SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SANT HARI DASS COLLEGE OF HIGHER EDUCATION

BANI CAMP, OPPOSITE AIR FORCE STATION, NAJAFGARH
110043
www.santharidasscollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Development and progress of any nation depends on the quality development of all the facets in society. The quality and growth of a society is highly affected by the quality of education of the people residing therein. Being situated in the remote area of Delhi there was need of giving quality education to the students residing in nearby area. Keeping these thoughts in mind the Sant Hari Dass Education Society was established on September 27, in 1987. The main purpose behind its establishment was to give quality education, to promote the ideology of simple living, and for imbibing and internalizing the values of self-reliance and tolerance to build the nation. A quality higher education gives students a broader perspective on the world and help them learn to think critically and make wise decisions. With higher education, students can learn how to live within the law, participate in political activities, debate ideas, and improve the quality of their own lives. For giving quality education at school level there arises the need for quality teachers, keeping this in mind the Sant Hari Dass College of Higher Education was established under the aegis of Sant Hari Dass Education Society (Regd.) in 2007, since then the college is committed to be the centre of excellence and make efficient and competent quality teachers. In 2007, NCTE gave this College the recognition for running B.Ed. programme. SHDCHE got affiliation from GGSIP University, Dwarks, New Delhi in 2009 for B.Ed. programme and in 2012 for BBA(G) Programme.

Vision

SHDCHE is committed to realize the human resource potential of the area to its fullest in the higher education sector, with equity and inclusion. It works with the vision to enhance access to higher education, ensuring equity and in particular to the vulnerable sections of the society. The college provides affordable quality education, while equipping them with knowledge and skills, inculcates values, identify talents, provide opportunities for students to realise their goals with full potentiality and shape them into future leaders, entrepreneurs and above all good human beings.

Mission

We at SHDCHE work with the mission to strive for enriching the future of quality higher education with a blend of Indian culture and values. We work with an objective to provide an education that transforms students through rigorous coursework and make them to understand the needs of society. We prepare young minds for imbibing knowledge, skills and sensitivity with excellence in education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The management of the college has positive approach with full commitment for providing all supports to maintain and utilize them. Accordingly, the college follows the guidelines of regulating bodies. To provide adequate space for effective teaching and learning process like, the Institute has spacious

classrooms which are equipped with white boards and cameras. The class rooms are also equipped with LCD projectors to facilitate the Audio, Visual Presentations. Separate Staff Cubical for all Faculty members with the facility of desktop/ laptop. Reading room has been allocated for accommodating more students. The computer laboratory has also been expanded and well equipped. The Institution has furnished air-conditioned in Reading Room and ICT Lab and also Final year Classrooms have been facilitated with LCD Projector.

- Members of the governing body comprise of eminent scholars, experienced and learned they guide consistently for enhancing and improving the quality of institute.
- Enriching the future of education with a blend of traditional Indian culture.
- Principal of SHDCHE is the programme co-ordinator of B.Ed. programme at GGSIPU. He was the subject specialist in the core committee constituted by NCTE for developing proposal for 4 Years ITEP.
- The institute is NAAC certified since 2017 and has ISO 21001:2018 for Educational Organizations Management System, ISO 14001:2015 for Environmental Management Systems, ISO 9001:2015 for Quality Management and ISO 50001:2018 for Energy Management Systems.
- Campus is Wi-Fi enabled, with 100 Mbps with accessibility for both students and faculties.
- MOUs with Sashakt Bharat Nirman Educational and welfare Foundation (NGO), Local Development Committee (RWA) Qutub Vihar-II, New Delhi, Halp Technologies Inc organisations for organising social welfare activity and internship, training and workshop.
- Students are given exposure of both scholastic and co-scholastic activities for their holistic development.
- Introduction of value-added programme for empowering students.
- The institute has solar panel for energy conservation.
- The institute organises state yoga championship every year.
- Excellent interpersonal relationship of the head of the institution with staff and students. Head of the Institution believes in total transparency and participatory faculty involving all the students and non – teaching staff of the institute and has transparency in working culture of the institute.

Institutional Weakness

- Our institute is a self-finance college which runs under graduate programmes due to this faculty members are not eligible for guiding Ph.D. students and to get sponsorship for research projects on an individual basis.
- As Tuition fees of the students is the only source of income we have limited financial support, which is a hinderance in taking up research works and also for further growth and progress. Our institute faces problems for the establishment of incubation centre for startups purpose and research work.
- International collaborations for student's Higher Education and Placement is more needed.
- International collaborations for Faculty Exchange Program is also required.

Institutional Opportunity

- Exploring possibilities of interdisciplinary and multidisciplinary research work along with students and faculty exchange programmes with other institutions and universities.
- Developing more certificate programme, skill upgradation programme for students' improvement and exposure.
- Institute collaboration with high repute educational institutes and universities for student exchange programme.

Institutional Challenge

- Getting permanent affiliation from the affiliating body.
- Motivating students and faculties into creative, innovative and imaginative thinking to take up research work.
- Better placements of the students in terms of job profile.
- Major problem of the institute is to enhance the college accessibility among students.
- After pandemic coping emotional and psychological problem faced by the students.
- Implementation of the policies of NEP2020 such as multidisciplinary approach in teaching, faculty and institutional autonomy, revamping pedagogy, assessment and evaluation, increased access, equity and inclusion etc.
- Retention of students in continuing the programme in the institute.
- Budling awareness among students related to health and environment after pandemic.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated institute of GGSIP University, our Institute adheres to the curriculum planned and designed by the University for the B.Ed. and BBA programmes. In order to meet the objectives of the regulating bodies, the Institute has developed robust strategies and action plans to ensure effective implementation of the mandated by the University so that the programme outcomes could be ensured. The Academic Calendar helps as a source of information and planner for students, faculty, staff, and other stakeholders of the college. It encompasses all the processes of the college such as, the student section, Administrative, Academic, co-curricular and extracurricular activities. SHDCHE prepares the academic calendar by understanding the programme outcomes and course outcomes so that the activities are planned accordingly. Academic Calendar lays down a very strong foundation of academic delivery. It incorporates tentative schedules for the activities related to co-curricular, extracurricular, and cultural, sports, conference, seminar, FDP, workshop, various training & awareness programmes, teaching practices, social outreach etc. on the basis of inputs from programme co-ordinators along-with internal examination (class test) schedule & other related matters fitting in the timeline given by the university.

Teaching-learning and Evaluation

Our Institute practices a teaching methodology which focuses on imparting education through a student centric approach. In our institute student learning is a function of both formal and informal experiences. Formal learning takes place as a result of a classroom or related activity structured by teachers for the purpose of helping students to achieve specified cognitive and other objectives. Along with earning a degree, a student will graduate with new and improved skills in critical thinking, analytics, written and oral communication, and group problem-solving. Learning is made student – centric by adhering to both scholastic and co-scholastic the activities like: seminars, assignments, tutorials, case studies, interaction with experts invited for guest lectures, workshops and conferences organized in the campus. Focus is being laid on discussion mode of learning, class presentations, assignments and doubt clearing sessions. Participation is considered prerequisite for learning which encourages and motivates students to actively participate in their learning. In this learner are encouraged to participate in a series of tasks including speaking, listening, writing and collaboration with other students.

Faculty members adopts many ways to make lecture interactive and interesting for example, lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc. these methods make teaching and learning effective. Our institute has outcome-based education system to ensure the attainment of course outcome and program outcomes. The objective and outcomes of program are designed by the University for testing and evaluation of students. To evaluate them both formative and summative evaluation is done. Our institute does continuous internal assessment to assess the students' performance by various ways such as written exam, presentation, assignment, group discussion, project works etc. to form judgment on the level of achievement. The Mechanism to deal with summative examination at the end of the semester is completely designed and developed by the university and being affiliated to the university we follow them. To maintain the entire mechanism time bound, transparent, efficient, at the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.

Research, Innovations and Extension

The main objective of our institution is knowledge creation and innovative practices, promote students to explore new opportunities in the field of research. College organizes conferences/seminars/workshops/internship and project training programs to develop research attitude, that equally facilitates the faculty and students to interact with subject experts from the field of education and management. Extension lectures and Career talks on educational issues are conducted with renowned academicians as resource persons. The institute encourages the faculty and students for interdisciplinary and collaborative research and publications. The faculty are empowered to take up research activities by utilizing the existing facilities provided by college like research journals, equipment's, technical lab, computer lab, internet and library. Our faculty have published high quality books, research papers and research articles in proceedings of conferences/seminars. Orientation Programs, Faculty Development Programs and Short-Term Courses organized by UGC-HRDC are regularly attended by faculties to improve their knowledge and professional skills. The faculty and students participate and present papers in Conferences/Seminars/Workshops/Training programmes conducted by other institutions also. This helps them to understand the current research scenario to enhance interaction and cooperation among researchers for interdisciplinary and multidisciplinary work.

SHDCHE organized various extension activities to celebrate **"Azadi ka Amrit Mahotsav" like**, **Voter Awareness Program, Women Empowerment Programmes, Sashakat Bharat Abhiyan, Tree Plantation, Water and energy Conservation, Environment and conducting G-20 Activities** .

Infrastructure and Learning Resources

It is very essential for any educational institute to provide estate of art Infrastructure, ICT enabled Instruction Facilities for teaching learning process. The management of the college has positive approach with full commitment for providing all supports to maintain and utilize them. Accordingly, the college follows the guidelines of regulating bodies. The class rooms are also equipped with LCD projectors to facilitate the Audio, Visual Presentations. Separate Staff Cubical for all the Faculty members with the facility of desktop/ laptop. Reading room has been allocated for accommodating more students. The computer laboratory has also been expanded and well equipped. Campus is Wi-Fi enabled. Library is equipped with various text and reference books related to all subjects, competitive exams, national and international journals, project reports, newspapers, magazines, e-books, e-journals to meet the expectations of the teachers and students with the

changing time. The Institute has well equipped Art and Craft Resource Centre, Curriculum lab with component of language and Social Studies, Health and Physical Education Resource Centre, ICT Resource Centre, Psychological Resource Centre, Science Resource Centre and Maths Resource Centre as per the requirement. The institution has an air-conditioned Conference room to organize various activities. The institution has a medical room for first aid facility for students, teachers and staffs. The institution has a canteen which provides quality/ hygiene food. The Institution has DELNET (Developing Library Network) for promoting resource sharing among the libraries through the development of a network of libraries. The library has under closed circuit television (CCTV) surveillance Cameras. Library is equipped with various text and reference books related to all subjects, competitive exams, national and international journals, project reports, newspapers, magazines, e-books, e-journals to meet the expectations of the teachers and students with the changing time. We introduced KOHA in our library. Library is fully computerized with barcode-based issue-and return process. By KOHA a particular book can be found by Title, Author, Subject name etc. Library Automation: library is partially updated in the library software database and it still in progress.

Student Support and Progression

Students are very important stakeholders of an institution. Students support and contribution is an integral part in institutional growth and development. To operate institutional activities, we provide opportunity to our students to get involved in various administrative, co-curricular and extracurricular activities. The institute conducts panel discussion, workshops, discussion sessions, and career counselling workshops, guidance programmes, for students on regular basis to make them aware with the recent educational issues, problems and changes taking place. The students actively participate in these activities. Apart from this for their physical, mental growth and development the activities such as sports, yoga sessions, mindfulness, medical health camp is organised in the college. Students are given exposure of participation in cultural activities in the college, they are encouraging and motivate to participate in inter college fest, university cultural fest. Students are member of various committees as grievance redressal committee, anti-ragging committee, sexual harassment committee etc. in the college to understand and learn how to deal with the practical situations, to know their responsibilities towards society as they are the future citizen of the nation. We consider the students feedback for improvement of the college functioning and we do consider their suggestions for the smooth and successful functioning of the institute. The institute has alumni association, they guide students further in the field of education, placement and job opportunity. To prepare and empower students to be successful by having knowledge, skills and attitude and to adopt and thrive in the increasingly diverse and ever-changing world.

Governance, Leadership and Management

The Institutions believes in the practices of decentralization and participative management. For practicing Decentralization in our institution various committees and cells have been formed, like IQAC, Anti Ragging committee, Grievance Redressal Committee, Sexual Harassment Committee, Admission Committee, Sports Co-ordination Committee, Guidance and Counselling Cell and Mentor-Mentee System,. The college has an Internal Quality Assurance cell with members from teaching and non-teaching staff. This body acts as a think tank and meets regularly to discuss various issues like changing scenario locally and globally in the field of education and employment. The peer team suggestion has accelerated and has provided the required direction for strategy development. To address the service and facilities for students and employers, the IQAC suggested the following course of actions:

- The various committees which are formed to decentralize the entire system,

- To develop and apply quality benchmarks;
- To set parameters for various academic and administrative activities of institution;
- To facilitate the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;
- To collect and analyse the feedback from all the stakeholders on quality-related institutional processes;
- To disseminate information on various quality parameters to all the stakeholders;
- To develop and maintain institutional database through MIS for the purpose of maintaining and enhancing institutional quality;

Our institution truly believes in inculcating value system among the students. We provide platform to pay their responsibilities towards the national development through contribute their efforts to community and society. The outcome of this approach of the institute was realized through the following activities. Sant Hari dass college of Higher Education in association with Sashakt Bharat Nirman Educational and Welfare Foundation (NGO) organized a webinar on self-care and Wellbeing of Women. Hierarchical structure of our institution has been formed to clearly delineate duties, responsibilities, accountability, and powers at each level.

The top management is highly responsive, plans in a meticulous manner to utilize the resources optimally. The empowered team of Principal, Director, IQAC members, faculties & supporting staff and students help in design and implementation of quality policy and plans.

Institutional Values and Best Practices

The college is having all its endeavour to provide education to the students, mostly residing in the rural areas, by which character is formed, intellect is expanded, strength of mind is increased and so that they contribute towards nation building. It adds commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. In this course of action college has its action plan for providing platform with Innovative teaching pedagogy by which students improve their knowledge, skills and attitude by organising, participating and performing various events and activities through-out the session. In tune of above, students, staffs and faculty members are also involved and given opportunities to extend their footprints in communities and environmental eco-system by various events and activities duly framed at the beginning of the session. Over and above, to pursue Global Standards of Excellence in our endeavours for nurturing the pillars of the Nation, the Institute is committed to design, develop and maintain the value-based quality education through the process of self-evaluation and continuous improvement. Our Institute inculcates values in the students for holistic development of them by creating suitable environment for all round development. Giving the students the exposure through scholastic and co-scholastic activities to inculcate social and moral values.

SHDCHE is sensitive and committed towards gender equity issue. To creating awareness among students about respect for all human beings & that everyone is valued and favoured equally regardless of their gender. SHDCHE has efficient strategy to reduce environmental menace in order to control the hazardless of the all kinds of waste such as solid waste management, liquid waste management and e-waste management.

Our institution initiates to build and promote an environment for cultural and spiritual values among the students and staff. Various commemorative days are celebrated to bring harmony and to develop the emotional and religious feelings among the students and the faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANT HARI DASS COLLEGE OF HIGHER EDUCATION
Address	Bani Camp, Opposite Air Force Station, Najafgarh
City	New Delhi
State	Delhi
Pin	110043
Website	www.santharidasscollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jai Bhagwan	011-25318736	9810672329	-	santharidasscollege @gmail.com
IQAC / CIQA coordinator	Neelam Soni	011-25318735	7011133628	-	naacteam123@gm ail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	Guru Gobind Singh Indraprashtha University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	24-08-2007	12	No Validity Term mentioned in the NCTE Recognition Order

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	Bani Camp, Opposite Air Force Station, Najafgarh	Rural	2.008227	4800

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	BEd,Education	24	Graduation	English + Hindi	100	76
UG	BBA,Education	36	Sr. Secondary	English	60	46

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				2				2				21
Recruited	1	1	0	2	1	0	0	1	5	16	0	21
Yet to Recruit				0				1				0
Sanctioned by the Management/Society or Other Authorized Bodies				2				2				21
Recruited	1	1	0	2	1	0	0	1	5	16	0	21
Yet to Recruit				0				1				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	4	3	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	0	0	1	3	0	7
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	2	12	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	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	42	0	0	0	42
	Female	80	0	0	0	80
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	1	0	0
	Female	9	2	7	0
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	7	5	0	0
	Female	12	5	5	0
	Others	0	0	0	0
General	Male	38	29	33	48
	Female	42	46	65	108
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		111	88	110	156

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	There's no limit to learning and the multidisciplinary educational approach as mentioned in the NEP 2020 is the correct step taken towards promoting the same. Multidisciplinary enables learners to cross boundaries between disciplines and gain unique insights into their subject, as for example, combining human an effective approach to facilitate collaboration between professionals and hence improve outcomes for people and communities resource, finance management and psychology, or management and life skills. It is under this we give exposure to our students through workshops, activity including personality development, skill inculcation, art and craft, health and physical activities, drama and theatre, use of ICT,

	value based education. Multi-disciplinary education allows students to understand the power of new ideas. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. Multi-disciplinary program brings pragmatism and flexibility in their understanding. As a part of holistic education the students are given exposure and opportunities of school internship, field visit, local industry visit, educational tour and excursions. We focus on the integral and holistic development of students including - social, physiological, emotional, social, psychological, moral, soft skills, life skills etc. The students are given education having diversified experience and learning of various disciplines the correlation among them, the opportunities of other co-scholastic activities for physical and mental growth and development. An interdisciplinary approach involves faculties from different disciplines working collaboratively, with a common purpose, to set goals, make decisions and share resources and responsibilities. The teaching –learning process includes the correlation of various disciplines so that the concept is learnt with clarity, critical thinking and divergent thought process develops in the students. Students are given opportunities of academic growth through participation in seminars, conferences, lectures of experts from various disciplines, group discussions, and presentations.
2. Academic bank of credits (ABC):	Sant Haridass College of Higher Education Institute is an affiliated institute of GGSIP University. In the direction of Academic Bank of Credits the guidelines issued by the affiliating university are being implemented by the institute. The registration Link of ABC Portal has been provided on our website. Poster consisting of the details of ABC along with registration procedure have been displayed on the notice board. Teachers aware the students about the benefits of ABC Facility and encourage them to open an Academic Bank Account. The registration process of students has been started. The IQAC cell organized and conducted a meeting with all the faculty members in the beginning of the year to encourage them to design their own curricular and pedagogical approaches.
3. Skill development:	Skill development programme offered by the Sant Hari Dass College of Higher Education. The expected

outcome of the programme is the development of Soft Skills among the students. At the end of the programme the leaners used these skills in their life. Their confidence level is improved to face interviews and group discussions. Hence the programme helps the students in their career advancement. Activity Based Teaching Methodology is implemented to ensure the active participation of the learners duration of the programme. Time to time College conduct the workshop on Personality Development Program for its faculty members and students as well, in the College Campus. Career Oriented Programme by experts (Mr. Uttam Kumar, Dr. B.R. Sharma, Dr. Dhanjay Joshi). All the participants found the sessions extremely valuable and appreciated the teaching methodology of our Event Speakers. Students learned many new skills to enhance opportunities. As part of Skill Development Programme College commenced the workshop on Life Skill Development in the college premises for betterment of the students. Workshop is based on these skills:- Problem- Solving Skill (Problem-solving skills are the ability to identify problems, brainstorm and analyze answers, and implement the best solutions.), Stress Management Skill (Stress management is the tools, strategies, or techniques that reduce stress and reduce the negative impacts stress has on your mental or physical well-being. A variety of techniques can be used to manage stress. These include mental, emotional, and behavioral strategies.), Decision Making Skill (Decision-making skills are all of the skills you need to make an informed, rational decision.), Coping With Stress (Coping with stress involves adjusting to unusual demands, or stressors. This requires giving a greater effort and using greater energy than what's needed in the daily routines of life.), Self Analysis Skill (SELF-ANALYSIS is a systematic attempt by an individual to understand his or her own personality without the aid of another person.), Self Awareness Skill(Self-Awareness is the thinking skill that focuses on a child's ability to accurately judge their own performance and behavior and to respond appropriately to different social situations.). This workshop helps them to manage and focused their life. The programme involved hands-on training and practice along with solving of assignments and exercises. The faculty members encouraged this

	initiative of the Skill Development and requested for more such trainings in the coming semester. All participants got valuable experiences in such workshop. As part of Skill Development Programme college commenced also on Health And Physical Education as to improve health awareness through Hygiene, Yoga, Diet etc. And one more workshop on Art and Craft. The Objectives of the workshop was to prepare pupil teachers to learn various Art related activities in their real practice and develop their creativity. The students learned various forms of paintings like T-Shirt paintings, Mirror Paintings, Stone Paintings. The students also made penholders and made best out of waste. It was a great experience for the participants.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge System is a collective range of Indian Knowledge that has exhibited in systematized ways of knowing. Starting from the oldest compositions of knowledge i.e, the Vedic literature to the country's native and tribal folklore, There is a vast repository of knowledge available not only in Sanskrit, Pali and Prakrit, but also in all native Indian languages. This has been remaining unexplored for the last several decades. Indian Knowledge encompasses the Foundational knowledge, Science, Engineering & Technology, Humanities and Social Sciences through a structured classification. Today this Knowledge base is much needed for Knowledge diplomacy which is going to rule the international relations in future world. This is what brings the power to any country. India has such a treasure of knowledge that enriched the Indian civilization. A bilingual classroom is a good educational environment provides an atmosphere of teaching and learning for teachers and students. Teachers should adopt specific and appropriate teaching methods to create a good bilingual classroom environment. This means that students gain professional knowledge while improving their overall skills. On the bases of requirements college constructed an online immersion teaching system based on digital platform (College YouTube Channel) and designed the specific teaching process by using digital technology. The digital platform can improve students knowledge; online learning enthusiasm through multisource. On the other hand university add MOOCS in the course(B.B.A, B.Ed), The digital

	platform can also deeply depict students knowledge; expressions and movements, intelligently identify students; individual needs, and make online immersion teaching truly teach students in accordance with their aptitude. Therefore, the digital platform will further guide online teaching toward digitalization and intelligence in the future. To promoting and preserving language the college is conducted celebration and events in the premises of college.
5. Focus on Outcome based education (OBE):	SHDCHE offers various programmes. All these programmes are offered as outcome-based education (OBE) which is designed keeping in mind the national and global requirements. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing etc. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so those students contribute proactively to economic, environmental and social wellbeing of the nation. All course syllabi have been designed with due consideration to social needs at large so as to apply the spirit of NEP.
6. Distance education/online education:	Distance education has scored high on flexibility for students. The access to distance learning courses helps students worldwide to study from the comfort of their homes, or while on the move. Students remain independent and empowers them to organize their own schedule. Distance education has primarily enabled students to develop technical skills, problem solving approach more pragmatically, and to learn to distinguish between relevant and irrelevant information. Distance Education is a modern way of learning that allows students to study within their own space and time. Our students are enrolled in MOOCs for each semester and they study within their own pace through online mode. The faculties give required guidance and support which they require in successful completion of the course. They guide and help the students during the enrolment process, selection of topics, submission of the assignments, attempting the quizzes, use of technology in learning process for the successful

completion of their course. For better understanding of the concepts the faculties use the technological tools for effective teaching learning which includes tutorials, simulations, productivity tools, communication tools—such as email—and more. Tutorials teach new concepts in a structured format where simulations model an experiment or scenario. The use of computers as tutors, for drill and practice, and for instructional delivery, combined with traditional instruction, results in increase in learning in the traditional curriculum and basic skills areas, as well as higher test scores in some subjects compared to traditional. Teaching through power point presentation, online projects, collaborative learning, support student collaboration on creating new knowledge, reflecting on what they are learning, and working together to achieve a deeper understanding of course material. Flipping the classroom with tools such as videos, audio, online quizzes and the like can help in and out of class activity work together. They make the learning process more effective and useful. Our institution works on the blended learning approach, allowing students to give the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The College has set up an Electoral Literacy Club for sensitizing students about electoral rights and electoral process of registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club of the College consists of eight (8) members: One Faculty Member as a Nodal Officer, Three Faculty Members as Co-ordinating members, Four Students as Co-ordinating members The Club organizes various interesting activities and events from time to time for sensitizing students about electoral rights and familiarizes them with the electoral process of registration and voting.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	Innovative programmes and initiatives undertaken by the ELC. 1. National Voter Awareness Contest 2. Poster Making Competition 3. Poem Competition in Hindi, English, Urdu, and Punjabi Language 4.

students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Slogan writing Competition in Hindi and English Language 5. Video Making Competition 6. National Voters Day Celebration
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Socially relevant projects/initiatives taken by College in electoral related issues 1. Photo Electoral Roll Intensive Nature Programme-2019 2. National Voters Day Celebration 3. Voter Awareness through Wall of Democracy 4. Voter Awareness Programme in association with Local Development Committee (RWA-Qutub Vihar II, Delhi)
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC of the College put all possible efforts to create awareness and to motivate all the eligible students and citizens of the nearby community to register themselves as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
234	250	278	300	268

File Description	Document
Upload Supporting Document	[View Document]()
Institutional data in prescribed format	[View Document]()

2 Teachers

2.1

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

Response: 25

File Description	Document
Institutional data in prescribed format	[View Document]()

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	21	22	25	25

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.41	47.22	37.02	82.00	58.08

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Having affiliation under GGSIP University, the Institute adopt the curriculum overview provided by the respective university and operationalize the curriculum planned and designed by the University for the Respective Programmes. In order to meet the objectives of the regulating bodies, the Institute has developed sturdy strategies and constructive action plans to ensure effective implementation of the curriculum directed by the university so that the effective and fruitful outcomes could be ensured as per the activities enumerated below:

For Effective curriculum delivery, proper lesson plan is planned out and prepared by the faculties once the papers are allotted to them. Lesson plan is concerned to time bound completion of syllabus and unit wise integration of student centric teaching learning. It covers the entire syllabus over the number of total classes assigned to finish as per the guideline of the GGSIP University with details of pedagogy to be used while covering each topic. Along with this lecture log is prepared by the faculty which includes hours given to each topic as per the credits, methods used and assignment given for feedback. Time table is prepared and executed on the basis of the credit assigned to the subject by the university and subject allocated to the faculty members, time tables pertaining to class & individual faculty, both are prepared by the programme coordinators. For effective commencement of the session an induction programme is organised to make the new students and their parents **be aware with/ to know** the new course, class, time-table, faculty, staffs, support system, activities/events, examination, rules & regulation and code of conduct. Teachers' and students' participation adhere to **Academic Calendar** in which they are involved in the activities mostly curricular related activities, university duties, assessments and evaluation process of the university including the practical exams & external exams. Industrial/plant tour/visit, community participation program, educational tour & excursions for the development of practical awareness about the industries and other domain for enhancement of community & society as per the course curriculum. For proper assessment and feedback **Continuous Internal Assessment** is done. As per the scheduled date/week given by the GGSIP University, the institute is stick to the academic calendar with respect to continuous internal evaluation which includes tests, projects, presentations, assignments, group discussions, quizzes. Interaction with the students on their performance after written test, faculty members interact with the students to guide them for further improvement, wherever required. External (End Term) Examination are held as per the university guidelines and notices. Students are notified for the schedule and centre of the End Term Examination through College Notice Board and website over and above the date-sheet announced by the University. For appearing in the external examination, University issues admit card on the basis of RC filled by the students to the college for onward distribution to the students. A week before commencement of the End-term examination, preparatory classes are scheduled for the students-in-need. Results are analysed to know the academic performance of the students.

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

1.2 Academic Flexibility

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

Response: 13

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 59.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
201	32	114	300	140

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The Institute is running B.Ed. and BBA program. The curriculum is designed by Guru Gobind Indraprastha University, New Delhi in such a manner that Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

Environment and Sustainability

To focus on environment sustainability issues one subject titled "Environmental Studies" is included in Semester-IV of B.Ed. Programme as well as in Semester-IV of BBA course curriculum.

The institution took care to inculcate values related to environment and sustainability through various programs and activities. The institute conducted following activities.

- Debate competition on the topic "Use of plastic should be banned"
- Workshop on "Social Entrepreneurship , Swacchatta and Community Engagement"
- Debate competition on the topic "Should school ban the use of cell phones in school?"
- Tree Plantation & Swachhata Abhiyan (Clean India -Green India)
- Poster making on Environment and Sustainability
- Workshop on Disaster Management
- Guidance and Counseling Sessions

Gender Equity

An Internal Complaint Cell has been formed for Redress of complaints related to sexual harassment. The Cell is involved in prevention, prohibition and reprisal the complaints regarding sexual harassment of women employee and students.

One subject is also added in B.Ed program which inculcate the gender equity and human value titled as "Gender, School and Society" in 4th semester. Additionally, our institute provides and/or organizes special facilities and programs:

- Guidance and Counseling Sessions
- Women's Day Celebration
- Programs on Women Empowerment
- Guidance lecture for female students
- Webinar on Self-care and Wellbeing of women in collaboration with Sashakt Bharat Nirman

Educational and welfare foundation NGO
- Poster making competition on "Save Girl Child"

Human values and ethics

Corporate Governance, Ethics & Social Responsibility of business in BBA program and Value Education in B.Ed. covers the human values and ethical aspect in curriculum. Beside the syllabus, the institution conducts various activities to inculcate human values in students and staffs.

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

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

Response: 59.4

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

Response: 139

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 73.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
111	88	110	156	120

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	160	160	160	160

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 42.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	12	14	18	5

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	37	37	37

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

2.2 Student Teacher Ratio

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

Response: 9.75

2.3 Teaching- Learning Process

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

Response:

Faculty members guide the students during their teaching learning process with student centric methods involving them in the T-L process for enhancing learning experience. The course curriculum is designed by the University. It helps to develop comprehensive understanding among the students. Our institute follows a balanced blend of classic and modern methods of teaching learning. It focused on ICT based teaching while using chalk talk tools for further explanation with illustrations. Student centric methodology

stimulates & creates among students critical thinking skills and reinforces memory. It gives students the opportunity to learn on their own. Faculty members used many interactive and interesting methods for teaching learning process, which includes student centric methods as experiential learning, participative learning, problem solving methods, use of technology and e-resources. For visualisation-based understanding of teaching learning process tools like audio visual aids, PPTs, videos community visit and participation are used. The participatory learning activities are also used by the faculty members as per the requirement of the topics which include group discussions, role plays, presentations, seminars, home assignments, school & industry internship, field work and projects. For active involvement of the students in the teaching learning process collaborative methodology was used by the faculty members, in this the entire syllabus is not taught to the students few points from the topic are allocated to them & the students deliver the presentation on them. others will raise questions and discussions will be done on it. Besides the course curriculum various activities are being conducted in our institution for the students like quizzes, role plays, management & educational games, antakshri, movie analysis, extempore etc. Classroom discussions on different topics done for making learning interactive and interesting. Short term skill enhancement programs are conducted for the enhancement of the students learning which include seminars in which the students' presented the papers on contemporary topics to enrich their learning experience. The students were enrolled in MOOCs. Students are given practical exposure with experimental & experiential for this we have art & craft lab, psychological lab, computer lab, artificial classroom lab etc.

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

2.4 Teacher Profile and Quality

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

Response: 83.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	26	26	29	31

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 55.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	12	12	13

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Being an affiliated college, the institute runs undergraduate course following semester system, SHDCHE follows Ordinance 11 of GGSIP University for Conduct and Evaluation of Examinations. Evaluation process is a part of today's educational system. It serves as a way to compare performance of the students academically. It is to gather relevant information about students' academic performance. It helps in making judgements about the learning process. Internal assessment process is done as per the guidelines of the university under the examination department of SHDCHE and records are kept as per the university rules. Continuous evaluation process is done by the faculty members to get proper feedback & to know the loopholes in teaching and to improved it further. Internal assessment is done on the basis of students' performance in terms of assignments, tests, presentation, practical files, case studies, viva, projects etc. Using self-assessment like presentation, student express what they think about the ongoing learning process. Likewise, during peer assessment students get information from their classmates about what areas they should revise and what areas they are good at. After this the teacher reflects on each student's level of

achievement as well as on specific inclination of the group, to customize the teaching plans. It provides feedback about the teaching and learning which helps in reinforcing the efficacy of academics. This creates good classroom rapport. Continuous assessment allows tackling of progress and has a chance for students to get academic support, guidance & opportunities to improve during the course. It gives a comprehensive and cumulative records of students' academic performance, with this the proper feedback come to the faculty whether they are fulfilling the desired needs of the students or their teaching requires some improvement. Students facing difficulties in understanding may get benefit from the administration of diagnostic test, which will be able to detect learning issues.

The Mechanism to deal with examination is completely designed and developed by the university and to maintain the entire mechanism time bound, transparent, efficient we has the following methodology.

At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.

To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by course handling faculty members within a week from the date of examination.

The corrected answer papers of students are distributed to them for the verification by students and any grievance is redressed immediately.

The marks obtained by the students in internal assessment tests are displayed on the department notice board. Day to day performance of the students is assessed by assignment submission, powerpoint presentations and viva –voce. For the quality of the projects, the evaluation is done by Project Review Committee along with the project guides. Students can apply for re-evaluation of their answer sheet within a week from declaration of results if they are not satisfied with their results.

File Description	Document
Upload Additional information	[View Document]()
Provide Link for Additional information	[View Document]()

2.6 Student Performance and Learning Outcomes

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

Response:

The College adopts Outcome based education. The following mechanism is followed by the institution to communicate outcomes to the teachers and students.

Every year Institution organized an orientation program in the beginning of academic year. PPTs are prepared and presented by the heads of the department to give the complete information about the courses and program outcomes.

The Soft Copy of Curriculum and Learning Outcomes of Programmes and Courses are uploaded on the Institution website and hard copies of syllabus are provided to students at the beginning of the session.

The importance of the learning outcomes has been communicated to the teachers in IQAC Meeting and Staff Meeting.

Initially 5-7 lectures are given by the faculties for introducing the subject in all the programmes.

The students are also communicated about the Programme outcomes, Programme Specific Outcomes and Course outcomes in classroom Meetings.

Program Outcomes (POs): It represents the knowledge, skills and attitudes the students should have at the end of a course completion of their respective program.

 Course Outcomes (COs): It defines the cognitive processes, built by a course and programmes. It gives the resultant knowledge and skills that a student acquires at the end of each course.

Program Specific Outcomes (PSOs): These are statements that defines outcomes of a program which make students realize the fact that the knowledge and techniques learnt in this course has direct implication for the betterment of society and its sustainability.

Sant Hari Dass College of Higher Education has outcome based education system to ensure the attainment of course outcome and program outcomes. The objective and outcomes of program are designed by the University for testing and evaluation of students.

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

Evaluation process is closely linked attainment of POs and COs associated with teaching-learning activity in that the former provides sustenance for the latter.

- The increasing focus on student learning as the central indicator of institutional excellence challenges many tacit assumptions about the respective roles of College students and faculty. In student-cantered education, faculty takes on less responsibility for being sources of knowledge, and take on greater responsibility as facilitators of a broad range of learning experiences. For their part, students are called on to take on more responsibility for their own learning.

As shown in the following table, the responsibilities of students and faculty and the relationships between

them are as under

Domain	Learner-centred
Knowledge	Constructed by students
Student participation	Active
Role of teacher	Facilitator/partner in learning
Role of Assessment	Tests, for ongoing feedback
Emphasis	Developing deeper understanding
Assessment method	Multidimensional products
Academic culture	Collaborative, supportive

- The Best practices of the College under Teaching-Learning Evaluation include Teaching Plans, Synopses, Internal Evaluation Scheme, Entry-in-Services Coaching, Students' feedback on faculty and course, College Level Elocution competition, Remedial Coaching, Soft Skills Training for teachers, etc. Most important "best practices" include the following:

1. *Engage students in active learning experiences*
2. *Set high, meaningful expectations*
3. *Provide, receive, and use regular, timely, and specific feedback*
4. *Seek and present real-world applications*
5. *Understand and value criteria and methods for student assessment*
6. *Create opportunities for student-faculty interactions*
7. *Create opportunities for student-student interactions*
8. *Promote student involvement through engaged time and quality effort*

institution has an examination cell to conducts Unit Tests, Field Survey, Practical Work, Seminars, and Internships etc. for effective implementation of the evaluation reforms regarding the attainment of course outcomes and programme outcomes.

We have direct and indirect methods of assessment to ensure attainments of Programme outcomes, Programme specific outcomes and course outcomes.

The score of the following assessments are taken into account for evaluation CO's.

Direct Assessment methods are

- Internal assessment
- Group discussion
- Laboratory assignment
- Viva based on Students projects report
- Assignments
- End term exam (Semester wise assessment conducted by the university)

Indirect Assessment Methods

- Feedbacks: Feedback mechanism is used to improve teaching learning process in outcome based education

- Co-curricular activities

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

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

Response: 95.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	121	105	120	113

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	122	116	121	122

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.34

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

As researches reflected, there is a severe & significant impact on the mental well being of the students and youth worldwide, during and after pandemic. The study aimed to investigate the mental health impact including depression, anxiety, and resilience, stress, sleep disturbance, experience of anger, frustration, sadness etc. The pattern of pandemic affected many aspects including physical, psycho-social, local and global lifestyle around the world. Many mental sufferings for a large proportion of students have been cost several studies have looked at the impact of epidemic reported a wide range of psychological disorders.
It is clear that the burden of mental health created adverse outcomes of the pandemic has a substantially greater risk, continuing stress interpersonal loss, virus exposure contamination, isolation fear, dispositional vulnerabilities etc. The research studied and recognized the most vulnerable mental issues in students.
As discussed above, in our country also students suffered the same but gradually overall society, government, universities & colleges at their certain level tried to create such efforts to overcome from these issues till date.

Sant Hari Dass College of Higher Education also taking a great initiative through academics as well as co-curricular activities to overcome their students going through this impact. It focuses their efforts on quality attention towards students, in order to establish flowing communication with them and correct adaptability

by students towards the efforts and initiatives taken for their positive well being to manage their lives in regular social conditions and overcome themselves from negative approaches to positive efforts to cope up to maintain a regular peaceful positive routine.

To fulfill this objective, the different sessions have been continuously providing to the students i.e. guiding & counseling session, mentor – mentee session, various activities s like workshops on health & hygiene, healthy food habits , different yoga activities and sessions, free health camps, health checkups, free gynecologist consultancy and required treatment for female students many types of initiatives for the creation and transfer of knowledge such as career cancelling such as seminars, training sessions, workshops . various cultural activities and celebrations have also been done to create enthusiasm, confidence, jubilation, harmony and of course a new inspiration to cope up themselves and get involved in all the ongoing activities helping them to improve their performances in all the fields and adaptable as per the required environment. It has been a remarkable and thankful efforts by the management including principal, Director and staff members of the college to create such sessions, activities and workshops to overcome the impact of pandemic and the current situation by the students .

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

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

Response: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	6	8	13

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response: 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	6	13	1

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

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

Response:

SHDCHE has actively organized various extension activities and outreach program to promote the Institute-Neighborhood community to sensitize the students towards community needs. The Institute believes in not only promoting the societal and community activities to sensitize students but also leading in shaping the students and faculty and staff into responsible citizens of the nation and imparting all round development of students.

our staff members and students organizes various programme in association with NGO to create awareness and inculcate goodness like Cleanliness drive, Green tree Gender sensitization, Hygiene and Environment Awareness, Plantation drive, Health awareness, National Youth Day celebration,

All these mentioned activities have a positive impact on the students, and they developed student community relationships, leadership skills, and self-confidence of students. It also helped in cultivating the hidden personality of students and creating awareness among students. Apart from this the significance of clean surroundings, hygiene, sanitation in the neighborhood, garbage disposal, and sensitizing the community at large to these vital issues. All these initiatives have gone a long way in the holistic development of the students

Program on women empowerment create awareness among girl students of and their rights and among boys a sensitivity towards problems of women, leading to a lessening of gender bias and patriarchal prejudices. All this leads to informed, balanced, and responsible citizenship.

Involvement of students in these extension and outreach activities develops their skills of critical thinking and time management. Working outside the college campus and with diversified social groups of people allows students to gain more self-confidence, autonomy and appreciation for others.

The year wise summary of activities:

year	Name of activity	Organising unit/agency/ collaborating agency	
2018-19	Awareness Prevention of Drug Abuse	Indian Red Cross Society, Delhi Branch in association with Na of Social Defence, Ministry of Social Justice Empowerment Control Bureau, Ministry of Home Affairs	
	Surgical Strike Da	Shri Azad SinghSubedar, Indian Army (Retired)	
	Nai Talim Week	Mahatma Gandhi Institute of Rural Education, MHRD	
	Awareness Programme on Photo Electoral Rolls Intensive Nature-2019"	Chief Electoral Officer, Delhi	
2019-20	Voter Awareness through Wall of Democracy	Chief Electoral Office, Delhi	
	Cancer Awareness Program and its Prevention	B.L.K. Hospital, Pusa Road	
	Swachhata Pakhwara	MHRD	
	Vigilance Awareness Week	Central Vigilance Commission	
2020-21	Central Vigilance Commission	Local Development Committee (RWA) Qutub Vihar-II a	
	FREE FOOD AND BOTTLES DISTRIBUTION	Local Development Committee (RWA) Qutub Vihar-II a	
	FACE MASK AND SENITIZERS DISTRIBUTION	Sashakt Bharat Nirman Educational and welfare Foundation (NG	
	TREE PLANTATION DRIVE	Local Development Committee (RWA) Qutub Vihar-II a	

	SWACHHATA ABHIYAN	Sashakt Bharat Nirman Educational and welfare Foundation (NGO)
2021-22	WEBINAR ON SELF-CARE AND WELL BEING OF WOMEN	Sashakt Bharat Nirman Educational and welfare Foundation (NGO)
	ONLINE POSTER MAKING ACTIVITY on "Save Girl Child	Local Development Committee (RWA) Qutub Vihar-II a
	TREE PLANTATION& SWACHHATA ABHIYAN (AZADI KA AMRIT MAHOTSAV)	Sashakt Bharat Nirman Educational and welfare Foundation (NGO)
	"HAR GHAR TIRANGA" CAMPAIGN	Local Development Committee (RWA) Qutub Vihar-II a
	WORKSHOP ON "HEALTH AND HYGIENE"	Sashakt Bharat Nirman Educational and welfare Foundation (NGO)

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

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

Response:

SHDCHE has actively organized various extension activities and outreach program to promote the Institute-Neighborhood community to sensitize the students towards community needs. The Institute believes in not only promoting the societal and community activities to sensitize students but also leading in shaping the students and faculty and staff into responsible citizens of the nation and imparting all round development of students.

our staff members and students organizes various programme in association with NGO to create awareness and inculcate goodness like Cleanliness drive, Green tree Gender sensitization, Hygiene and Environment Awareness, Plantation drive, Health awareness, National Youth Day celebration.

All the activities Conducted have been awarded / recognized, for the extension / outreach activity by Local Development committee(RWA) And Sashakt Bharat Nirman Educational and Welfare foundation(NGO).

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

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

Response: 29

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	7	6	5

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

3.5 Collaboration

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

Response: 5

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

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

It is very essential for any educational institute to provide estate of- art Infrastructure, ICT enabled Instruction Facilities for teaching learning process. The management of the college has positive approach with full commitment for providing all supports to maintain and utilize them. Accordingly, the college follows the guidelines of regulating bodies.

To provide adequate space for effective teaching and learning process like:

1. The Institute has spacious, well lighted & well ventilated classrooms which are equipped with white boards and cameras. The class rooms are also equipped with LCD projectors to facilitate the Audio, Visual Presentations.

2. Separate Staff Cubical for all the Faculty members with the facility of desktop/ laptop.

3. Reading room has been allocated for accommodating more students.

4. The computer laboratory has also been expanded and well equipped.

5. The Institution has furnished air-conditioned in the area of Reading Room and ICT Lab and also Final year Classrooms have been facilitated with LCD Projector.

6. Campus is Wi-Fi enabled.

7. Library is equipped with various text and reference books related to all subjects, competitive exams, national and international journals, project reports, newspapers, magazines, e-books, e-journals to meet the expectations of the teachers and students with the changing time.

8. The Institute has well equipped Art and Craft Resource Centre, Curriculum lab with component of language and Social Studies, Health and Physical Education Resource Centre, ICT Resource Centre, Psychological Resource Centre, Science Resource Centre and Maths Resource Centre as per the requirement.

9. College has well ventilated and well lighted multipurpose hall for organizing various formal organizational activities in its basement area.

10. The Institution has adequate facilities for cultural activities for the holistic development of the students. The Institution has earmarked specific spaces for extracurricular activities and made available to students. The institution provides better infrastructural facilities for the indoor and outdoor games both.

11. The institution has an air conditioned Conference room to organize various activities. The institution has a Medical room for first aid facility for students, teachers and staffs.

12. The institution has a canteen which provides quality/ hygienic food.

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

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

Response: 14.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.38	6.15	3.15	11.93	11.08

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

4.2 Library as a Learning Resource

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

Response:

Our institution has central library which covers text books, reference book and others books with foreign, peer-reviewed journals and bound volumes of journals. Our Library is well furnished to accommodate more than 50 students at a time and provides conductive environment for study. The library has under closed circuit television (CCTV) surveillance Cameras.

Our library is compact accessible well organized and constant in environment. Library has full of natural light, shelves & racks of Almirahs are easy to reach. Technology is accessible to patrons and visible to staff.

It has good collaborations with academics and interactive environment to support teaching and learning. Reading room has been allocated for accommodating more students. Library is updated with latest edition of text and reference books, journals and e-journals to meet the expectations of the teachers and students with the changing time.

DELNET: The Institution has DELNET (Developing Library Network) for promoting resource sharing among the libraries through the development of a network of libraries. It aims to collect, store, and disseminate information besides offering computerized services to students and faculty members. KOHA (Version: 20.11.03.000): in the library has developed the database of its own collection through the library software named KOHA. We introduced KOHA in our library in 2021. Library is fully computerized with barcode-based issue-and return process. By KOHA a particular book can be found by Title, Author, Subject name etc. Library Automation: library is partially updated in the library software database and it still in progress.

The institution has also subscription for e-resources: - e-journals e-Shodh Sindhu,Shodhganga Membership e-Books Databases Remote access toe-resources.

Librarian is always there to help library users in searching, locating books and other relevant documents in the library.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet*

bandwidth within a maximum of 500 words

Response:

Our institution has well equipped computer lab for the students. Our college building including library is facilitated with the Wi-Fi connectivity. Institute updates its IT facilities on regular basis and new equipment also has been purchased as per the requirements. We have open access of Wi-Fi connectivity for all students and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. Classrooms are well equipped with overhead projectors for use of OHP & PowerPoint presentations for teachers and students use for various activities like group discussions etc. Most of the official work is being done with the help of ICT.KOHA (Version: 20.11.03.000): in the library has developed the database of its own collection through the library software named KOHA. The college regularly maintains the IT facilities. Following are some basic facilities for updating: Computer is formatted in regular basis. All computers has antivirus Computers have been formatted by our computer operator as per the requirement. Anti-virus is regularly installed in computer .Wi-Fi connectivity is available around the campus. Institution has CCTV installed in every classroom. We are using 100 Mbps Internet speed in our campus.

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

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

Response: 4.88

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

Response: 48

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 85.85

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
43.03	41.06	33.86	70.07	46.99

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 5.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	22	9	9	10

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 19.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	53	103	48	10

File Description	Document
Institutional data in the prescribed format	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

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

Response: 65.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	61	68	80	90

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	121	105	120	113

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 0

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

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

Response: 17.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	17	17	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

The College has developed a mechanism for seeking and using data and feedback from the graduates and the employers for using it for institutional growth and development.

- Feedback from each student is gathered at the end of each academic year in written form.
- Alumni who work in different professional organizations give feed back about the effectiveness of the academic training they underwent in the institution.
- The alumni association consisting of a number of employers and employees provides feedback every year during its meetings.
- The management remains in touch with the schools having our product on their payroll. Such

schools furnish information, straight away to the management. The employers who interact with the Placement cell give valuable inputs on student capabilities.

- The teacher in-charges of practice teaching schools feedback. Many of the students of the institute are absorbed by such schools. Heads and management of such schools interact with the teacher in-charge and furnish relevant information.

The information so collected is duly analyzed by the institute and all relevant suggestions are taken into consideration while making preparation of the programme and the development of the institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

 OUR VISION

To make quality education accessible to students particularly residing in the rural areas,

To form an academic excellence with innovational teaching approach imbibing educational values.

 To be a national leader in transforming lives through an innovative, rigorous and compassionate approach to education.

 To strengthen and improve the positive impact on our students and community and transforming their lives.

OUR MISSION

To develop academic excellence along with the harmonious and holistic development of the students by inculcating and nurturing competencies, by providing them value based quality orientation in various functional areas of Education and Management.

To prepare and empower students to be successful by aquiring knowledge, skills and attitude , to adopt and thrive in the increasingly diverse and ever changing world. We believe in the practices of decentralization and participative management. For practicing Decentralization in our institution various committees and cells have been formed. like IQAC Committee, Anti Ragging committee, Grievance redressal committee, sexual Harassment committee, admission council, sports committee, guidance and counseling committee. List of various committees which was formed to decentralize the entire system and to support participative Management IQAC Committee Development and application of quality benchmarks; Setting parameters for various academic and administrative activities of the institution; Facilitating the creation of a learner-centric environment conducive to quality.

education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process; Collection and analysis of feedback from all the stakeholders on quality-related institutional processes; Dissemination of information on various quality parameters to all the stakeholders; Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality; Periodical conduct of Academic and Administrative Audits along with their follow-up activities. Anti Ragging Committee To overview and ensure that there is no ragging in the campus Grievance Redressal All the grievances of the students or staff which could not be settled in the routine process (in routines process, we have mentor-mentee system to hear the problems and issues of students) should be referred to this committee. Committee tries to settle the issues amicably

in a time bound manner. Committee tries to give a reasonable and reliable solution for grievances. Also ensures that the grievances are resolved on time impartially and confidentially.

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

6.2 Strategy Development and Deployment

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

Response:

Our institution has defined administrative and academic setup to continually improve the quality and standard of education to achieve excellence. The Sant Hari Dass college of Higher Education has been established in the year2007. It has a Governing body to monitor and achieving the vision and mission of the institution. It has an effective organizational structure which monitors and improves the institution.

It consist various committees for the effective functioning of the institute. The roles and functions of the committees are organized and defined as per the instructions of principal of the institute and university requirement**.**

We have various committees and councils in our institution which is headed by one of our faculty member. Like Internal Quality Assurance Cell, Anti Ragging committee, grievance Redressal Committee, Sexual Harassment Committee, Sports Coordination Committee, Admission Cell, Guidance Counseling Cell, Examination Committee, and Co-Curricular Activity Cell etc..

APPOINTMENT, SERVICE RULES AND PROCEDURE

All posts are normally be filled by the advertisement. Appointments of the staff of the College except that of the Principal shall be made by the Selection Committee constituted by the Chairman.

Appointing Authority

For teaching posts: (a)The Chairman, SHDCHE (b)Principal, SHDCHE (c) Director, SHDCHE (d) 2 subject experts in relevant field (from outside the institution, not below the rank of Professor)

For Non Teaching Selection Committee: - (a)The Chairman, SHCHED (b)Principal, SHCHED (c) Director, SHCHED (d) 2 experts in relevant field (from outside the institution)

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2 *Institution implements e-governance in its operations*

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

-
- Keeping the welfare of the teaching and non-teaching faculty, the institute looks after their professional growth. SHDCHE conducts workshops, FDPs, for its faculty's professional growth. For praising their professional achievement and motivation the institute honoured the deserving faculties for their performance and achievement. It acts as a source of motivation for them to work further with full encouragement.
- **Institute provides following facilities to all staff members**

1. Free in campus medical facilities

2. Free Psychological counselling

3. Computers with Wi-Fi facility

4. Canteen

5. Free transport

6. Sports facilities

- Apart from above teaching and non-teaching staff can also avail following facilities.

Apart from above teaching and non teaching staff can also avail following facilities.

1. **Casual Leave:** Each employee can avail 8 days paid leave in an Academic Year subject to Two (2) days maximum at once and at most Four (4) days leave per Semester.
2. .**Medical Leave:** An employee can avail Medical Leave for Two (2) days without submitting any documentary evidence.

An employee can avail Medical Leave for more than Two (2) days by submitting documentary evidence along-with Medical Certificate issued by any Registered Medical Practitioner as per following details.

1. Fifteen (15) days Paid Leave or Thirty (30) days Half-paid Leave adjusting Two (2) days, if availed as above.
2. More than 30 days up-to Six (6) months, all absence shall be considered as LWP.

3. **Maternity Leave:**

A woman employee of the Institution shall be eligible for paid Maternity Leave for a maximum period of Three (3) months and Fifteen (15) days for any ruination of pregnancy subject to post approval of the Principal/ Director.

An employee can avail Maternity Leave only on Two (2) occasions in her entire service period subject to restriction availing beyond Two (2) kids under declaration.

4. Study Leave: A Faculty can avail Six (6) months paid Study Leave for his/her Higher Studies for the requisite duration of the Course. His/ Her service will be continued during the Study Leave.

5.Leave for Evaluation/ Examination work: Each Faculty Member can avail Four (4) days paid leaves per Semester for the purpose of Evaluation/Examination work of the University.

6. Leave for U.R. Duty: Each Faculty Member can avail Four (4) days paid leaves per Semester for the purpose of UR duty for GGSIP University Examination.

7.Outstation Duty (OD) Leave

Each Faculty Member can avail Five (5) days OD leave to participate in Seminars/ Workshops/ Conferences etc as approved by the Principal/ Director.

8.Summer/ Winter Vacation: Faculty Members can avail Summer/ Winter vacations as per University Schedule.

9. Earned Leave (EL) for Non-teaching staff

A non-teaching staff can avail One (1) leave per month on completion of each month. Maximum Three (3) EL can be availed in one-go and at most Six (6) EL per semester.

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

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

Response: 29.91

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**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	17	6	8

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

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

Response: 57.58

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development**

/administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
37	14	17	20	7

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	8	10	10

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

MOBILIZATION OF FUNDS:

Sources of income

1. The student fee is the main source of income for the institute.

2. Other sources' of revenue Transport Fee Bank Interest Interest On FDR

3. Institute also raised funds by utilizing infrastructure and other facilities for examination centre (Government

Utilization of funds

To mobilize the above funds All the expenditures are allocated on repair and maintenance of college

building, salaries of the staff, staff welfare, student scholarship, on Events such as convocation, fresher's and farewell etc…

OPTIMUM UTILIZATION OF RESOURCES:

Finance

The financial aspects remain a multi-committee affair.

- The relevant committees requested for making standing provisions regarding financial requirements, for both present and future. It was decided that resources have to be provided to meet each and every genuine requirements of the students, teachers, and infrastructure and for empowerment of the faculty. It was in particular decided to finance all the augmentation programmes and the activities for updating the College. In this, specific amount was sanctioned for purchasing more books for library and creating a respectable book bank. Likewise the decision to get budgetary allocations for updating IT facilities was taken.

It was appreciated that the College was struggling to meet its quality-quantity based requirements out of its own resources. Besides, it was suggested that the College should mark a proportion of its net income for (i) augmentation, (ii) future expansion, and (iii) particularly for acquiring additional unit of B. Ed.

Our institution has the provision to sanctioned travel expenses for those faculties who are willing to present a research paper or wants to attend national conference anywhere in India. Our faculties are encouraged to use best ICT tools and equipments to make teaching and learning process more effective. Apart from course curriculum duration determined by the university, we provide extra classes to our slow learners with the use of available facilities and infrastructure. The college infrastructure is utilized for the exam centre (Government examinations/University Examinations).

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

6.5 Internal Quality Assurance System

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

Response:

To develop academic excellence along with the harmonious and holistic development of the students for inculcating and nurturing competencies, for providing them value based quality education, the IQAC conducts meeting in the beginning of the academic session to develop strategies for the curriculum planning and implementation along with co curricular activities.

List of various committees which was formed to decentralize the entire system and to support participative Management IQAC Committee Development and application of quality benchmarks; Setting parameters for various academic and administrative activities of the institution; Facilitating the creation of a learner-centric environment conducive to quality.

Feedback collection, analysis and taking consequent corrective measures to address the issues raised in feedback analysis are another vital area where IQAC maintaining overall standards in teaching learning processes. Feedback from Students, Teachers, Parents, Employers, Alumni and Staff helps to get an honest and unbiased opinion about the quality of services being rendered at the College level.

The IQAC carried out the Faculty Appraisal, annually, based on certain administrative and academic criterions such as Integrity, Service Length, Sincerity, hardworking &Punctuality Behavior with Colleagues, Subordinates & with students' Academic Performance and Teaching Performance. The purpose of this Appraisal system is to motivate and encourage to the faculties to give his/ her best to enhance the quality overall. The College facilitates the best faculty/ teacher by honouring at the time of "Aspire", (a cultural event every year).

IQAC takes on record the annual process of assessment, feedback and remedial measures of students through Continuous Internal Assessment (CIA). In this the students are assessed during regular intervals, which gives feedback to the teachers and students, where they need improvement, the teachers provide remedial tutorials if required. It helps in their overall evaluation at the end of the year.

To Dissemination of information on various quality parameters to all the stakeholders; Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality; Periodical conduct of Academic and Administrative Audits along with their follow-up activities. Anti Ragging Committee To overview and ensure that there is no ragging in the campus Grievance Redressal All the grievances of the students or staff which could not be settled in the routine process (in routines process, we have mentor-mentee system to hear the problems and issues of students) should be referred to this committee. Committee tries to settle the issues amicably in a time bound manner. Committee tries to give a reasonable and reliable solution for grievances. Also ensures that the grievances are resolved on time impartially and confidentially.

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

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**

4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Women Cell and other similar bodies dealing with gender sensitive issues)?

There is no separate quota for women in the reservation policy for admission. However, the ongoing trend indicates that majority of students is composed of women students. As on today, the gender representation is as follows.

- Among the students, 70-80 per cent are women in the College.
- Among the teaching staff 25 per cent are women.
- Women teachers are represented in all the Committees and Cells of the College.

Gender sensitisation: Gender sensitisation and empowerment workshops-seminars have been conducted. The Women Cell of the College organized an interactive session on gender issues for students and staff.

Thrust is on women empowerment, their constitutional rights, protection and safety. It also ensures facilities and provisions to women for their functioning and overall development.

- The Cell initiated a Gender Sensitization programme for students in 2009-2010 academic session to create awareness among women and their parents on the importance of education.

- Women teachers are represented in all the Committees and Cells of the College
- Women cell is active.
- Awareness training programme (social, economic, legal, political, health, commerce, management, leadership) are regularly held for students by women cell

Institute has following facilities for safety and security for all the candidates.

- CCTV camera
- Visitors register at the entry gate
- In campus Medical facility by female doctor
- Female member in grievance Redressal cell
- Girl's common rooms
- Mentor-Mentee system
- Grievance Redresser cell

1. Apart from the above facilities a woman employee of the Institution shall be eligible for paid Maternity Leave for a maximum period of Three (3) months and Fifteen (15) days for any ruination of pregnancy.
2. Celebration of national and International Festival is great way to understand the heritage of India

and learn about the importance of various festivals. It inculcates enthusiasm, sensitivity, creativity and togetherness.

3. Gender equity in curriculum: To promote the gender equity a subject namely "Gender School & Society" included and taught in B.Ed Programme.

4. For the promotion of gender equity institute has introduced its own 1Month Add-on Course on "Women Empowerment" in which various Govt. Schemes have been included to create awareness amongst women candidate**.**

5. CCA committee celebrates every year national, International days and festivals with students and staff. like Independence Day, Janmashtmi, teacher's day, Lohri, Diwali celebration, Gandhi Jayanti, Holi, international yoga day, Kavi sammelan on Hindi Diwas and National Education Day. Each and every performance seems innovative and unique in its own way.

6. SHDCHE is sensitive and committed towards gender equity issue. To creating awareness among students about respect for all human beings & that everyone is valued and favored equally regardless of their gender. Institute organized and conducted webinar on self care and Wellbeing of women in collaboration with Sashakt Bharat Nirman Educational and welfare foundation NGO.

7. Institute in collaboration with Sashakt Bharat Nirman Educational and welfare foundation (NGO), conducted a Poster making competition. The theme of competition was "Save Girl Child".

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

7.1.2 The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response: B. Any 3 of the above

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

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

Response:

Attempt is made to sustain and reinforce the appreciable and take corrective/reformative steps in regards to not so good or poor performance in the past.

The management and staff members of the College evaluate performance of the preceding year(s) of all the characters involved and the developments. The institution takes lesson from its past performance.

- While preparing the next year academic plans the preceding year's suggestions, feedback analysis and results are taken into consideration. It is done in the following ways:

1. Faculties are briefed about corrective steps to be taken.
2. Faculties are briefed about the reinforcements to be provided
3. Successful acts and effects of the students are appreciated and rewarded.
4. Incentives are given to faculties for successful endeavours.
5. Trophies and merit certificates are given to meritorious students for the success of their qualitative efforts in curricular and co-curricular activities.

- The College involves stakeholders in academic programmes. It is as follows:

(i)*Teachers and students*

1. All teachers of the College are involved in all academic activities through committees dealing with curriculum development, design, pedagogy, evaluation reforms, learner centric approaches, teaching, research, and extension.
2. Students are involved directly in academic programmes as far as learning –evaluation activities are concerned.
3. The feedback of students and its analysis (current, outgoing) on course, course content, design, syllabi, examination methods, teachers' involvement, quality of teaching, facilities of library and laboratories, transparency, orientation.
4. Student representatives are allowed in various Committees of the College. It acts as a forum for students' voice.

 (ii) *Alumni and Parents*

1. Meetings of alumni forums are arranged formally/informally. Their opinion and feedback are taken into consideration in all academic transactions. Alumni also help indirectly in placement services and College-school interactions.

Institution initiates to build and promote an environment for cultural and spiritual values among the students and staff. Various commemorative days are celebrated to bring harmony and to develop the emotional and religious feelings among the students and the faculty members. like New-year's day, Fresher Party ,teacher's day, orientation and farewell program, Induction program, plantation, Women's day, Yoga day, festivals. To inculcate the cultural and religious values all the festivals are also celebrated in campus. Like: Diwali Dashara Mela celebration, Holi celebration, New Year celebration, Lohri celebrations, etc. Apart from the above toinculcating value system among the students. We provide platform to pay their responsibilities towardsthe national development through contribute their efforts to community and society.

To inculcate the constitutional obligations, values, rights, duties and responsibility in students SHDCHE

conducted following activities SWACHHATA ABHIYAN Sant Hari Dass College of Higher Education in association with Sashakt Bharat Nirman Educational and welfare Foundation (NGO) organized Swachhta Abhiyan in Chhawla ward. TREE PLANTATION DRIVE Sant Hari Dass College of Higher Education in association with Local Development Committee (RWA) Qutub Vihar-II organized Tree Plantation Drive in Qutub Vihar with MLA Shri Gulab Singh Yadav and resident of Qutub Vihar. some subjects are added in curriculum by the university: 1. corporate Governance, Ethics & social Resposibilty of Business (206 BBA) 2. Value Addition (B.Ed Programme)

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

7.2 Best Practices

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

Response:

TITLE OF THE PRACTICE:

INCULCATING LIFE SKILLS FOR EFFICIENT WORK CULTURE

OBJECTIVE OF THE PRACTICE

- To promote healthy competition among participants as they work hard to prove their talents.
- Toenable the faculty to use their knowledge, attitude and skills.
- To help in developing skills as critical thinking, problem solving and decision making.
- To provide opportunity for realizing one's potential through practical experience.
- To develop interpersonal skills and adopt good leadership behavior for empowerment of self and others.
- To set appropriate goals, manage stress and time effectively.

THE CONTEXT

Life skills also can include the ability of your emotions, finances, school performance, health, etc. If you are practicing life skills, so can improve a child's esteem, social competence, and confidence. Maybe life skills are directed towards personal actions or actions towards others.Through Life Skills Education, learners acquire and develop skills such as critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem, assertiveness and empathy. The life skills approach aims at assisting adolescents to gain new ways of learning as well as control over their behavior and to take informed decision that can lead to positive

values. Integrating life skills as part of education has some rationale. Due to the absence of life skills, not only personal lives but professional lives and careers get affected. Our institute takes up initiative and efforts by educating life skills, faculties can develop self-confidence in them. It makes them cooperative and communicative. It prepares them to take quick action in anyunfavorable circumstances.

THE PRACTICE

Our institute organizes talks, seminars, FDPs which emphasize the importance of life skills in the workplace. It will cater to their need & demands, will ensures adaptability, helps deal with failure, assists in team collaboration and increases accountability. Our institute organizes webinar on self-care and wellbeing of women, webinar on importance of skill improvement for education and career success, role of multimedia in teaching learning process, yoga activities, success building workshop, workshop on computer literacy, webinar on skill development, corporate grooming program, health awareness program, lecture on entrepreneurship mindset, talk on communication skills, workshop on women empowerment. These programs will help in inculcating the following essential life skills:

- Confidence skills.
- Decision-making skills.
- Stress alleviation skills.
- Adjustment skills in adversity.
- Self-awareness skills.
- The skill of negative tendency towards wrongdoing.
- Positive behavior.
- Critical Thinking.

Today we are facing many emerging issues such as global warming, global pandemic, social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. In general Life skills Education contributes to good citizenship, quality of life, quality and efficiency of the education system the promotion of lifelong learning.

EVIDENCE OF SUCCESS

The success of all the activities taken is evident from the fact that it has a positive impact on the working culture of the faculties. They have shown resiliency at the workplace, they learn from the opportunity and grab it whenever it comes to them. It helped them in the promotion of peace, socialization, preparing them for changing social circumstances. With inculcating these skills it keeps them physically fit and gives mental peace too, it enhance them professionally which is very much seen in their work.

PROBLEMS ENCOUNTERED

Although all of them adopted it but there were constraints too, the major challenges in implementation of life skills include the time constraints, fear of failure, poor learning experience, negative past experience, these were some of the problems which were faced during the activities.

TITLE:

Mental and Physical Wellbeing of Students to Overcome Pandemic Repercussions.

OBJECTIVE

- To identify and overcome the covid-19 pandemic side effects
- To Treat Covid-19 repercussions
- To promote community participation in the mental health service development and to stimulate efforts towards self-help in the community.
- To overcome the Anxiety, Depression and behaviour problems in the students.

CONTEXT

One of the biggest global crises in generations, the COVID-19 pandemic has had severe and far-reaching repercussions for health systems, economies and societies. Countless people have died, or lost their livelihoods. Families and communities have been strained and separated. Children and young people have missed out on learning and socializing. People grapple with the health, social and economic impacts; mental health has been widely affected.The pandemic brought a complex array of challenges which had mental health repercussions for everyone, including children and adolescents

PRACTICE

To overcome the impacts of pandemic institute involved in various activities were initiated in collaboration with NGOs like,Sashkt Bharat Nirman Educational and welfare foundation and Local Development committee (RWA) Qutubvihar-II.

- Our institute organized webinar on self-care and wellbeing in association with santharidass hospitaland NGO.
- **SantHariDass college of Higher Education in association with SashaktsBharatNirman Educational and Welfare Foundation (NGO) organized a webinar on self care and Wellbeing of Women.**
- **Under the aegis of "AzadiKaAmritMahotsav", SHDCHE organized "Tree plantation &SwacchataAbhiyaan" in association with Sashakt Bharat Nirman Educational and Welfare Foundation (NGO). On the same day institute also conduct "HAR GHAR TIRANGA" students played NukkadNatak to bring awareness about the Govt. initiative of swacchtaabhiyaan.**
- Short term Continued Education Programme "Yoga AurSwasthya".
- Work Shop on Health and Hygiene
- Health AwarenessProgramme
- Organizing health camp for students
- Guidance and Counselling session for students

EVIDENCE OF SUCCESS

It was very successful and informative for all of us as we were facing such problems since pandemic. It spreads awareness about health and hygiene among all.It make them feel good - boosting self-esteem and helping all to concentrate and feel better.Good personal hygiene is one of the best ways to protect yourself from getting gastro or infectious diseases such as COVID-19, colds and flu. Maintaining good personal hygiene will also help prevent you from spreading diseases to other people.

PROBLEMS ENCOUNTERED

Organizing workshops in community and resource arrangement were quit challenging. Overall it was not as challenging.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	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:

ENHANCING SOCIAL VALUES THROUGH EXTENSION ACTIVITIES

Education is training in logical thinking that helps future generations adjust to the ever-changing environment. It is not merely teaching knowledge in a certain faculty or subject or making one fit for gaining jobs or performing well in exams. It also entails clearing the mind, purifying the soul, and realising one's own self. Since education has been linked with employment and not knowledge in present society. The function of schools, were not only to make the people knowledgeable but also to make them well cultured. However, with industrialization, it is felt that moral education has lost its roots. We are living in an age of rapid scientific and technological change, we also do not deny that such changes have varying impacts on different social groups within the same society and across different societies. We have ignored the ideals of truth in search of material life. The principles of values in education have been a source of inspiration to all educational system of the world. These days it has become a big problem for modern institutions that how to tackle with the students and how to impart social and moral values, because due to indiscipline educational environment has become so venomous.

There is no sense of discipline among modern students. Modern students are not morally perfect and they behave irresponsible. We can say that it is the influence of materialistic mode of life or it may be an effect of improper care by parents or it may be an effect of change in the society and changing family environment. The ultimate aim of education is to develop the personality and character. At present, we have lost the root of morality in modern education.

There is no sense of discipline, behaviour is irresponsible, less decision making ability and too much influence of materialistic mode of life among the students and teachers of our time. Alienation of modern generations from their roots and culture.Our Institute inculcates values in the students for holistic development of them by creating suitable environment for all round development. Giving the students the exposure through scholastic and co-scholastic activities to inculcate social and moral values. Some of the activities are mentioned below:

Morning Assembly

Day in institute starts with a morning assembly everyday which is an integral part of the institute. Morning assembly is an important event

that includes prayers, the latest updates from the globe, inspiring quotes, speech, national anthem, pledge, etc. This morning's assembly can be said the mirror of the institute's activities which clarifies its culture and approach to education. Morning assembly helps in developing the idea of belonging to something else beyond the self. It plays a crucial role in the moral development of students. Many thoughts, speeches, stories, and skits are performed or recited in the morning assembly which gives too useful and inspiring messages to students. The students give talk on the social topics, the importance of celebrating various national and international days. Such addresses by principal, teachers and mentors inspire students. They implement these moral values and change their perspective of life. Morning assembly is entirely a social event in which students get involved with peer groups. It allows them to interact with other students from different cultures and backgrounds. Consequently, they observe and learn good traits of social behaviour. In addition, they learn to act in the discipline while moving in rows or standing in attention. They learn socially approved disciplined behaviour they learn now, impacts their later life too. It greatly influences students and their development of all aspects. A good assembly gives an enthusiastic start to all the students.

Activities under "Azadi Ka Amrit Mahotsav"

Keeping the glory of national values alive various activities were held under the Azadi Ka Amrit Mahotsav. The institute organises kavi samelan, regional dance competition, guru purnima, clean and green india (swachchata abhiyan), har ghar tiranga, hindi diwas, teacher's day, world water day, world environment day, janamastami etc. These all the activities inculcates social, moral and national values in the students.

Extension Activities with NGOs

Yoga and Physical Health Activities

The institute organises Yoga championship (State level) in association with Yoga Association Delhi, Workshops on health, healthy food habits and hygiene, meditation, regular free health camps are organised for the students. It keeps them physically fit and mentally sound.

Community Participation

Students undertakes activities like street play, prabhat pheri, skits etc. on social awareness issues in the nearby communities. It helps in developing cooperation, tolerance, and respect for other's culture in them. They come closure to the communities understand their needs, demands and problems. They become light hearted in the welfare of mankind.

Scholastic Activities

Institute organises scholastic activities in regular basis such as debate, group discussion, quizzes, panel discussion, essay writing, slogan writing, on social topics like women empowerment, gender equity, social justice, vasudhev kutumbakam. Quizes on water conservation, optimum utilization oh available resources etc. This helps and motivates them in enhancing the understanding the values of society.

The ultimate aim of education should not be to fulfil the desires of life in the world, but for complete realization of self to achieve complete liberation, and values in education trained students to be moral, social and truthful. It is important to remember that those who pursue the path of values are never defeated. The main function of education is to enrich the character. What we need today is moral leadership founded on courage, intellectual integrity and a sense of values.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

In this remote area of Delhi, this institute was open with a vision and objective of giving quality education at higher level to the students residing nearby. The institute has achieved a lot in past 15 years since its inception, still a long way to go. The institute has healthy, transparent and academic environment. It follows creativity and innovative transactional strategies for effective teaching learning process.

Concluding Remarks :

The head of the Institution believes in total transparency and encourage participation of faculty including all the students and non – teaching staff of the institute which results in conducive working culture of the institute. The institute works in enriching the future of education with a blend of traditional Indian culture. It always provides the facility and follow policy for the welfare and enhancement of academic environment the institute.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 14 Answer After DVV Verification :13
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>97</td><td>102</td><td>110</td><td>134</td><td>75</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>201</td><td>32</td><td>114</td><td>300</td><td>140</td></tr></table> Remark : Data edited with the supporting documents provided by the HEI
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>111</td><td>88</td><td>110</td><td>156</td><td>119</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>111</td><td>88</td><td>110</td><td>156</td><td>120</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years**
	2.4.1.1. **Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	34	34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	26	26	29	31

Remark : As per document

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	8	13	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	6	13	1

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary*

during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49.41	47.22	37.02	82.0	58.08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6.38	6.15	3.15	11.93	11.08

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49.4	47.2	37.0	82.0	58.0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43.03	41.06	33.86	70.07	46.99

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	61	68	80	90

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

| 55 | 61 | 68 | 80 | 90 |

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
83	122	105	120	119

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
81	121	105	120	113

Remark : as per the documents

6.2.2	*Institution implements e-governance in its operations*
	1. **Administration**
	2. **Finance and Accounts**
	3. **Student Admission and Support**
	4. **Examination**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: D. 1 of the above
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	26	13	16	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	14	17	20	7

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

7.1.2	**The Institution has facilities and initiatives for**

	1. **Alternate sources of energy and energy conservation measures**
	2. **Management of the various types of degradable and nondegradable waste**
	3. **Water conservation**
	4. **Green campus initiatives**
	5. **Disabled-friendly, barrier free environment**
	Answer before DVV Verification : A. 4 or All of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : as per the documents
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
	1. **Green audit / Environment audit**
	2. **Energy audit**
	3. **Clean and green campus initiatives**
	4. **Beyond the campus environmental promotion activities**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : As per provided document.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
236	256	289	304	270

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
234	250	278	300	268

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	26	26	29	31

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	21	22	25	25