



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

S. D. COLLEGE

S.D. COLLEGE, DEEP NAGAR, PHAGWARA ROAD, HOSHIARPUR

146001

<https://sdcollegehsp.net>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

S.D College is a co-educational institution with natural ambience for learning .Founded in 1973, Over a period of almost more than five decades,it has come into a great reckoning and has earned for itself a place of repute. It continues to serve the community by providing relevant and wholesome education to young men and women, while adding new dimensions everyday to its quest for excellence. The virtuous men who laid the foundation of this college had a great dream. This was to translate the values of Sanatan Dharma, the perennial religion of humanity, into the living truth of modern conditions.Late Pandit Amrit Anand Ji Bhrigu Shastri, Late Mahant Sewa Dass Ji and Smt. Hema Sharma Ji (Present Vice-President) worked against forbidding odds to establish and nurture an institution of higher education that would send into the world men and women of uncommon merit and mature humanity.

Vision

This vision of Sanatan Dharma College is an offspring of the sublime ideals of its founders which in Sanskrit reads:

TAMSO MA JYOTIRGAMAYA

Lead Us God, from Darkness to Light

The college aims at spreading the light of knowledge for the development of a healthy society by offering empowerment through quality education coupled with social and moral awareness.

Mission

1. To facilitate the multi-faceted development of students from all section of the society.
2. To provide dynamic and competent youth through development of right skills.
3. To foster personality development of each student through development of leadership qualities and positive attitude in a conducive environment.
4. To produce able-minded youth capable of addressing the larger issues of life to build a strong society.
5. To inculcate respect for our culture among students and society at large enough through the development of social and moral consciousness.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

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Lead us God, from darkness to light

1. Social Sensitization is integral part of institution as the institution keeps on extending services to the unprivileged by providing educational services to the orphanage, medicinal facilities to old age home, and by providing articles of basic needs in Leprosy centre at Hoshiarpur
2. Prayas-Earn While You Learn is the practice initiated by the institution to enable the students to be self-sufficient and to help them in finding avenues of self-development also to tap a latent quality and give them a platform to excel in their respective fields.
3. Thriving community outreach programmes like NSS, NCC, Youth Red Cross, Civil Defence Camp, Blood Donation camp and other awareness camps are organised in the college to make the students and faculty aware about social responsibilities.
4. Online access to time table, fee payment, and assignment submissions
5. Fibre layout is spread throughout the college campus to enable the access to high-speed internet
6. Scholarships to meritorious students and fee concessions to weaker sections of society by the institution and faculty.
7. Student Insurance for all the bonafide students of the college covering death and disability claim.
8. Teacher-taught ratio 38:684 i.e 1:18
9. Highly qualified and Competent faculty with 40% of the staff possessing M. Phil /Ph. D and numerous others on the verge of submission of Ph.d.
10. Comprehensive system which ensures platform to promote students and staff development with 21 effective MOUs with various institutes and organisation.
11. Lush green campus to create a living link among pupils and nature by virtue of numerous medicinal and fruit plants.
12. Our students bring laurels by achieving Top University Positions in academics, sports and other extracurricular activities.
13. Paper publications in UGC care list, Scopus, UGC listed and Refereed journals along with contribution in papers published in conference proceedings and Edited books.
14. Plethora of books, journals and e-learning resources with availability of computers in Library for access to e-resources
15. Soul 3.0 software with multiple features in library like bar coding, web OPAC, etc.
16. High link with alumni.
17. Organic fertilizer generation and optimal usage within campus to sustain and nurture green cover.

Institutional Weakness

1. Limited financial resources – The college has limited financial resources to cater to the growing academic needs that support funding requirements to cope up with the enhancing teaching-learning resources and upgradation of campus facilities.
2. Limited academic flexibility - The college being affiliated to Panjab University is bound to follow the curriculum devised by the University and therefore does not allow full academic flexibility in designing the course content.
3. Drop out rate- Due to migration to other countries, drop out is a matter of concern.
4. Technical courses due to difference in theory and practical work.

Institutional Opportunity

1. More energy efficiency projects are needed.
2. The students of the college who complete programmes on fundamental or basic branches of knowledge

find it difficult to get a placement matching their qualification as markets are not generating knowledge intensive jobs.

3. The college is in process of signing MOU's with industrial joints in the vicinity. Thereby, facilitating absorption of our young graduates in industry through campus placement schemes.
4. Practical and theory knowledge has a big difference, inculcating practical knowledge in them and self-reliability is the aim.

Institutional Challenge

1. The college is in Doaba region of Punjab with the younger generation craving to migrate shores in search of better avenues, thereby creating a shortage of brilliant pupils with good grass root level education.
2. Wide disparity of level of education among pupils coming from different educational institutions.
3. PG Courses are a concern as many of the students move abroad and many are in their own business.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is in the Hoshiarpur district of Punjab and is affiliated to Panjab University, Chandigarh since July, 1973 and recognized by UGC under 2 (f) 12 B 1976. The curriculum of the institute is exactly in line with the syllabus of the affiliated university and changes in the syllabus and subjects are also made according to the guidelines provided by the university. Every new academic session starts with an Orientation Programme. Curriculum delivery is planned for the academic session. Academic Calendar and syllabus plans are prepared department-wise in which co-curricular activities like extension lectures, industrial visits, and other activities are mentioned in advance to bridge the gap between industry and syllabus. Activities planned by the departments are aligned with the institution's vision and mission. The adjustments and proctorial duties are also assigned for proper delivery of the curriculum. To make teaching-learning process more interesting and effective, the college has ICT tools, LCD projectors, and well-equipped labs for students. There is an Elective Course System followed by the college and several options are open for students to opt for the subject of their choice. The institute provides financial assistance to the needy students and scholarships to meritorious students to motivate them. The delivery of the curriculum is evaluated and checked by the academic council of the institute. The institution is running a fair assessment procedure that is based on the student assignments, class attendance, house examination marks, etc. Several add-on courses/value-added courses are offered by the institution in the fields of fashion designing, stock market and computers to enhance knowledge of students. The institute works on various cross-cutting issues i.e. gender, environment and sustainability, human values, and health through various activities like seminars, lectures, and visits to old age and orphanage homes. A water harvesting plant and solar panels are installed and a vermi-compost pit has been constructed in the college campus for environmental sustainability. Field projects, internships, and project work are introduced in the curriculum for the practical exposure of the students. Regular feedback on the curriculum is taken from stakeholders is analysed and corrective measures are taken accordingly.

Teaching-learning and Evaluation

The most important thing in teaching learning process of this institute is ability of its teachers to create

enthusiasm, ignite passion and generate curiosity among the students. The teachers are deputed off and on to participate in conferences, seminars and symposia, orientation and refresher courses to boost their teaching skills and make their teaching more innovative and effective. The admission process of the college is managed by admission committee which is responsible for designing admission forms and prospectus. To cater to the diverse needs of the students, various subject combinations are offered so that the students can choose the combination of subjects according to their liking and competence. The admission process is online and followed by academic calendar which facilitates students for participation in various curricular and co-curricular and extra-curricular activities. The admission committee also designs general time table. IQAC of the College supported by the senior faculty members monitors all the curricular, co-curricular and extra-curricular activities in the college and ensures to provide all the necessary support to teachers and students for better teaching and learning processes. Feedback is obtained from students to ensure that teaching is student-centric. The Internal Quality Assurance Cell conducts quality audit and conducts programmes for improving the quality of teaching. The emphasis is given on student-centric teaching methods like field visits, study tours, industrial visits, projects etc. for enhancing learning experiences. The inclusion of ICT is sought out to make teaching learning process more effective and inventive. A constant growth in the use of ICT for teaching learning process by the teachers is seen for last five years. Promotion of innovation and creativity in teaching-learning has resulted into the attainment of programme outcomes.

Research, Innovations and Extension

S.D College Hoshiarpur ardently aspires to cultivate the spirit of research & innovation among teachers and students by creating ecosystem for the same . The institution has established Research & Development cell. The College has signed MOU's with prestigious institutions. Over the time period, number of research papers have been published by teachers in peer reviewed journals and the ones notified on UGC website. There has also been an increase in number of books and chapters in edited volumes/books published and papers published in seminars/conferences proceedings per teacher. During the last five years there has been increase in number of workshops/seminars/conferences including the ones on Research Methodology and Intellectual Property Rights (IPR) and entrepreneurship organized by the college . Administrative help, infrastructural facility and financial assistance in the form of seed money have been extended to the faculty. Internships and Industrial trainings are being organized for the college students to strengthen experiential learning. Our college student has developed websites of prestigious industries and they have received appreciation letters also for this. For their holistic development students are involved in extension activities in the neighborhood community with the aim of sensitizing them towards social issues and economic problems . Under our social outreach programme, the NSS volunteers, NCC cadets and other students visit Fadma village on Phagwara Road and in the vicinity around the college to conduct health awareness, spray against malaria larva, sanitary pads distribution in slums and blood grouping. Many awards have been received by the NCC cadets for their meritorious achievements. Civil Defense Camps to equip the students with techniques and skills to help and evacuate people during natural calamities are being organized as and when guided by the District administration. Ours is the first College in the district to sign an MOU with the Deputy Commissioner, Hoshiarpur to provide medicines and other items to the Old Age Home and academic assistance to the Orphanage. Blood donation camp is a routine activity. Thus the twin aims of nurturing the research aptitude and sensitizing our pupils towards the social responsibilities are being met by the college.

Infrastructure and Learning Resources

1. The college campus sprawls over an area of 10 acre and has state-of-the-art infrastructure that

encompasses 20 classrooms, Multipurpose hall, Library, Computer labs, commerce lab, Biotech labs , Chemistry Lab, Physics Lab, Psychology Lab, Fashion Designing Lab, Guest House and day care centre.

2. The college has well equipped Gym, yoga centre, Health care centre, basketball ground, badminton ground and playground.
3. The college has subscribed to 52 Mbps Leased Line connection to ensure high speed internet connectivity.
4. The college campus is interconnected through intercom facility and Fibre optic is laid throughout to facilitate high speed internet connection to every nook and corner of the institution.
5. Firewall is installed to prevent unauthorized access into or out of college campus
6. 8 classrooms and a multi purpose hall are equipped with multi-media projectors and Internet facility. One portable projector is on use as you move basis.
7. The college hosts the website on its own server.
8. Separate login credentials are provided to teachers, students and administrative office through college.sdcollegehsp.net portal that assist in managing admissions, assignment submission, results, attendance, fee record etc. In online manner.
9. The college Library is equipped with Desktops and internet connectivity that permits the students to access e-books and e-journals through N-List. This facility encompasses teachers too.
10. SOUL 3.0 software is installed in library that has various modules to manage accessioning and circulation of books.
11. WebOPAC allows students to access catalogue online.
12. The administrative office is fully automated.
13. During pandemic, two wi-fi hotspots were installed to ensure smooth conduct of online classes.
14. CCTV cameras are installed at different locations to ensure vigilance.
15. Construction Committee and Campus Beautification Committee ensure the proper maintenance of infrastructure.
16. Fire Extinguishers are installed at various locations for emergency situations

Student Support and Progression

Once admitted in the college, the students are taken care of by providing various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the college and assisting them to benefit from the Govt and Non government scholarships. The college believes in holistic development of students. It provides a number of opportunities to participate in co-curricular and extension activities. It supports the students both financially and academically. By way of active involvement in educational, and extracurricular as cultural and sports activities, students of S.D.College Hoshiarpur are involved in the planning and implementation of initiatives linked to their development. Students also gain confidence while participating in and coordinating various events and activities. At the beginning of every academic year, students join voluntarily and coordinate the event/activity. For every activity, faculty and/or staff members are assigned to facilitate and guide students. Students are also encouraged to participate in intercollegiate competitions at local, university, regional, and national levels for their overall holistic development. The presence of dedicated committees such as the Anti-Ragging Committee, Grievance Redressal Committee, Women Grievance Cell, Career Counselling and Placement Cell, Committee against Sexual Harassment ensure that students are well cared for, and get a platform to express their views for the development of the Institute. Alumni of SD College are an asset to the Institute. The Alumni Association is an integral part of the Institute and plays a significant role in the holistic development and growth of the Institution.

The SD College Alumni Association functions effectively to strengthen the ties between the institution and its alumni. Every year meetings are conducted and the visit of our alumni is a great source of inspiration and support to the college. Feedbacks are taken from them from time to time and are incorporated in the better interest of the institute.

Governance, Leadership and Management

In keeping with the vision and mission of the institution, the institution aims at ensuring that education is available to the last person in the society. Promising and deserving students are provided with financial support to meet their financial liabilities. Students are nurtured with holistic education to meet the demands of the competitive world outside.

Latest innovative techniques and interactive methods are a part of the academic instruction with impetus on comprehensive evaluation of the pupils. Faculty is encouraged to upgrade their realm of knowledge through training schedules. Extension activities help in sensitizing the students for community service and nation building. Students are initiated into the world of English Communication skills and soft skills by means of Communication lab. ICT enabled classrooms help the institution in effective teaching.

Through effective and efficient institutional processes, the staff works in various committees to ensure a smooth and hassle free working. The staff is given all facilities pertaining to the parent University instructions issued from time to time.

Optimal generation of necessary funds and utilization of resources is the institutional strength. A healthy feedback mechanism has ensued which help us strive towards perfection. Periodic Parent- Teacher meetings and alumni meets keep us attuned to the demands and thoughts of the students, parents and the alumni.

The college IQAC plays a pivotal role in taking important decisions. The scholastic schedule is ably implemented and the academic calendar from the parent University is implemented in earnestness.

Institutional Values and Best Practices

Sanatan Dharma (S.D.) College Hoshiarpur adopts values and practices that promote women empowerment, ensure green and eco-friendly campus, and instil social responsibility through various outreach programs.

Initiatives are taken by the college to sensitize the staff and students to promote a gender-just ecosystem. Programs like seminars, conferences, workshops, extension lectures, social outreach programs are organized in this direction. Various committees like Internal Compliant Committee, Committee Against Sexual Harassment, Women Grievance Redressal Committee, Anti Ragging Committee, and Discipline Committee ensure a conducive environment for the wholesome growth of female students and staff members.

One of the best practices adopted by the college is Personal and Professional Skill Enhancement that ameliorates the productivity of the students and staff. To achieve this goal, the college organizes seminars on career counseling, financial education

program, talent hunt, FDPs, IT Literacy workshops, lecture on soft skills, provides academic and medical support to the underprivileged stratum of the society, etc. Another best practice, Health and Environment Protection Programs aims at a flourishing society in a healthy environment. Several eco-friendly measures are implemented by the college like sacred Havana at every sankranti, use of renewable resources such as solar power project, vermi-compost unit, rainwater harvesting system in the college. Besides, various programs are organized to make the masses aware of various environmental and health issues and the ways to cope with the same. A distinctive feature of the college is its initiative named Prayaas: Earn While You Learn that aims at empowering the students by enabling them to meet their study expenses, have an exposure to professional world, bolster their confidence, channelize their energy to positive and productive activities.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | S. D. COLLEGE |
| Address | S.D. College, Deep Nagar, Phagwara Road, Hoshiarpur |
| City | HOSHIARPUR |
| State | Punjab |
| Pin | 146001 |
| Website | https://sdcollegehsp.net |

| Contacts for Communication | | | | | |
|----------------------------|----------------|-------------------------|------------|-----|-----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Parshant Sethi | 01882-249968 | 7380278212 | - | principal@sdcolleg ehsp.net |
| IQAC / CIQA coordinator | Manjit Kaur | 01882-248068 | 9464014359 | - | manjit@sdcolleg ehsp.net |

| Status of the Institution | |
|---------------------------|---------------------------------|
| Institution Status | Grant-in-aid and Self Financing |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|------------|---|-------------------------------|
| Chandigarh | Panjab University | View Document |
| Punjab | Jagat Guru Nanak Dev Punjab State Open University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 22-01-1976 | View Document |
| 12B of UGC | 15-09-1976 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| 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 | S.D. College, Deep Nagar, Phagwara Road, Hoshiarpur | Urban | 10 | 6000 |

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 | BCom,Commerce, | 36 | plus two | English,Hindi,Punjabi | 157 | 157 |
| UG | BCom,Commerce,Honours. | 24 | first year B.Com | English,Hindi,Punjabi | 72 | 72 |
| UG | BA,Arts,General | 36 | plus two | English,Hindi,Punjabi | 35 | 35 |
| UG | BCA,Computer Applications, | 36 | plus two | English | 48 | 48 |
| UG | BBA,Management, | 36 | plus two | English,Hindi,Punjabi | 50 | 50 |
| UG | BSc,Science, Biotechnology Honours | 36 | plus two science | English | 30 | 7 |
| PG | MCom,Commerce,Sem System | 24 | B.Com | English,Hindi,Punjabi | 40 | 4 |
| PG Diploma recognised by statutory authority including university | PGDCA,Computer Applications, | 12 | Graduation | English | 30 | 5 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 1 | | | | 17 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 3 | 10 | 0 | 13 |
| Yet to Recruit | 0 | | | | 0 | | | | 4 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 24 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 18 | 0 | 24 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 10 |
| Recruited | 1 | | 0 | | 0 | 1 |
| Yet to Recruit | | | | | | 9 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 20 |
| Recruited | 9 | | 11 | | 0 | 20 |
| Yet to Recruit | | | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 8 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 7 | 0 | 10 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 0 | 12 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 354 | 0 | 0 | 0 | 354 |
| | Female | 312 | 0 | 0 | 0 | 312 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 4 | 0 | 0 | 0 | 4 |
| | Female | 9 | 0 | 0 | 0 | 9 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 2 | 0 | 0 | 0 | 2 |
| | Female | 3 | 0 | 0 | 0 | 3 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| 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 | 46 | 59 | 60 | 49 |
| | Female | 57 | 59 | 50 | 51 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 2 | 1 | 0 |
| | Female | 3 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 49 | 43 | 45 | 32 |
| | Female | 38 | 53 | 51 | 46 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 265 | 259 | 244 | 220 |
| | Female | 226 | 197 | 199 | 232 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 1 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 684 | 672 | 650 | 632 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>NEP 2020 aims to transform India into a global knowledge superpower through holistic and multidisciplinary education suited to sustainable needs and aims at nurturing capabilities of each student. Sanatan Dharma College is privileged to be a premier multi-faculty, multidisciplinary Post Graduate coeducational institution affiliated to Panjab University, Chandigarh. The institution has organized several webinars and extension lectures and held discussions to understand its attributes with a focus on NEP preparedness. Institution has 5 faculties - Commerce , Management, Humanities, Bio- Technology and Computers offering a myriad of programmes and courses.s. It plans to add up more</p> |
|--|--|

| | |
|--|--|
| | <p>programmes and courses in the coming academic session, striving to produce academically oriented professionals that can contribute in overall development. Faculty is already engaged in interdisciplinary research and is working proactively on implementing the suggestions referred in the NEP.</p> |
| 2. Academic bank of credits (ABC): | <p>The concept of Academic Bank of Credits with an emphasis on enabling student mobility across Higher Education institutions is an innovative idea and has a potential in seamless integration of skills and experiences earned as credits deposited in an institution that can be redeemed at another institution allowing lateral and horizontal mobility in the academic programmes. The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university. The university is in the process of developing ABC for all the affiliated colleges.</p> |
| 3. Skill development: | <p>3.To strengthen the skill development capacity of student A number of short term courses have been initiated by the institution in various areas that include python, e-commerce, GST, stock trading etc.The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students. "Prayas"- Earn while you Learn is an initiative taken by the institution to inculcate self development and self enhancement skill among the students. Industrial visits are organized for the students to bridge the widening gap between theoretical learning and practical exposure.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>4.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English, Hindi, and Punjabi.The regional language Punjabi is a compulsory subject at undergraduate level College celebrates Hindi Divas, Maa Boli Divas and Maatri Bhasha Divas with great enthusiasm to promote languages among students. Opportunities are provided to the students to participate Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. Teaching courses and</p> |

| | |
|--|--|
| | observing various functions through online mode during the COVID pandemic were offered smoothly by the college. ICT-enabled infrastructure is available in the college to offer these courses through online mode when the need arises. Activities conducted under Ek Bharat Shrestha Bharat as initiated by GOI by the institution to promote the integration of the Indian Knowledge system |
| 5. Focus on Outcome based education (OBE): | The institution is affiliated to Panjab University, Chandigarh and adheres to the curriculum framework designed by it. All the courses, subjects, and Value-added courses have Course Outcomes and Programme Outcomes and all efforts are being made to achieve these objectives by the end of the course. To fulfill its responsibility, the institution offers opportunities to students and teachers to keep their knowledge updated by organizing extension lectures, seminars and workshops on emerging trends. |
| 6. Distance education/online education: | The baseline for online education was set up during Covid pandemic, when the education system came to a standstill. The CollegePro software purchased from APSoft provided a way for easy access to learning resources even for the remote students • G-suite applications, zoom, webex and google classroom helped the distant learners for sharing information. • Both teachers and students have gained experience from the online classes |

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The Electoral Literacy club has been established in the college under the name “Voter Awareness Cell”. The aim of cell is to engage students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarize them with the 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? | Faculty Coordinators: 2018-19: Dr. Gurcharan Singh & Ms. Neha 2019-20: Dr. Gurcharan Singh & Ms Neha 2020-21: Dr. Gurcharan Singh & Ms Neha 2021-22 : Mrs Jyoti Bala, Mr. Jagtar Singh & Mr. Paramveer Singh 2022-23: Mr. Jagtar Singh, Mrs. Neha & Mr. Paramveer Singh ; Student Coordinator: |

| | |
|--|---|
| | Sourav Gupta, B.com 3rd Yr., Jaskaran B.com 3rd Yr. |
| 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 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. | S.D. College Hoshiarpur has been celebrating National Voters Day and organized various activities such as slogan making competition, poster making competition, pledge administered by fresh voters and faculty members of College with the motive of spreading awareness among young new voters. Seminars has also been organised to spread awareness and importance of Voting. Camps for registration of votes were organized on 5/12/202, 20/11/23 and on 30/11/2023. The college also assisted district administration by providing them every possible help such as supplying Desktop, printers for smooth conduct of poll. |
| 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. | Numerous activities have been organised for spreading awareness. Few of them are: 1) Poster and slogan competition were held on National Voters day on 13/01/2020 2) Our students participated and won many prizes in block level poster making competition at JR polytechnic college on 14/01/2020 3) 30 students participated in slogan writing competition held on 9 oct 2021. 4) 60 students participated and a oath ceremony was held on 25/01/2022. 5) 18 students participated in slogan making competition held on 27/09/2022 6) 54 students participated in online quiz competition held on 16/10/2022 7) 5 students participated in poster making competition held on 26/10/2022 8) 10 students participated in slogan making competition oh 16/01/2023 9) 30 students participated in the Lecture on theme “My Vote My right” held on 20/11/2023 |
| 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. | Eligible voters were registered through voting awareness cell. Additionally, Camps for registration of votes were organized time to time |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 684 | 672 | 650 | 632 | 673 |

| 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: 54

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38 | 41 | 35 | 36 | 37 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60.83 | 28.57 | 25.29 | 64.02 | 48.50 |

| 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:

Our college, affiliated with Punjab University, Chandigarh, is committed to providing a top-notch education within the framework set by the university's curriculum and academic calendar. We recognize the importance of resource optimization, and our dedicated faculty utilizes their expertise to tailor a rich learning experience for our students.

Structured Planning and Resource Development:

A cornerstone of our academic approach is meticulous pre-semester planning. Before the commencement of each semester, our faculty members prepare unit plans for their respective subjects. These plans are designed to ensure a well-balanced distribution of course content throughout the semester. This structured approach guarantees the timely completion of the course. Furthermore, our faculty goes beyond traditional methods by developing comprehensive course materials. These materials include detailed class notes, supplementary readings, or problem sets, all designed to enhance student understanding and engagement. Technology plays a crucial role in our pedagogy as well. Our faculty members leverage Information and Communication Technology (ICT) tools to create interactive learning experiences.

Transparency and Continuous Improvement:

Department heads diligently document detailed departmental academic calendars. These calendars provide a transparent and comprehensive roadmap for the delivery of courses in the entire semester. Effective implementation of the curriculum is reviewed through iterative evaluation.

Departmental meetings are held periodically, fostering a platform for faculty members to discuss curriculum implementation, share best practices, and identify areas for improvement. This collaborative approach ensures the curriculum remains relevant and effective in equipping students with the necessary knowledge and skills.

Assessment and Interaction: The Pillars of Effective Learning To gauge student understanding and learning progress, we employ a system of continuous evaluation throughout the year. Periodic tests are conducted at the end of each unit, allowing faculty to assess comprehension and identify areas where students may require additional support. The evaluation process is designed to be both transparent and impartial, creating a fair learning environment. We firmly believe that a rich learning environment is fostered by active interaction between students and faculty. We encourage dialogue and discussion in all aspects of learning. Students are actively encouraged to ask questions, seek clarification, and engage in classroom discussions. This interactive approach facilitates a deeper understanding of the material and strengthens the bond between students and faculty. By creating a comfortable environment where communication flourishes, we nurture a love for learning and create a vibrant learning community. At our college, we strive to provide an education that is not only academically rigorous but also enriching and engaging. Through our structured planning, resourceful faculty, transparent assessment, and focus on student-faculty interaction, we cultivate excellence and empower our students to achieve their full

potential.

| 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: 20

| 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 |

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: 9.42

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 62 | 58 | 125 | 21 | 46 |

| 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 College is affiliated with Panjab University, Chandigarh, and adheres to the curriculum prepared by the expert body consisting of teachers from various institutions. The members ensure that the issues of gender, environment sustainability, human values, and professional ethics also get equal representation in the curriculum. Most of the programs do have these issues addressed in their syllabi.

The Humanities curriculum, for example, includes various issues on women's empowerment, climatic changes, human values like justice, equality, liberty, respect for elders, caste issues, rights and duties, social responsibility, and human rights.

The Commerce and Management programs include topics on business ethics, professional etiquette, fair pricing, corporate social responsibility, organizational behavior, and ethical issues related to entrepreneurship.

Similarly, the Science stream deals with issues of environment, global warming, afforestation, flora and fauna sustainability, sustainable energy and nutrition sources, and ethical issues in Biotechnology and entrepreneurship.

There is a compulsory subject named Environment, Road Safety Education, Violence against Women/Children, and Drug Abuse for students of all streams.

Various activities/seminars/workshops are organized by Women Cell, NCC, NSS, Science and Environment Club, IQAC, and various departments of the College on issues related to Professional Ethics, Gender, Human Values, and Environment and Sustainability.

| 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: 6.87

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

Response: 47

| 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: 75.57

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 301 | 279 | 278 | 261 | 264 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360 | 379 | 373 | 360 | 358 |

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: 35.23

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 53 | 64 | 63 | 63 | 60 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 163 | 178 | 178 | 171 | 170 |

| 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: 18

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:

The faculty focusses on the use of student-centered teaching and learning strategies. Students benefit academically from these activities by broadening their thought processes. The Institute has carried out a number of student-focused initiatives at the UG and PG levels to enhance the calibre of techniques for teaching and learning.

Experiential Learning

The College educates students with different levels of intellect and variation in learning outcomes. The teacher plays the role of a facilitator ensuring that a student has access to all learning material that will help in gaining knowledge through experience. Innovative teaching methodologies are employed. Faculty members make extensive use of ICT in the class room. Teachers of the college make the best use of technology in their teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards. Course objectives, programme specific objectives and programme outcomes are well defined and available on public domain i.e website of the college. Students are initiated into the programme that helps them in self-evaluating their performance at the conclusion of the course. Teachers encourage innovative thought and novel interpretations among students. Audio- Visual methodology, Language Lab, Google Classroom, Industrial Visits, Field Work and Projects provide experiential and participative learning. Students are encouraged to participate in research activities by letting them participate in seminars. Internal assessments are so planned so as to encourage students to work independently. Seminars help students overcome stage fright and develop oratory prowess. Students indulge in discussions and debates on contemporary issues.

Participative Learning

Students are instructed to appear for presentations and their comprehension of the topic is thus ensured. Internal assessments are planned in a way to encourage students to work independently. Written Assignments need to be done individually by researching on the given topic so as to enhance confidence and develop writing skills apart from inculcating an interest in research activities. Students indulge in discussions and debates on contemporary issues. Ability Enhancement, Generic and Skill Enhancement programs prepare students for life. Role Plays, Team works, Debates, Seminars, Quizzes and case studies are specifically Students centric. Students are provided with participative and problem-solving methodologies through role play, debates, case study, group discussion, etc. Quiz is conducted by teachers at class level also. PG classes are given topics for presentation in classes.

Problem Solving Methodologies

Ability Enhancement, Generic and Skill Enhancement programmes prepare students for life. NSS Cell and NCC sub-unit help students to participate, integrate and learn.

Feedback of the Course and teachers, provides an opportunity to identify any lacuna which can then be addressed.

Teachers make use of PowerPoint presentations in their lectures which help them have an interactive conversation with the students.

Problem-solving methodologies are basically teaching approaches that focus on helping students to develop the skills and knowledge required to solve complex problems. This can involve the use of case studies, real world scenarios or other types of problems that require students to apply their critical thinking and problem-solving skills.

| | |
|---|-------------------------------|
| 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: 94.44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38 | 43 | 42 | 37 | 38 |

| | |
|---|-------------------------------|
| 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: 83.96

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 33 | 34 | 32 | 30 | 28 |

| 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 awarded 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:

The internal evaluation is based on university criterion. Internal assessment of the students is done through class tests and house examinations and students' attendance. Faculty members tell students about the components of assessment process. All the examination related work is coordinated by an examination committee, comprising teaching and non-teaching staff members and led by a senior teacher designated as Registrar Examination. The responsibilities of examination committee include smooth conduct of internal as well as university examinations and to make policy decisions for transparent and robust internal examination mechanism. Exam schedules are finalised in accordance with university guidelines. Invigilators conduct formative examinations.

Departmental Level: Faculty continuously evaluates students in theoretical lectures, laboratories, assignments and unit tests. The midterm grades are assigned based on predetermined strategies and posted on the bulletin board.

College Level: The Registrar ensures the smooth running of university examinations. Grievances raised during the administration of online/theory exams are discussed with the Principal and, if necessary, reported to the university by the examination division.

Redressal of grievances at the university level: After passing through the college examination section, questions about results, revisions in mark sheets, and other certifications issued by the university Page.

Grievances of students after verifying answer sheets are addressed.

1. The college has examination committee which works under the guidance of Registrar Examination and Principal.
2. The internal examination (House Tests) are commenced prior to the university examination and is notified through class circulation and displayed on notice board for students.
3. Invigilation and evaluation duties are assigned to faculty members.
4. The performance of the students is thoroughly discussed in the class by subject teachers and then weak students and slow learners are counselled by the subject teacher individually.
5. The performance of students is also notified to the parents.

A transparent, time-bound and efficient method is followed by our institute to resolve the grievances of the students. Grievances of the students related to University examinations are resolved by institution after getting the written request from the students in a time bound manner by the concerned official (Principal and Registrar Examination).

As our college is affiliated under Panjab University, Chandigarh, so the grievances related to university examinations are discussed with university examination branch and needful is done from college to resolve the issues of the students. Grievances related to internal examination are resolved by Registrar Examination or by the faculty members on duty immediately.

There is a Student's Grievance Cell in the college and also a suggestion box placed outside principal office so that the students can put up their grievances easily.

| 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 institute follows the curriculum of the programs designed by the Panjab University, Chandigarh. The

Board of Studies of the university prepares the course outcomes and programme outcomes while designing the syllabi. At present, the institute is running multiple undergraduate and postgraduate programmes very successfully viz. B. A., B.Com., B. Com (Hons.) B.Sc. (Biotechnology), B.B.A., B.C.A., P.G.D.C.A and M.Com. For the effective implementation and delivery of the curriculum, the teachers have well-described the Program Outcomes (POs) and Course Outcomes (COs) for every program provided by the institute.

The programme outcome (PO) and course outcome (CO) of all programmes and courses are made available in the College website. Further, the syllabi of all of the programmes are made available online (PU website), offline (Library). These are also communicated to the students by the respective teachers.

The IQAC regularly monitors the attainment level for every course. The institute conducts its evaluation in various ways before organizing various activities to achieve the desired outcomes. The evaluation of attainment is primarily made on the basis of the performances of the students in summative and formative assessments. The **summative assessment** is made through the semester examination of the affiliating university, and counts for 80% of the assessment.

The other 20% of weightage for internal assessment is used not only for the **formative assessment** of the student, but also for assessment of the course outcome. Learning outcomes of the students are regularly monitored by the departments and appropriate remedial measures are taken for desired course outcomes. As a piece of the constant assessment, the developmental evaluation of understudies' presentation is led. Homework, unit tests, surprise tests, seminars, projects, group discussions and other activities have been conducted under this evaluation category.

| 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:

The institution uses a set process for gathering and evaluating data regarding student learning outcomes. Within the confines of the university standards, the college has its own system in place for the ongoing evaluation process. An essential component of monitoring are internal examinations and assessments. Class involvement, communication skills, self-learning, self-discipline, attendance, viva-voce, project work, and seminar presentations are among the categories that receive the appropriate weightage. Teachers provide customized assessments for slow learners in their classes and offer guidance to weaker students. Encouragement for more experienced students is a typical occurrence. Final Semester Exams are another piece of information on learning outcomes with the results, which show how well the

teaching and learning process worked. This helps pupils overcome obstacles in their learning and provides them with an opportunity for self-evaluation. There is a correlation between meeting learning objectives and regular attendance. Teachers keep track of student attendance in their classes and analyse the information. When necessary, they notify the students about the individuals who have not attended classes regularly. To enhance the caliber of instruction and boost academic output, the Principal and staff hold staff meetings to talk about the students' performance following the house exam. Another crucial tool for gauging students' attainment is the periodic course feedback that parents and students provide. It is further explored and applied to enhance the course material and delivery methodology. At the conclusion of each academic session, permanent faculty members are expected to include the pass % of their individual classes in their Self Appraisal Reports. It turns into an additional measure of learning objectives. Meetings with the Principal are used to discuss the outcomes, and new tactics are developed in light of the specifics of the outcome data. Further the placement of students through both on- and off-campus placements. Data on student advancement and progression also reveals patterns and course results. College graduates who occupy prominent roles in society serve as evidence of the program's and course's success. So, in order to analyse student performance, determine whether learning objectives have been met, and prepare for an improved and efficient teaching-learning process, the organization and individual teachers use assessment/evaluation outcomes as an indicator.

| 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: 87.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 141 | 128 | 194 | 188 | 208 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 190 | 189 | 194 | 188 | 223 |

| 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: 3.77

| 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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 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:

Sanatan Dharma College , Hoshiarpur ardently works to cultivate the spirit of innovation to promote ecosystem for research.

Many of the class rooms are equipped with multimedia Projectors to facilitate the students. Well equipped computer Labs facilitate them to be well versed with ICT. Students are encouraged to visit industries to collect and process data and submit it as project reports. Micro-entrepreneurial skills are taught to students through skill-based programmes like web-technology, dress designing, block printing and fabric painting. **'Prayas' 'Earn while you learn', an initiative taken by the college**, is successfully implemented by guiding the students in Baking, tailoring, making fancy and essential usable items and selling them and creating fancy items through waste fabric and waste cardboard paper. Resource persons from different institutions are invited for delivering expert talks in Workshops and Seminars.

Research and Development Cell for Knowledge transfer

The college aims at nurturing research culture by promoting research in emerging areas of Business, Management, Science and Humanities.

The institution facilitates R&D environment by providing research facilities in terms of research journals and research incentives. The college has taken online access to N-LIST through which faculty members & students access e-books & e-journals. The Research Voyage, a bi annual peer reviewed online journal has been published by the college since December 2019. After rigorous reviewing and revisions through competent reviewers, the articles are accepted/ rejected for publication.

To promote quality research at faculty level :-

Research Oriented Initiatives

- Two Days workshop on “Research Methodology” was organized by the Research Promotion Cell, Department of Economics, Department of Computer Applications and Department of Management from 27/04/2023 to 28/04/2023.
- Online 7-days FDP on ‘Research Methodology’ was organized by the Department of Management in association with IQAC from 6/6/21 to 12/6/21.
- One day National Seminar was organized by the Department of Commerce on “Investor Awareness” on 5/8/19.

To create awareness about IPR the activities organized are:-

- Workshop on “Intellectual Property Rights and Design Filing” was organized by PG Department of Commerce on 8/6/22.
- A Seminar on “Patent Rights: Issues and Challenges” was organized by the Department of Biotechnology on 10/4/20.
- Workshop on “Intellectual Property Rights in Teaching” was organized by the Department of Economics on 18/03/20.
- Seminar on “ IPR and Emerging Trends in Information Technology” was organized by Department of Computers on 4/12/19
- Workshop on “Intellectual Property Rights and Patent Rights” was organized by Department of Computers on dated 24/11/18
- A Workshop on “Intellectual Property Rights in Software” was organized by Department of Computers on 10/9/18.
- A Workshop on “ Intellectual Property and Innovation in Economics” was organized by the Department of Economics on 24/8/18

“Sri Panchanan” For Promoting Research among Students

To promote research among students, “Sri Panchanan” an annual magazine is published by college by seeking innovative ideas in the form of original articles/ poetry from 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: 20

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 5 | 4 | 4 |

| | |
|---|-------------------------------|
| 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: 0.37

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 5 | 2 | 2 | 1 |

| 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: 0.44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 10 | 2 | 2 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View 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:

Sanatan Dharma College aims at holistic development of the students and sensitizing them by exposing them to address the social issues in the neighborhood. For this purpose, college organizes a number of extension activities. All these activities as is shown in Table 3.1 have positive impact on the students in cultivating a sense of responsibility, a passion and brotherhood towards community,

Table 3.1 Extension Activities and their impact in sensitizing students to social issues and holistic development.

| Extension Activities | Impact |
|--|--|
| Visit to Old Age home, orphan age and Kushat Ashram. | Humanity and Helping tendencies Students are motivated to develop a passion and brotherhood towards community affected people and to carry forward humanitarian work in future. |
| Yoga Day Celebration. | Physical Development Students are made aware of mental health fitness, physical health fitness of mind, body and soul. |
| Swachh Bharat Abhiyaan | To make India Open Defecation Free (ODF) Students are motivated to become an agent of change for improving water, sanitation and hygiene practices in their families and within their community. |
| Activities under Vigilance awareness | Say No to Corruption; Commit to the Nation Students are made vigilant and commit to highest standards of honesty and integrity at all times and supports the fight against corruption. |
| Independence day and Republic Day celebration | Moral Development Qualities like patriotism righteousness are inhibited among students |
| Blood grouping / Blood Donation Camp | Emotional Development Ethical Values developed during the camp help students become emotionally involved in very important social issues |
| Environment protection and tree plantation | Environmental Development Students are motivated to save the mother earth by |

| | |
|--------------------|---|
| | keeping it pollution free and by planting more and more trees in community |
| National Youth Day | Spiritual Development Various activities on the life and philosophy of Swami Vivekananda are conducted to motivate the students and faculty for striving to better life |
| Civil Defense | Self Protection The main objective of organizing this training programme is to prepare the Youth to respond during any calamity viz manmade or natural in their areas. |

Extension activities carried during the last five years have been attached here with

| 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:

Sanatan Dharma College Hoshiarpur has received heartfelt Recognitions from Government and non-Government recognized bodies for its involvement in extension activities. Various awards and appreciation letters received are as follows:-

- Two students from Computer department received Appreciation letter from TR Enterprises for developing website on dated 02.05.23.
- Our Institution received appreciation letter from Punjab Home Guard cum additional controller, civil defense, Hoshiarpur for organization of Civil Defence camp as per directions from DC Office.
- The institution received appreciation letter from Bhai Ghanaiya ji Charitable Blood Bank & Hospital, Hoshiarpur for holding voluntary Blood Donation Camp on different years.
- We received appreciation letter from Careness and Awareness welfare Society, Hoshiarpur for full Co-operation in various events like tree plantation, environmental awareness and society welfare during different years.
- College received appreciation letter from Nehru Yuva Kendra Hoshiarpur for full Co-operation

in terms of infrastructure, Human resources along with participation in organizing Yuva Utsav & Clean India during session 2022-23.

- Municipal Corporation, Hoshiarpur appreciate the support rendered by our college in propagation “Swachh Bharat Campaign” in different years.
- International Human Right organization gave certificate of appreciation to our four teachers for their active Contribution in Arranging National Seminar on the International Human Rights Day in the year 2022-23 and award for social services & education award during 2019-20
- College received sincere thanks and appreciation from Municipal Councilor, Deep nagar Hoshiarpur and Sarpanch, Fadma village, Hoshiarpur for Organizing Vigilance Awareness Rallies regarding the menace of corruption and Anti Dengue and Malaria Spray in the year 2022-23,2021-22
- District Ayurvedic and Unani officer, Hoshiarpur appreciate S.D. College for contribution in Celebration of International Yoga Day during the session 2022-23, 2021-22
- District Ayurvedic and Unani officer, Hoshiarpur appreciated and recognized our institution for the unstinted support in the organization of Covid Vaccination Camp on June25, 2021 and on April 01, 2021
- Sant Darbara singh College of Education for Women gave words of gratitude to the college principal for Deliberation on 7 days FDP from 22/3/21 to 28/3/21.
- College Principal received appreciation from Babe Ke College of Education and Moga College of Education for girls on 06/2/20 and 19/9/18 for delivering extension lectures.
- Our College teachers received appreciation letter from Bhai Ghanaiya ji Charitable blood bank and Hospital for donating Blood and platelets during the session 2019-20.
- The institution received appreciation letter from sarpanch Fadma village Hoshiarpur for conducting free eye checkup camp on dated 12/9//19.
- Our college received appreciation letter from Indian Red Cross Society for giving full co-operation in conduct of First Aid & Home Nursing Courses in the campus during the year 2018-19.
- Our College has End user License Agreement with Sfeiiat
- Dr.Sachin received appreciation letter from Babe Ke College of Education on 13/09/18 for extension lecture .

| 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: 23

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 6 | 4 | 5 | 3 | 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: 17

| 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 campus sprawls over an area of 10 acres having 20 classrooms, an Auditorium/Multipurpose hall, conference/IQAC room, well equipped computer labs, Commerce lab, bio-tech lab, psychology lab, Physics lab, Chemistry Lab, Library, Common room, Dispensary, language lab and Fashion Designing Lab. Apart from regular classes, available infrastructure is utilized for co-curricular activities, parent teacher meetings, seminars, conferences, FDPs etc.,

ICT facilities:

The institution is adequately equipped with modern teaching- learning resources. The college has following support for Teaching Learning:

a) Teaching Resources and ICT: The Teachers use various ICT tools in classroom teaching. The IT infrastructure is regularly updated in view of latest technology. There are 8 classrooms with fixed multimedia projectors, 1 multipurpose hall with fixed projectors and one portable projector on use as you go basis.

b) Learning Resources and ICT: The students have been given access to PCs and Internet in Centralised Library, Computer Labs, Commerce Labs etc. Wi-fi hotspots are installed in college campus.

C) There are 90+ PCs, 10 printers, ICT enabled classrooms, Wi-Fi Campus and fibre optic cable laid throughout the campus for round the clock internet connectivity.

Sports activities:

The college has a vast playground area, Badminton court, basketball court, volleyball court and a fully competent and qualified Assistant Professor to train the students to participate in the events conducted by parent university. College organizes regular Athletic meets and Students are encouraged to participate in Various games like Kabaddi, Cricket, Football, Shot-put, Volley Ball, Cricket. Sports equipment are available in plenty. Moreover new sports equipment is procured on regular basis. Teams for Cricket, Football and Kick-Boxing are sent for inter college competitions held by Panjab University, Chandigarh

Cultural Activities:

There are 2 stages and a multi-purpose hall for holding cultural functions in college. Dimensions are 45*30(Main stage), 35*15(Library stage) and 15*12(Backside Ground stage). Students are encouraged to participate in Zonal, Inter-Zonal Youth festival every year. Teej Festival and Talent Hunt is organised annually. The college had the privilege to host Hoshiarpur Zone A Zonal Youth Festival in year 2017-18 and many students of surrounding colleges participated.

Gym:

The college has a well equipped Gym named Mahavir Kaksh. Machines like weight lifting set, Treadmill, Leg press, shoulder press, squat stand etc are installed in Gym.

Yoga:

Every year International yoga day is commemorated and Webinars related to yoga are organized. Multi purpose hall is utilized to teach yoga to the students.

| 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: 29.62

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12.43 | 7.55 | 11.12 | 12.95 | 23.26 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:**

ILMS: • The Library is fully automated with computer systems • Transactions are automated by using Bar Code Scanner • The Software used for Library Automation is upgraded to SOUL 3.0 in Oct 2022, designed and developed by the INFLIBNET Centre, Gujrat • The software's Web OPAC link is uploaded on the website through which the faculty members/students can check availability of books in library. Link for search is <http://lib.sdcollegehsp.net/>. It facilitates users to browse entire library's collection through author/title/subject and place a request of a book using this facility.

The collection of Library at present consists of more than 35000 books, 300 volumes of important journals, and about 300 CDs on various subjects. The Library regularly subscribes to 15 journals and magazines on a variety of subjects. The library has rich collection of book especially on Commerce, Economics, Management, Computers, General Studies, Languages, Religion, and Bio-tech books. The library provides facility with spacious reading room, separate section for faculty members and IT section for browsing e-books.

Subscription to E-resources: The college has subscribed to N-List which has 6,000+ journals, 1,99,500+ ebooks and 6,00,000 ebooks are accessed through NDL.

Details of Subscriptions: Amount spent on purchase of books is Rs. 2,99,269/- during last 5 years. And that of journals/magazines is Rs 68799/-

Register is maintained for faculty members and students during their visits to 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:

The college has adequate computing and IT resources. There are 3 computer labs, 1 commerce lab, E-library, and one Research Cell . There are 98 PCs and 2 Laptops . The budget is allocated annually to

purchase /upgrade computers to provide the students the PCs of latest configurations. The campus is under CCTV surveillance to ensure safety of the students. The college has spent amount of Rs. **24,79,121/-** exclusively for IT upgrades

Some of the IT based advancements of campus are:

- 1.MFDs, Photostat Machines, Printers, and scanners are available for the staff to use for official purposes.
2. 52 Mbps Leased line connection is available to access internet. The college campus is interconnected with optical fibre cable and high speed internet connectivity is available at every node.
- 3.Licensed Soft wares are also available which include: Microsoft Office 2013/2007/2010,Windows 8.1 /Windows 10/Windows 11,Tally(Multi-user).
- 4.College has purchased a collegpro software and a separate login is provided to all the teachers and students. Moreover admissions, fee, assignments of students, attendance of students, faculty leaves, event management etc. are handled through software.
5. Wi-fi hot spots are installed at various places in the campus to facilitate wireless access to internet.
- 6.Multi-media projectors are installed in classrooms to facilitate teachers to take interactive classes
- 7.During 2022-23, Checkpoint Firewall was installed to provide protection against attackers and malicious software entering computers. It also has the capability to restrict access to unwanted websites.
- 8.The website of the college(www.sdcollegehsp.net) is hosted on in campus server.
- 9.During 2022-23, 13 PCs of latest configuration (with SSD) were purchased from Dell Technologies. Moreover, 6 new CCTVS were installed in campus.The college regularly updates the IT infrastructure and PCs with SSD were purchased in 2018, 2021,2022,2023(Bills Attached)

| 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: 8.88

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

Response: 77

| 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: 14.41

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9.93 | 3.45 | 4.023 | 10.27 | 5.06 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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: 19.99

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 86 | 345 | 98 | 72 | 61 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[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 |
| 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: 54.24

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 278 | 574 | 546 | 283 | 115 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View 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: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View 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: 13.62

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 29 | 11 | 32 | 25 | 20 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 141 | 128 | 194 | 188 | 208 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 0.94

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.)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 5 | 2 | 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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: 43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 8 | 0 | 17 | 11 |

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[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](#)

5.3.2

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: 12.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 8 | 10 | 11 |

| 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 Alumni Association acts as a link between the “Alma mater “ and the” Alumni” as it moves ahead with selfless intentions for the growth and development of the college.

The Role of Alumni in Sanatan Dharma College, Hoshiarpur is significant and the institution has maintained a good rapport with the Alumni since its inception. The major objective is to facilitate the maximum and active participation of the alumni in inappropriate activities and events.

The college's Alumni Association is registered and aims to link alumni to the institution. On December 10, 2021, the Punjab Amendment Act, 1957 amended the Societies Registration Act and registered it.

Every year, the Alumni Meet is hosted by the Alumni Association, which is well supported by the Management. Alumni from different branches are invited to share their intellectual, career, and professional experience not only with teachers but also with the present students which may go a long way in the development of the college. The association aims to encourage the relationship between the college and its alumni to promote the growth of the institution in various areas such as the facilitation of industrial visits, facilitation of extension lectures by alumni, and help in liaison with local administration.

The association plays a significant role in the contribution of scholarships to deserving students and donations. The association also plays a significant role in contributing scholarships to deserving students. Alumni are also members of IQAC and provide inputs for imparting quality system that adapts itself to recent trends and requirements of the industry

Retired staff are invited for special occasions such as alumni meetings, jubilee commemorations, etc. Alumni of the college are also involved in various social welfare and awareness activities like Swatchta Abhayan, Tree Plantation, Blood Donation Camp, Covid Vaccination Drive, Old Age Home Visits (Smiley Groups), and many others. Their active participation is a source of motivation for the present students and a sense of responsibility towards society.

| 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

This vision of Sanatan Dharma College is an offspring of the sublime ideals of its founders which in Sanskrit reads:

TAMSO MA JYOTIRGAMAYA

Lead Us God, from Darkness to Light

The college aims at spreading the light of knowledge for the development of a healthy society by offering empowerment through quality education coupled with social and moral awareness.

Our Mission

- To facilitate the multi-faceted development of students from all sections of society.
- To provide dynamic and competent youth through development of right skills.
- To foster personality development of each student through development of leadership qualities and positive attitude in a conducive environment.
- To produce able-minded youth capable of addressing the larger issues of life to build a strong society.
- To inculcate respect for our culture among students and society at large through the development of social and moral consciousness.

The Institution has a practice of participative management. The college provides better opportunity to all those participating in the decision-making process. Principal is the administrative and academic head, followed by Vice Principal and departmental heads and it is visible in various institutional practices:

Decentralization: - The Institution has a mechanism for delegating authority and providing operational autonomy to the various functionaries to work towards decentralized governance system. Zonal youth festival Hsp – Zone A organized by the college in September 2017(26.09.2017 to 29.09.2017) is living example of decentralisation and delegation of power.

Governance

1. Our institute operates through a democratic and inclusive system of governance that involves

participation from all stakeholders.

2.Our institute encourages a culture of active involvement and participation in management decisions.

3.The institute is dedicated to offering new programs based on current trends.

4.The institute adheres to the guidelines set by Panjab University, Chandigarh and amendments thereof.

5.All admissions are made without any discrimination based on caste, religion or gender.

6.The institute regularly organizes cultural events through its National Service Scheme (NSS) and National Cadet Corps (NCC) programs and Youth Welfare Cell.

| 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:

The college prepares the strategic plan according to its vision and mission. The college aims at spreading the light of knowledge for the development of a healthy society by offering empowerment through quality education coupled with social and moral awareness. For last five years college is putting efforts to enhance the quality in education through integration of modern techniques with traditional methods. During last five years projectors are increased in the college. Computer labs are upgraded with new computers. Separate computer lab is setup for the commerce and management department. College administrative software is upgraded. All these steps helped to switch to distance education smoothly through online classes during **covid period**. To enhance the skills of students some value added course had been started through Jagat Guru Nanak Dev Punjab State Open University, Patiala. Social and moral values are inculcated in the students through various activities like visit to orphanage, involvement of 'Smiley group', And students participate in various activities through NCC, NSS and Red ribbon. At the college level, the administrative responsibility vests in the Principal assisted by IQAC. The composition of IQAC is inclusive and democratic and as per the norms of NAAC giving due importance to all the stakeholders. The meetings of the IQAC are held quarterly in the session. Academic Council includes the Principal, Dean Academics, all HODs and takes decisions regarding the academic matters. Grievance Redressal Committee. Anti-Sexual Harassment Committee for addressing all grievances of students and Public relations and RTI Committee are for any sort of liaisoning and information pertaining to the

Institution. The Academic Council and youth welfare committee, with the help of different committees, organize academic, co-curricular and extra-curricular activities For quality enhancement, the IQAC acts as a nodal agency of the institution for coordinating quality related activities, including adoption and dissemination of best practices. Departments are administered by Faculty Heads and they monitor all the activities of the faculty. For appointments, the college follows the rules and regulations laid down by UGC, DPI (Colleges) Govt. of Punjab and Panjab University, Chandigarh.

In keeping with the future needs, the institution is wholeheartedly devoted to adoption of latest techniques and thereby meeting the challenges at our disposal. All the committees have their SOPs and academic calenders to regulate their functioning.

| 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: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | 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:

Santana Dharma College, Hoshiarpur provides welfare measures to both, Teaching Staff and Non-Teaching Staff. These measures ensure development of faculty and also provide job satisfaction to its employees.

Welfare Measures for Teaching and Non-Teaching Staff

- The college provides timely salary and all other benefits like; CPF, EPF. ESI, Payment of TDS.
- Timely disbursement of Gratuity and leave Encashment.
- Duty leave, Casual leave and Earned leave facility for teaching and non teaching faculty.
- Extra Ordinary leave for staff progression including leave for Ph.d course work or any kind of higher studies.
- Refurnishing of Cabins, department rooms as well as classrooms.
- Intercom, Internet and Wi-Fi facilities are also available on the campus for staff.
- Annual increment and promotion .
- Medical Leave.
- Maternity Leave.
- For academic enhancement of the teaching faculty, seminars and workshops are organized to improve their skills.
- Facility of reimbursement for FDP/OC/RC/workshop and Seminar fee.
- Facilitation of Evaluation and Exam invigilation duties.
- Safe drinking water through water purification system at various points. Bi-annual seven stage water tanks cleaning.
- Medical assistance through qualified Doctor in the premises of college and placement of first aid kits in all departments.
- Fire Extinguishers and water hoses to avert any calamity.
- Round the clock outsourced security service.
- Uninterrupted power supply with two gensets with 100 KW and 50 KW respectively.
- Day Care facility for tiny tots of staff.
- Canteen facility.

Performance Appraisal System for teaching staff:

The institution has practice of annual performance appraisal system that is followed for teaching appraised by the Principal and Principal is appraised by the Governing Body. The self-appraisal forms are collected from all faculty members annually. The appraisal form deals with various parameters of a teacher's competency. This practice helps in maintaining a consistent development of faculty in particular and the institution in general.

Performance Appraisal System for Non- teaching staff

The performance of the Non- teaching staff is appraised by the Principal. They are assessed on the parameters of efficiency, cordiality, and overall helpfulness. Non-teaching staff members are continuously guided for the enhancement in technical knowledge and growth.

Avenues for Career Development and Progression

- Seminars, Extension lectures,workshops and Faculty Development Programmes for teaching staff in every academic year.
- Seed Money provided for faculties to encourage them to undertake research projects
- Training programmes related to financial literacy for staff.
- ICT Literacy workshops for non-teaching staff at regular intervals.

| 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: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| 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 |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 28.66

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35 | 7 | 32 | 8 | 6 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24 | 24 | 24 | 24 | 24 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the 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:

The following are the various strategies employed by the college for fund mobilization:

Mobilization of funds: The institution has a comprehensive resource mobilization policy. It works within the framework of rules and regulations formulated by DPI(Colleges), Punjab Government, Panjab University, Chandigarh and College Governing Body.

Strategies Employed For Resources Mobilization

- The fee from various courses is a source of revenue charged on the lines of fee structure defined by Panjab University.
- Donations from staff members, Alumni and Philanthropists towards the fee of some needy students and endowment funds.
- The institution actively solicits MPs' and MLAs' grants for the betterment of the institution.
- It engages with its alumni and other stakeholders in exploring revenue-generation avenues.
- The management encourages donations from philanthropists to ensure quality education for the students.
- The fee collected from the students is utilized for the recurring expenditure of the college.
- The college has effective audit mechanism to monitor the utilization of the funds effectively and efficiently.
- Day to day financial dealings are monitored by the Bursar of the institution.

Mobilization and utilization of Space and Time

- The staff and students' parking has been revamped in the year 2018-19, along with 2BHK sets.
- The institution regularly conducts Seminars, Extension lectures, Panel discussions, FDPs and other Co-Curricular activities.
- The sports department has provided ample opportunities for the conduct of sports and students benefit from these facilities.
- The computer Lab which accommodates multiple related courses, the seminar halls which are also used as lecture theatres, the library which functions as a composite knowledge resource centre are a few other examples of optimal space utilization.
- Funds were adequately mobilised for Solar Power project, Rain Water harvesting system and Vermi compost pit.

Mechanism for regular audits is in vogue.

Internal Audits

Internal Audit is done by the CA duly appointed by the college the audit is done. At the end of the financial year, financial statement duly audited by Chartered Accountant is provided with audit report.

External Audits:

External audit is done by government agencies.

Dates of Audits conducted of the college during last 5 yrs.

| S/no | year | Internal Audit |
|------|-------------|----------------|
| 1. | 2017 - 2018 | 24.10.2017 |
| 2. | 2018 - 2019 | 20.09.2018 |
| 3. | 2019 - 2020 | 16.12.2020 |
| 4. | 2020 - 2021 | 19.08.2021 |
| 5. | 2021 - 2022 | 18.08.2022 |
| 6. | 2022 - 2023 | 01.09.2023 |

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has consistently striven to institutionalize quality assurance strategies and processes at every level of the institution's functioning. From devising strategies to improve the teaching-learning process through increased use of ICT, expanding the scope of the library, and signing MoUs, etc. with meaningful and holistic education, the IQAC has been an active ingredient in the growth of the institution.

The IQAC has regularly convened meetings; it has submitted the AQARs to NAAC in a timely manner; it has collected feedback in appropriate forms from different stakeholder categories, analyzed the same, and used it for qualitative improvement; it has organized Academic and Administrative Audit and has initiated follow-up action as per the suggestions and recommendations of the eminent evaluators.

Objectives of IQAC are as under:

- IQAC of the institute persistently strives from framing strategies to bring about an effective, cohesive and mutually beneficial networking between the members of the Alumni and the institution.
- To improve the teaching-learning process through increased use of ICT
- Arranging for industrial visits/training of students, organizing seminars, conferences, workshops, guest lectures in the institution,
- IQAC encourages various committees/cells of the institute to organize awareness camps, extension, and service-oriented activities.
- IQAC periodically conducts Academic and Administrative Audits and follow-up procedures.

Various practices institutionalized as a result of IQAC initiatives are:

Use of ICT in Teaching-Learning Process

IQAC of the institute has been instrumental in implementing many innovative teaching-learning methods in the form of quality enhancement of teaching through interdisciplinary lectures, skill-oriented programs, supportive classes, problem-based learning, student-assisted teaching, creative thinking, collaborative learning and utilization of Power Point presentation.

Implementation of Green practices on the campus

The IQAC proposed to initiate various green practices to maintain an eco-friendly college campus through activities i.e. Tree Plantation, Plastic Eradication, Clean and Beautiful Campus, No Vehicle Day, Awareness Programme on Renewable Energy, and E-Waste Management. e.g International webinar on "Green Products and Their implications" was organized by the Department of Economics in Collaboration with IQAC, A National Webinar on "Environmental Issues & Role of Green Audit in Higher Education Institutions" organized by the Department of Sciences, Bio-Technology & IQAC.

Because of these practices the institution has eco-friendly and pollution-free college campus and social awareness about renewable energy and e-waste management has been brought in the community.

| 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 |
| NIRF report, AAA report and details on follow up actions | 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:

Sanatan Dharma College, Hoshiarpur is always proactive to promote gender equity within and outside the college premises. The measures like Women Grievance Redressal Cell, Anti-ragging committee, CCTV surveillance cameras, special female security guards, medical dispensary, display of police and women helpline numbers, provision for female staff members to avail maternity and miscarriage leave are facilitated for women. Besides, the following events were organized during last five years:

Teej celebrations on 13th August 2018

Mehandi Application by Dept. of Fashion Designing on 13th August 2018

A workshop on Surface orientation on 1st September 2018

Lecture on Drug-Addiction and Female foeticide organized by Shivalik Hills Welfare Society on 3rd September 2019

Eggless Baking Workshop under theme Earn While You Learn on 16th November 2019

Art and Craft Workshop under theme Earn While You Learn on 2nd August 2019

Teej celebration on 23rd August 2019

Lecture on Drug-Addiction and Female foeticide organized by Shivalik Hills Welfare Society on 3rd September 2019

Eggless Baking Workshop under theme Earn While You Learn on 16th November 2019

A National Seminar on Women Rights, Child Abuse and Drug Addiction in collaboration with International Human Rights Organization (Affiliated to UNO) on 27th February 2020

A two-day glass painting workshop was organized by the Fashion Designing Department in the college from 2nd February, 2021 to 3rd February, 2021

International Webinar on "Aurat di Sathiti: Kal, Aaj Aate Bhalak" was organized on the eve of International Women's Day on 15th March, 2021

Women Cell and NSS Unit, S.D. College Hoshiarpur, in collaboration with IQAC organized a National Webinar on "Gender Equality and Women Empowerment" on 31st March, 2021

Sanitary pads, anti poly bags, and masks were distributed in the slum areas by Women Cell, NSS Unit, Red Ribbon Club of the college on 7th April, 2021

Department of Fashion Designing organized a "Workshop on Surface Ornamentations" on 16th April, 2021 to 17th April, 2021

Women Cell and NSS Unit organized a Webinar on "Menstrual Health & Hygiene Management" on 31st May, 2021

Celebration of Teej by Youth Services, Welfare and Cultural Affairs Committee on 13th August, 2021

Collage making competition by Department of Fashion Designing on 19th October, 2021

| |
|---|
| A National Webinar on Girl Child Day by NSS Unit in association with IQAC and Women Cell on 24th January, 2022 |
| Celebration of Women Day by Women Grievance Cell, Redd Ribbon Club, NSS Unit, Anti-Sexual Harassment Committee on 8th March, 2022 |
| A Workshop on Handmade Jewellery under Earn While You Learn by Dept. of Fashion Designing on 26th April, 2022 |
| Mehandi Competition was held at S.D. College Hoshiarpur on 8th September 2022 |
| S.D. College Hoshiarpur organized a 3-Day Art and Craft Workshop from 28th February, 2023 to 2nd March, 2023 |
| Rangoli and Greeting Card Making Competitions held at S.D. College Hoshiarpur on the eve of Women's Day on 6th March, 2023 |
| An Extension Lecture was organized at S.D. College Hoshiarpur on the eve of International Women's Day on 14th March, 2023 |

| 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: A. 4 or All 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: C. Any 2 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:

Santan Dharma College, Hoshiarpur aims at creating an environment where everyone, regardless of their background, identity, or circumstances, feels valued, respected, and able to fully participate. This involves actively promoting diversity and equity and ensuring that policies, practices, and behaviors foster a sense of belonging for all individuals. We believe that sensitizing students and employees to constitutional obligations, including values, rights, duties, and responsibilities of citizens, is crucial for fostering a strong sense of civic engagement, social responsibility, and ethical conduct within an educational institution.

To achieve the aforesaid goals, the college organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, days of national and international importance are celebrated in the campus with the initiative and support of the management

for not only recreation and amusement but also to generate the feeling of oneness and social harmony. It includes the celebration of Lohri, Diwali, Women's Day, Yoga Day, Hindi Diwas, Environment Day, Basant Panchami, Sacred Havana, Ramayan Path, Bazurag Diwas, Sadbhawna Diwas, etc.

Social sensitization of our pupils is the hallmark of our commitment towards all inclusive approach and the institution regularly organises visits to old age home, orphanage and lepers home. The students are sensitized about the problems of elderly residing in old age home and deprived sections of the society. Considering this decade old practice, the Deputy Commissioner office, Hoshiarpur signed an MOU with the institution on 31-03-2023. On the eve of Diwali, every year Divyang students of **JSS Asha kiran School Jahankhelan** set up stall of pottery and other items made by them and our students make healthy purchases.

The college also celebrates and observes various days of national importance like Independence Day, Republic Day, Mahatama Gandhi Jayanti, Shaheed Udham Singh Martyrdom Day, Shaheed Bhagat Singh Birth Anniversary, Neta Ji Subhash Chandra Bose Jayanti, Constitution Day, National Voters Day, Mother Language Day, Hindi Diwas, National Youth Day, etc. wherein students are made aware of their duties and rights given in Indian Constitution.

Motivational lectures of eminent personalities are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides, college also conducts webinars, seminars, FDPs, Quiz competitions, skill development programs that promote social unity and harmony by including all the teachers, students, and people from various institutes and society at large.

The medical camps like Blood Donation Camp, Eye Check Camp, Blood Sampling Camp, Corona Vaccination Drives, and facility of medical dispensary in the campus, etc. ensure that the college is doing a great social work by providing good health to the society at large. Sanatan Dharam College, Hoshiarpur will continue and strengthen its commitment towards the society.

| 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:

Best Practice 1: Personal and Professional Skill Enhancement

Objectives:

1. To bolster the confidence of the students as well as staff members to work independently.
2. To develop knowledge and core skills pertaining to various fields of education and employability among the students as well as the staff members.
3. To ensure the maximum participation of students and staff members in a wide range of recreational, sporting, cultural and social-service activities.
4. To strengthen the individual qualities and functional skills of the students as well as the staff members
5. To enhance the soft skills of the students for their personal and professional growth.
6. To provide the students vocational training, work experience, and career guidance.
7. To create a holistic, safe and secure living and literate surroundings.
8. To employ positive behaviour for a positive change in the society.

Context

S.D. College Hoshiarpur believes in training the students as well as faculty members for the social and interpersonal skills in order to help them cope with the rapidly changing demands of everyday life. Thus, college has embarked on various programs to fulfill aforementioned objectives.

Practice

To enhance the personal and professional skills of the students and staff members, the college has organized a variety of programs such as various competitions under Talent Hunt, E Vista: Best Out of E-Waste competitions, FDPs, Seminars and Workshops on Financial Markets, IT Literacy Workshops for Support Staff, Hardware Assembly Workshops, lectures on soft skills enhancement, Seminars on Career Counseling, Seminars on New Education Policy, Flameless cooking competitions, Civil Defence Camps, various types of declamation contest, debate competitions, poster making competitions, poem recitation competitions, handwriting competitions, creative gardening competition, etc.

The Students and other social groups have been encouraged to participate in various programs like Earn While You Learn, various activities under Youth festival, a vast array of activities under NSS, Yoga Day Celebration, celebrations of various days bearing the state, national and international importance, Sacred Havana, etc.

Evidence of Success

All the staff members and students involved in these programs have experienced various positive changes in their personal, professional and social lives. The vast number of entrepreneurs is a testimony of the success of the same.

Problems Encountered and Resources Required

Although the said activities were concluded on a healthy note, yet the journey throughout the year was swarming with various challenges. To encourage the students to participate in such activities is a major challenge as many of the students feel it a burden. The catastrophic COVID-19 pandemic has also

deterred a large number of students who prefer staying away from social gatherings. Besides, the migration of students to abroad and lack of awareness among the students and their families have also hampered the success of these programs. However, the organizing teams did their best to achieve the optimum results.

Best Practice 2: **Health and Environment Protection Programs**

Objectives:

- 1.To help the students and other social groups acquire sensitivity about how environmental degradation poses a great risk to life on earth and how the goal of environment conservation can be achieved.
- 2.To observe various days pertaining to health and wellness to sensitize the students and community about the problems and solutions related to various diseases.
- 3.To provide students and other social groups with an opportunity to actively involve in environmental protection so that it can boost the health of all and sundry.
- 4.To make the surroundings cleaner and greener for the betterment of current as well as future generations.
- 5.To make the surrounding people aware of the rapidly depleting natural resources, its impacts on the health of various species and make them contribute to a healthy environment.

Context

In order to spread environmental awareness and protect the nature around us, we need to take certain measures and make efforts to undo the damage already caused by humans. Therefore, with the said objectives, the college has initiated various health and environment awareness and protection programs..

Practice

Having a profound belief in Almighty God who creates, guards and destroys everything on and beyond the blue planet, every month in S.D. College Hoshiarpur starts with the chanting of holy hymns in sacred Havana that not only cleanses the souls but also purifies the environment. The remains of the Havana (Havana ash) are scattered in the flower beds to channelise positive energy and *aura*. In addition, following efforts are made in this direction by the college: Blood Donation Camps, Tree Plantation drives, an Extension Lectures on health and environment, E Vista: Best Out of E-Waste competitions, Swachhta Abhiyan, observance of Aids Day, Cancer Day, Health Day, Yoga Day, Environment Day, Leprosy Day, Distribution of Sanitary Pads in Slum Areas, Provision of Medical Dispensary in the college campus, promotion of sports, visits to Old Age Home and Kushat Ashram to sensitize the students to the problems of people living their, etc. Activities related to Covid, projects like Vermicompost, Solar and Water Harvesting, and initiatives like No Vehicle Day and No Plastic Zone are of great importance in this direction. Last but not the least, **Medicinal Plants** in the campus provide fruit with medicinal values.

Evidence of Success

The college has ensured the active participation of maximum number of students and other social groups in the initiatives undertaken to protect the environment and to stay fit. To a large extent, it has successfully sensitized the participants towards the issues concerned with the conservation of environment and encouraged them to spread the message of saving the environment and natural resources to save life on earth.

Problems Encountered and Resources Required

Problems like the channelization of the youth for the aforementioned activities was a major challenge as most of the students were not interested in the ground level cleaning activities. Especially because of the Covid-19 pandemic, students and other social groups used to avoid social gathering. Besides, other social groups involved in these activities were least aware of the significance of the same which forced the faculty to obtain information about them.

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

Distinctive Practice

Prayaas: Earn While You Learn

Objectives:

- 1.To provide the students with opportunities to earn while learning so that they can overcome various challenges of life.
- 2.To expose the students to the professional world even before their actual employment.
- 3.To give students hands on experience to boost confidence to face the world of competition.
- 4.To instil in the students a sense of belongingness and involvement in the development of the College.
- 5.To channelize the energy of the young students and to tap talent at their disposal and giving them a platform

Context

The Dept. of Fashion Designing, S.D. College, Hoshiarpur provides a great opportunity to the students through an initiative called **“Prayaas: Earn While You Learn”**. Besides this, *Prayaas* is aimed at improving the skills of the students, boosting their self-confidence and making them independent. In this direction, the department organizes a number of workshops and exhibitions.

Practice

In order to improve the skills of the students, boosting their self-confidence and making them independent, the Dept. of Fashion Designing, S.D. College, Hoshiarpur provides a great opportunity to the students through “Prayaas: Earn While You Learn” initiative. In this direction, the department organizes a number of workshops and exhibitions where students can learn making Traditional items, pottery, bakery items, making decorative items, and various types of fashion designing items. Besides, skills like rangoli making, clay modeling, poster making, rakhi making, handicraft items, etc. are also taught to the students. The items prepared by the students are mostly sold out in various exhibitions organized in the college. During 2022-2023, the Department of Fashion Designing organized a Mehendi Competition on 8/9/2022, a Rangoli Competition on 22/10/2022, Recycle Sustainable Fashion Competition on 22/02/2023, 3-Day Art & Craft Workshop 28/2/2023 to 2/3/2023, Rangoli and Greeting Card Making Competition on 6/3/2023, Industrial Visit to Neva Garments Pvt. Ltd. Ludhiana on 16/03/2023, a Trade Hall Carnival on 18/03/2023, etc.

Evidence of Success

“Earn While You Learn” attracts variety of students because it does not only provide them with an earning but also boost their confidence to support themselves and their families as well. Every year, the college organizes various exhibition-cum-sales in the college which is a testimony that the college is providing the students with a truly meaningful skill.

Resources Required

This initiative does not require any resources which are beyond the reach of the students. The college has already provided them with a fully-equipped fashion designing lab. The students also use discarded items, use plastic items to develop attractive pieces of art.

Challenges

Although these programs were concluded with massive success, yet we have to explore the outer world for suitable customer base. Some conventional items like traditional rope-laying (making of rope) or preparing baskets with mulberry branches need expert assistance. But it is very difficult to find such traditional artisans who can teach our students all these items. However, our dedicated team of Earn While You Learn leaves no stone unturned to enhance the skills of the students.

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

5. CONCLUSION

Additional Information :

Since its Inception in 1973, the institution has been putting in strenuous efforts to ensure the spread of education to the last person in the society. Moral, ethical and practical education have been the forte of this post graduate, multi-faculty, co-educational institution. A dedicated faculty with good credentials has been the hallmark of this college. We have smoothly ensured transition from purely simplistic classroom teaching to ICT enabled teaching and we are proud of this fact. Student sensitization towards the elderly and unprivileged section of society is a major attainment for us. We take pride in the fact that we have active MOUs with various prestigious universities, colleges, organizations and NGOs of the region

Concluding Remarks :

Being a Snatan Dharma institution, the college believes in ensuring the moral, academic, ethical and physical well being of the entire humanity. We have been treading this path for the last 50 years on an optimistic note and in emphatic manner. Devotion for the society has been our key concern. The Management earnestly strives to work for the well being of the staff and the students. The Vision and mission of the institution have been well implemented and addressed to by the dedicated and devoted faculty.

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6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1 | <p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :20</p> <p>Remark : As per removing DIPLOMA AND programs conducted under regular university curriculum.,Based on that DVV input is recommended.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>87</td> <td>135</td> <td>22</td> <td>46</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>58</td> <td>125</td> <td>21</td> <td>46</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 50 | 87 | 135 | 22 | 46 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 62 | 58 | 125 | 21 | 46 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 50 | 87 | 135 | 22 | 46 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 62 | 58 | 125 | 21 | 46 | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>306</td> <td>279</td> <td>278</td> <td>261</td> <td>264</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>301</td> <td>279</td> <td>278</td> <td>261</td> <td>264</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 306 | 279 | 278 | 261 | 264 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 301 | 279 | 278 | 261 | 264 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 306 | 279 | 278 | 261 | 264 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 301 | 279 | 278 | 261 | 264 | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 390 | 379 | 373 | 360 | 358 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360 | 379 | 373 | 360 | 358 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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***

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 193 | 216 | 207 | 179 | 170 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53 | 64 | 63 | 63 | 60 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 252 | 265 | 254 | 255 | 261 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 163 | 178 | 178 | 171 | 170 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 09 | 11 | 14 | 08 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 5 | 4 | 4 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 18 | 5 | 5 | 9 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 5 | 2 | 2 | 1 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 27 | 22 | 44 | 44 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|----|---|---|
| 5 | 5 | 10 | 2 | 2 |
|---|---|----|---|---|

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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.***

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 66 | 43 | 30 | 30 | 25 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 4 | 5 | 3 | 5 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21.50 | 12.26 | 9.49 | 38.44 | 12.02 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9.93 | 3.45 | 4.023 | 10.27 | 5.06 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 419 | 574 | 502 | 283 | 115 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 278 | 574 | 546 | 283 | 115 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 14 | 33 | 26 | 21 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 29 | 11 | 32 | 25 | 20 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 141 | 128 | 194 | 188 | 208 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 141 | 128 | 194 | 188 | 208 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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.)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 2 | 0 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 5 | 2 | 0 | 0 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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**

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**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 38 | 0 | 26 | 11 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 8 | 0 | 17 | 11 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is

recommended.

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)

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 44 | 20 | 16 | 15 | 24 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 8 | 10 | 11 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 11 | 22 | 22 | 13 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : As the financial contribution less than RS. 5000 per year per teacher so, Based on that DVV input is recommended.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 46 | 24 | 45 | 23 | 16 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35 | 7 | 32 | 8 | 6 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 27 | 13 | 12 | 15 | 10 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24 | 24 | 24 | 24 | 24 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is

| | |
|-------|---|
| | recommended. |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 68 Answer after DVV Verification : 54</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>43</td> <td>42</td> <td>37</td> <td>38</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>41</td> <td>35</td> <td>36</td> <td>37</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 38 | 43 | 42 | 37 | 38 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 38 | 41 | 35 | 36 | 37 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 38 | 43 | 42 | 37 | 38 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 38 | 41 | 35 | 36 | 37 | | | | | | | | | | | | | | | | | |