total number of working days and holidays. The academic calendar comprises guest lectures, workshops, other co-curricular and extra-curricular activities.

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

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

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

File Description	Document
List of Add on /Certificate programs	View Document

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

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.

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

Response: 0.93

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

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

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 40.83

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

Response: 178

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

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

Response: E. None of the above

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

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

Response: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 54.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
185	202	242	356	382

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
505	505	505	505	505

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 34.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	75	85	113	119

File Description

Average percentage of seats filled against seats reserved

Document

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The wide range of continuous assessment components that include, Daily Home Assignments, Class Assignments, Seminars and Group Discussions, Additional Assignments, Quizzes, Class Tests, Projects, Viva-voce examinations and attendance, enable effective assessment of learning levels of students. Faculty members and various Committees regularly review the academic progress and counsel students to improve their performance to ensure their academic growth. Special measures are taken to support relatively slow learners are Organizing Extra Classes, Remedial and Tutorial Classes are held to prepare them for remedial exams, Assistance from classmates and senior students is arranged, Providing tutorial assignments, Encouraging them to study courses on developing soft skills to master understanding of language, Encouraging them to participate in various activities to develop social skills.

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

Response: 48.44

2.3 Teaching- Learning Process

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

Response:

The College 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 stake holders, 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.

These methods provide an effective platform for students to develop latest skills, knowledge, attitude, values to shape their behavior in the correct manner. All departments conduct innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning. Students are motivated to participate in inter college as well as national level competitions. The institute focuses on the student-centric methods of enhancing lifelong learning skills of students like Debates, Class presentations, Regular Quizzes, Regular Assignments based on problems, Participation in Inter college events, and Annual cultural programs held at University level.

Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio-Visual methodology, Language Lab, Google Classroom, and Projects are some of

the means utilize by the Departments to provide experiential and participative learning.

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, 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 their skills.

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

Response:

Information and Communication Technology or ICTs allow users to participate in a rapidly changing world in which works and other activities are increasingly transformed by access to varied and developing technologies. ICT tools can be used to find, discover, analyze, exchange and present information responsibly and without bias. ICT can be engaged to give users quick access to ideas and understandings from a wide range of people, communities and cultures. The Institute follows ICT enabled teaching in addition to the traditional classroom education. Efforts are taken by the institute to provide E-learning atmosphere through Moodle Platform and in the classroom for which Teachers use smart classes and ICT classrooms.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 48.44

2.3.3.1 Number of mentors

Response: 9

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

2.4 Teacher Profile and Quality

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

Response: 46.4

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document

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

Response: 40.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	5	5	5

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

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

Response: 8.67

2.4.3.1 Total experience of full-time teachers

Response: 78

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

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

Response:

The 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. Students who are admitted for the concerned course are assessed continuously through various evaluation processes at college and University level. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the poor performing students after their assessment.

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

Response:

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 stipulated time from the date of examination. The checked 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.

Redressal of grievances at Departmental Level

The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, midterm tests. The midterm marks are allotted based on defined strategies and displayed on notice board. Queries, if any is discussed with faculty and HOD.

2.6 Student Performance and Learning Outcomes

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

Response:

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs

incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course.

After attainment of consensus, the same are propagated and publicized through various means such as display boards and communication is done on college notice boards and websites.

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

Response:

Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes (COs) are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the program outcomes (POs) through the mapping of questions to COs and COs to POs. The Assessment process of course outcome assessment by direct method is based on mid examinations, semester end examination and quiz competitions. Each question in mid/semester end/assignment/quiz is tagged to the corresponding COs and the overall attainment of that COs is based on average mark set as target for final attainment.

2.6.3 Average pass percentage of Students during last five years

Response: 95.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	212	215	203	276

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	212	215	245	289

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.32	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

Response: 0

3.1.2.1 Number of teachers recognized as research guides

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

College has taken initiative steps towards developing ecosystem for innovations and knowledge sharing methods. Innovation among students inculcated by focusing on the interplay skills and experiences. For this reason experiential learning programmes like workshops, seminars, rallies are conducted with an aim to place students in an environment where they are challenged to innovate. Number of extension program and outreach programs for students are conducted. In this faculties help to enhance, improve and scale up this aspect of our educational programme by purposefully designing educational environments, for desired outcomes, including encouraging students to risks and learned from failure. Field visits and industrial trips are organised to bridge the gap between theoretical and practical application of knowledge. The college provide opportunities to the faculty to develop and deepen their aptitude and capacity for research and encourages the faculty to present, publish their research work in conferences/seminars. The highly qualified and skilled faculty are trained to impart relevant knowledge to students through ICT enabled, innovative teaching learning methods.

File Description	Document
Upload any additional information	View Document

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

Response: 1

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

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

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 0	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
3.3.1.2 Number of teachers recognized as guides during the last five years	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	1	2	1

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.34

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

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

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities

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

Response:

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 swachhata 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. Learners develop a feeling that serving people in distress is true patriotism. These youths become an agent of social change, economic growth and innovations.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	View Document
Any additional information	View Document

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

Response: 18

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	5	1	2

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

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

Response: 48.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
381	250	490	90	210

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

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

Response: 0

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

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

File Description

Document

Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship

[View Document](#)

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

Response: 0

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

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

File Description

Document

e-Copies of the MoUs with institution/ industry/corporate houses

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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 hall, auditorium, departments, Play grounds etc.

(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	Document
Upload any additional information	View Document

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

Response:

Our college having a well maintained campus spread over 6.75 acres of serene green land. 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 play ground, where students can play games like hockey, football, kabaddi, cricket, volleyball and one indoor game room where pupils can play games like chess, caroms etc., College teams are formed to take part in state level and University level competitions and other intercollegiate competitions. Cultural events and competitions are conducted in the inter-departmental level in an academic year and the winners are awarded and rewarded accordingly. The outdoor games such as shuttle badminton, volley ball, cricket, football, kabaddi, 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., We have Committees to enhance the hidden talent of the students namely: Cultural Committee and Sports & Games Committee who play an excellent role for over all development of the student's community.

File Description	Document
Upload any additional information	View Document

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

Response: 14.81

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

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

Response: 0

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

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

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

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

Response:

The Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means. The college library is fully automated since 2012 with the software named ORBIT EELB.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: D. Any 1 of the above

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

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

Response: 0.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.35	0.05530	0.55	0.6153

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

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

Response: 6.74

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

Response: 30

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

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.

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

Response: 6.61

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** D. 05 MBPS – 10 MBPS

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 17.29**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.26	5.50	6.06	8.66	14.94

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document

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

The college 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	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 16.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
68	103	146	0	242

File Description

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

Document

[View Document](#)

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

Response: 0

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

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

File Description

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

Document

[View Document](#)

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

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

Response: D. 1 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document

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

Response: 0

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

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

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document

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

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

Response: D. 1 of the above

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years				
Response: 0				
5.2.1.1 Number of outgoing students placed year - wise during the last five years.				
2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0
File Description	Document			
Details of student placement during the last five years (Data Template)	View Document			

5.2.2 Average percentage of students progressing to higher education during the last five years				
Response: 36.24				
5.2.2.1 Number of outgoing student progression to higher education during last five years				
Response: 54				
File Description	Document			
Upload supporting data for student/alumni	View Document			
Details of student progression to higher education (Data Template)	View Document			

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

Response: 8.22

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

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	25	25	22	15

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

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

Response:

A student council is a representative structure through which students are involved in the affairs of the college. They work in partnership with college management, staff and fellow students for the betterment of the college. The members of the student council are nominated on the basis of their performance in academics as well as in co-curricular activities. The college has a very dynamic student council in both sections. A Student Council under the name of ' Student Cell' has been established in the main college. It consists of eighteen students under the patronage of the Principal and four senior members of different faculties. It is functioning under the guidance of teachers. It has set its own objectives which are given below:

To work for the betterment of college as well as society.

To enhance communication between students, management and parents.

To promote an environment conducive to educational and personal development.

To promote friendship and respect among pupils.

To solve student's issues.

To represent the views of the students on matters of general concern before the authorities.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template))	View Document

5.4 Alumni Engagement

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

Response:

The contribution of alumni towards their alma mater is undoubtedly very significant. SGAD College has strong liaison with their old students and association in the form of alumni. The college has an Alumni Association which is not registered and not get any financial support till now. It aims at making our alumni participate in the institutional activities and contribute to the growth and development of the college. These alumni are our brand ambassadors in the market to spread good name of the institution. Alumni association maintains healthy and informal relations with alumni to seek their help, support and cooperation. The inputs of the old students given during alumni meet are always welcomed for further improvement in academics. These students have been employed in both private and public sector. They also got admission in prestigious institutions in India and abroad for higher education.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the Principal and the patronage of the managing committee to provide effective leadership and management at various levels. The institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfilment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. A two-way communication between the staff and the authorities is an important feature of our institution. The governance of the college is reflective of the effective leadership as it addresses the needs of students and society it seeks to serve by: (a). Providing courses in all major disciplines. (b.) Developing attributes as per the need of the discipline. (c.) Developing overall personality of the students to be good citizens. (d.) Inculcating human values and having regard for heritage and culture. The Principal, Heads of Departments and Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. It adheres to the Academic Guru Nanak Dev University, Amritsar to accomplish its objectives. The college administration relies heavily upon its Internal Quality Assurance Cell comprising senior faculty members, members of the management, representatives of the alumni and social outfits. Some of the major areas which the cell deals with are: The IQAC collects feedback from students and other stakeholders and this feedback is considered for future action of the institution. At the commencement of each academic session the Internal Quality Assurance Cell comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart social skills and awareness regarding environmental issues.

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

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

Response:

Sri Guru Angad Dev College follows the practice of decentralisation in its true sense, in all the three important pillars of the institution, viz. academics, administration and extra-curricular activities. The practice of decentralisation and participatory management is reflected in all the activities of the College through a strong and efficient Organogram of Committees which includes the IQAC, the Staff Council,

Student Council, Time Table Committee and various Cultural Societies. All the major stakeholders of the College including Management, The Governing Body, The Principal, Teaching and Non-Teaching Staff, Parents, Students and Alumni work in a democratic way of governance following the tacit rules of accountability in execution of their duties and responsibilities.

CASE STUDY

The Alumni provide a strong support to the institution. Persons who receive degrees awarded by the institution are referred to as Alumni. The Alumni meet, 2021 was organised on 31st October 2021 at Sri Guru Angad Dev College . The idea of the Alumni Meet for that year was proposed by President of Managing Committee and also by Principal in the meeting which was held on 13th September 2021. This proposal was approved in the meeting and it was decided that Alumni Meet will be held in the last week of October 2021. The staff members were motivated to search for as much number of alumni as possible. The second meeting was conducted on 21st October 2021 and in this meeting; different committees such as Registration Committee, Welcome Committee, Refreshment Committee, Cultural Committee etc. were formed comprising of teaching and non-teaching staff members. The Third meeting was conducted on 26th October, 2021 and in this meeting the final duty list was presented. The management conducted meetings with different staff committees time and again for the smooth conduct of the event. All the members of college were involved in the meet and they were assigned various duties. A total of about 44 alumni participated in the event. All the alumni were welcomed by the welcome committee. Afterwards the guests were directed towards the Registration Tables which were installed on two sides of their entrance to collect their Registration Gift which was a beautiful folder with certain books inside. The event was concluded with the Bhangra performance by the college students following which all the alumni also joined the dance floor. All dispersed after having lunch. Overall, it was a nostalgic experience for the members of the college as well as alumni. At the end of this event, Principal and Managing Committee of the institution congratulated the staff members on the successful culmination of the event.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

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

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

Response:

The College 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	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

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

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

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

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

File Description**Document**

Details of teachers provided with financial support to attend conference, workshops etc during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response: 1.6****6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

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

File Description**Document**

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response: 5.78****6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

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

File Description	Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

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.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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	Document
Upload any additional information	View Document

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

Response: 18.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.28	0.50	4.41	4.22	5.84

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

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	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

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	Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The 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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: E. None of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Our College is a staunch advocate of gender equity. It has always adopted an inclusive approach in its functioning and affords equal opportunities to both girls and boys to participate in various inter and intradepartmental activities. Gender discrimination has been totally eliminated and all venues 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 various curriculum aspects. Career and health related counseling for girls and boys are a regular features. Special festivals like Teeyan and Dhiyan Di Lohri enable the girls to celebrate Equality, Empowerment and Womanhood.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management

- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

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 and open pits 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 and open borewells.

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	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

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

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

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

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

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

Response: D.1 of the above

File Description	Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

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 in 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.

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

Response:

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.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: D. 1 of the above

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

Response:

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 different lectures are held on these days.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

Best Practice I

Title of the Practice: Promotion of Higher Education among Rural Students.

Objectives of the Practice

1. Necessity of Higher education – The importance of education in human growth is inevitable. A well educated population adequately equipped with knowledge and skill not only helps the economic growth of the country but also helps in its inclusive growth.

2. Building of Society – Education is the right of every individual irrespective of gender, race, income, geographic location, culture or background. There is a huge gap in the literacy rate of rural and urban areas, general and reserved category students and hence rural and backward population this will enlarge the social and economic gap in the society.

The Context - For achieving this objective the college conducts several lectures on career guidance, personal development to motivate the rural peers of the society towards higher education.

The Practice- SGAD College conducts a series of sessions to make the students understand the importance of higher education.

Evidence of Success- Due to this initiative 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 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: Admission Campaigns and Monetary benefits to the students for Referring Siblings/ relatives / Friends for Admissions.

Objectives of the Practice

1. The Institute seeks to leverage existing students to bring new students.
2. Existing students understand the benefits of taking admission in the Institute and they influence their friends/siblings the benefits they can make from the Institute.
3. The students 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 for the students to 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. 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 source through which the students get the information could be their sibling, friend or relative.

Evidence of Success- Each year there are a number of admissions in the college which are obtained through this practice, there is also an increase in the satisfaction, trust, commitment and loyalty of old

students. This also which develops a good atmosphere in the college with referred new students?

Problems Encountered and Resources Required- The old students try to take unnecessary benefits for claiming the monetary benefits even though the student is beyond their reference and this is sometimes very hard to trace.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

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. 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.

5. CONCLUSION

Additional Information :

Future goals :

- Increasing student strength.
- Promoting reasearch culture.
- Increasing the employment opportunities.
- Collaborating with other organisations for global exposure.
- Promoting use of E-learning platforms.

Concluding Remarks :

Being a college of rural background the college is performing well from the last five decades in all aspects and has proved to be a pillar of strengthening higher education in this region in terms of academics,sports,cultural activities etc. Students of college outshine in university examinations by securing merit positions, from the last few years the college has been declared as overall champion in university youth festival and the women's kabaddi team of the college outperforms in the university sports events.But there is always a scope for the improvement in every aspect so the college is focused in attaining its goals and shining in this region.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>										
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <ol style="list-style-type: none"> 1) Students 2) Teachers 3) Employers 4) Alumni <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p>										
1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: E. Feedback not collected</p>										
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>454</td> <td>616</td> <td>734</td> <td>835</td> <td>926</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	454	616	734	835	926
2020-21	2019-20	2018-19	2017-18	2016-17							
454	616	734	835	926							

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
185	202	242	356	382

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2345	2345	2345	2305	2340

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
505	505	505	505	505

Remark : Observation accepted, edited accordingly.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
156	215	241	258	269

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
53	75	85	113	119

Remark : Considered only 1st year seats filled against reserved categories and edited accordingly.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 45

Answer after DVV Verification: 9

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	3	5	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	5	5	5

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 161

Answer after DVV Verification: 78

Remark : Input edited with reference to document provided in metric 3.1 & experience certificate provided under this metric.

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
167	240	226	203	276

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
149	212	215	203	276

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
167	264	279	291	340

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
149	212	215	245	289

Remark : 1) For the input 2.6.3.2 referred extended metric 2.3 and edited accordingly. 2) 2.6.3.1 can not be more than 2.6.3.2

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV partner asked for the brochure & geotagged photos but HEI has not provided, hence as per the attached document only 1 workshop is considered and edited accordingly.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	2	2	7	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	1	2	1

Remark : 1) Input edited as per the provided link by the HEI. 2) Only UGC & Scopus index journals are considered and edited accordingly.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	5	8	6	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	5	1	2

Remark : Input edited as per the report submitted by the HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
456	590	880	220	970

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
381	250	490	90	210

Remark : Input edited as per the metric 3.4.3

4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>53</td> <td>46</td> <td>57</td> <td>62</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the audited statement provided by the HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	35	53	46	57	62	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
35	53	46	57	62																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
4.2.2	<p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : Option 1 is considered as per the clarification document page no. 56</p>																				
4.2.3	<p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1617 1046 1751"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2676349</td> <td>2646146</td> <td>2577665</td> <td>2496528</td> <td>2395746</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1830 1046 1964"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0.35</td> <td>0.05530</td> <td>0.55</td> <td>0.6153</td> </tr> </tbody> </table> <p>Remark : Input edited as per the clarification document & Audited statement provided by the HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2676349	2646146	2577665	2496528	2395746	2020-21	2019-20	2018-19	2017-18	2016-17	0	0.35	0.05530	0.55	0.6153
2020-21	2019-20	2018-19	2017-18	2016-17																	
2676349	2646146	2577665	2496528	2395746																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0.35	0.05530	0.55	0.6153																	

4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 100 Answer after DVV Verification: 30</p> <p>Remark : Input edited as per the clarification document provided by the HEI.</p>																				
4.3.3	<p>Bandwidth of internet connection in the Institution</p> <p>Answer before DVV Verification : D. 5 MBPS – 10 MBPS Answer After DVV Verification: D. 5 MBPS – 10 MBPS Remark : Observation accepted, edited accordingly.</p>																				
4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1070 1046 1205"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>53</td> <td>46</td> <td>57</td> <td>62</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1283 1046 1417"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.26</td> <td>5.50</td> <td>6.06</td> <td>8.66</td> <td>14.94</td> </tr> </tbody> </table> <p>Remark : Input edited as per the audited statement provided by the HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	35	53	46	57	62	2020-21	2019-20	2018-19	2017-18	2016-17	1.26	5.50	6.06	8.66	14.94
2020-21	2019-20	2018-19	2017-18	2016-17																	
35	53	46	57	62																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1.26	5.50	6.06	8.66	14.94																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1854 1046 1989"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>103</td> <td>146</td> <td>106</td> <td>242</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	68	103	146	106	242										
2020-21	2019-20	2018-19	2017-18	2016-17																	
68	103	146	106	242																	

2020-21	2019-20	2018-19	2017-18	2016-17
68	103	146	0	242

Remark : Input edited as per the clarification document.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	30	40	20

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Input edited as per the document provided in clarification.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="308 309 1046 443"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>5</td> <td>7</td> <td>7</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 521 1046 656"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the clarification provided by the HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	15	5	7	7	9	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0										
2020-21	2019-20	2018-19	2017-18	2016-17																											
15	5	7	7	9																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
0	0	0	0	0																											
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years Answer before DVV Verification : 173 Answer after DVV Verification: 54</p> <p>Remark : Input edited as per the admission letter or I card provided by the HEI.</p>																														
5.2.3	<p>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1413 1046 1547"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>25</td> <td>25</td> <td>22</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1626 1046 1760"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1917 1046 2051"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>25</td> <td>25</td> <td>22</td> <td>15</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	5	25	25	22	15	2020-21	2019-20	2018-19	2017-18	2016-17	1	2	1	2	0	2020-21	2019-20	2018-19	2017-18	2016-17	5	25	25	22	15
2020-21	2019-20	2018-19	2017-18	2016-17																											
5	25	25	22	15																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
1	2	1	2	0																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
5	25	25	22	15																											

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	25	25	22	15

Remark : Input edited as per the qualifying certificates provided by the HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	22	26	22	13

Answer After DVV Verification :

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

Remark : Input edited as per the clarification provided by the HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	6	5	4

Answer After DVV Verification :

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

Remark : Since no proof has been attached hence the input is edited.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
328350	50000	441250	422705	584860

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.28	0.50	4.41	4.22	5.84

Remark : Input edited as per the (Donation) highlighted in the audited statement.

6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: E. None of the above Remark : Input edited since no any document has been attached by the HEI.</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above Remark : Observation accepted, edited accordingly.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>324</td> <td>324</td> <td>324</td> <td>324</td> <td>324</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	14	14	14	14	15	2020-21	2019-20	2018-19	2017-18	2016-17	324	324	324	324	324
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	14	14	14	15																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
324	324	324	324	324																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	10	10	10	10	10	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	7	7	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
10	10	10	10	10																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	7	7	7	7																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>454</td> <td>616</td> <td>734</td> <td>835</td> <td>926</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>436</td> <td>564</td> <td>670</td> <td>775</td> <td>875</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	454	616	734	835	926	2020-21	2019-20	2018-19	2017-18	2016-17	436	564	670	775	875
2020-21	2019-20	2018-19	2017-18	2016-17																	
454	616	734	835	926																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
436	564	670	775	875																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>821</td> <td>821</td> <td>821</td> <td>807</td> <td>819</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	821	821	821	807	819	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
821	821	821	807	819																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

257	257	257	257	257
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2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
167	264	279	291	340

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
149	212	215	245	289

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45	45	46	48	48

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	11	14	15

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	25	25

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
025	025	25	25	25

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 28

Answer after DVV Verification : 27

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	53	46	57	62

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
27.42	38.48	52.91	45.5	40.28

NAAC