Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**SRI GURU HARI SINGH COLLEGE**
Name of the head of the Institution	**Dr. Harjwant Singh**
Designation	**Principal(in-charge)**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**01698272224**
Mobile no.	**9416059122**
Registered Email	**sghs.college@gmail.com**
Alternate Email	**groverklg@gmail.com**
Address	**Kariwala Road, Sri Jiwan nagar, distt. sirsa**
City/Town	**Sirsa**
State/UT	**Haryana**
Pincode	**125075**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**Sh. K.L.Grover**
Phone no/Alternate Phone no.	**01698272224**
Mobile no.	**9416724025**
Registered Email	**sghs.college@gmail.com**
Alternate Email	**groverklg@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://sghsc.in/

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://sghsc.in/academic-calender/

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**C++**	**65.50**	**2003**	**21-Mar-2003**	**20-Mar-2008**

6. Date of Establishment of IQAC	**25-Jul-2014**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Quarterly meeting of IQAC	**02-Aug-2019** **1**	**9**

Feedback from all stakeholders collected, analyzed and action taken for improvements	04-Oct-2019 1	12
Teachers Day Celebration	05-Sep-2019 1	250
Birth anniversary of Guru Nanak Dev Dev	16-Nov-2019 1	320
Painting Competition by Women Cell	14-Aug-2019 1	35
Hindi Diwas	14-Sep-2019 1	280
National Seminar	12-Feb-2020 1	350
Health Awareness Camp	17-Feb-2020 1	150

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View Link](#)
10. Number of IQAC meetings held during the year :	**3**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View Uploaded File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
12. Significant contributions made by IQAC during the current year(maximum five bullets)	

1. To Make the Campus ecofriendly, IQAC motivated and guided NSS, NCC, and Eco Club of the college from time to time to carry out various Extension activities during the session. 2. Strengthening the Feedback Mechanism related to Curriculum/Infrastructure/Teaching Learning and Evaluation etc. from stakeholders like students, teachers, alumni, and parents. To assess the efficacy of the teachinglearning process, a Student Satisfaction Survey (SSS) was conducted. 3. IQAC made a significant contribution in automating the admission process, assessment marking, and uploading marks for midsemester examinations. The circulation of notices among faculty/ students was broadcast through various WhatsApp groups. Most teachers shifted to different online platforms for taking classes during the pandemic. 4. Various activities on Swachh Bharat Abhiyaan, environmental awareness, Tree Plantation, AIDS Awareness, and Gender Issues were organized throughout the session. 5. Commemoration of the 550th Prakash Purab (Birth Anniversary) of Sri Guru Nanak Dev Ji and Satguru Ram Singh through the organization of events across various Disciplines/ committees.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Student Induction Program	Orientation programme for newly admitted students was organized. The students were informed about the College facilities, Opportunities and activities. Rules regarding discipline/ Anti ragging/ tobacco free campus were explained.
The College website was proposed to change its features to a user friendly mode.	It was upgraded to a new platform with more user friendly for easy access of the staff and students.
To offer wide range of cocurricular and extra-curricular activities for the students	Participation in Talent Show, University Youth Festival, debate & Poem Recitation Competition, Painting, Quiz competition
Green and eco-friendly campus ,Swacha Bharat Abhiyan	Regular tree plantation drives, Water harvesting, Special cleanliness drive on eve of Mahatma Gandhi Jayanti, Swachta and Green Campus initiatives Mission, Planting of saplings by faculty members to support green mission
Institutional Social Responsibility, Extension and Outreach activities	To inculcate sense of responsibility towards the Society efforts were made to spread awareness about Pandemic Covid -19 at the grass root level. Seven Days Special Camp organized by the NSS Wing
Examination Reforms	Adherence to academic calendar, Awareness about changed pattern of Online examination, Unit Tests,

	Surprise test ,Internal Assessment through practice exams conducted in all departments
To provide more infrastructural facilities for students.	Class rooms and laboratories have been repaired. Seating capacity in library has been increased. RO systems have been installed.
To continue students' mentoring system	Students' mentoring system was strengthened by holding regular mentor-mentee meetings
To collect feedback from various stakeholders	Feedback forms were collected from various stakeholders (Students, Teachers, Alumni)
To organize various awareness programmes for students	Awareness programs were organized through various extension activities

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14. Whether AQAR was placed before statutory body ?	**No**
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2020**
Date of Submission	**18-Feb-2020**
17. Does the Institution have Management Information System ?	**No**

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Sri Guru Hari Singh College, Sri Jiwan Nagar is affiliated to Ch. Devi Lal University, Sirsa and follows the curriculum formed as per the guidelines of University Grants Commission, approved by the Board of studies of the University. The college teaching faculty exhibits its active role and participation in curriculum design and development as representatives in Academic Bodies like, Member, Board of Studies and member, Academic Council of Ch. Devi Lal University, Sirsa. Curriculum design offers a wide range of subjects to fulfil the diverse needs of local and regional learners. The college receives regular updates of circulars through letters and emails from the university, regarding the changes or modifications in the curriculum. Principal informs the concerned teacher about the changes in curriculum and

gives them a copy of the same. The faculties receive all sorts of support from the university and college to understand the curriculum. Timely meetings are conducted and instructions are given for submission of Assignments. Unit tests and internal tests are well planned and executed before final examination. The college ensures effective curriculum delivery through its consistent efforts. At the beginning of the Academic year, the teachers prepare their individual Academic and Teaching plan which is included in the Academic calendar. The college teachers follow the teaching plan/lesson plan in the schedule of their working hours. The Timetable Committee headed by Time Table in charge draws up a detailed timetable which efficiently deploys the units of time for academic and co-curricular purposes. The faculty members are instructed to complete the syllabus within stipulated time. As per the requirement, new books are ordered with the consent of subject teachers and students. For implementation of curriculum, teachers include teaching methods such as presentations, assignments, and seminars for effective teaching. If, for any reason, a faculty fails to finish his/her syllabus within the stipulated time, he/she is asked to arrange extra classes for his/her subject. The college is well equipped with ICT facilities which are extensively used by teachers in day to day teaching to make delivery of the curriculum attractive for the students. We have semester system and we are bound to complete our syllabi within period of stipulated time so that the students can be prepared to face the University examinations without any pressure and delay.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
NIL	NIL	Nil	Nil	Nil	Nil

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NIL	Nill
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nill	NIL	Nill

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	Nill	Nill
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field

		Projects / Internships
Nill	NIL	Nill
No file uploaded.		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
Feedback is a great reinforcer for learning and achievement. Positive feedback has the power to initiate further action and it improves both teaching and learning. Feedback is obtained from students, teachers annually through online as well as offline mode. A well-structured questionnaire designed by the IQAC is used for getting responses. Feedback questionnaire was used to get responses about the teachers from the students, covering various aspects like their punctuality, subject knowledge, balance between theory and application. And further feedback from the teachers about their freedom for using new techniques to assimilate teaching and learning, freedom to propose, suggest and incorporate new topics in the syllabus through proper forum etc was obtained and analysed. Feedback from the students allows the college to know what the college is doing that facilitates learning and what adjustments are needed to be made. Students can give their feedback on the facilities provided by the college through the suggestion box. The college also collects feedback regarding program outcome, course outcome and ICT facilities provided by the college to them. They were also asked for the various facilities like food served in canteen/cafeteria, cleanliness of the campus, getting their marks statement on time, co-operation from administrative staff etc. The availability of sufficient number of books and digital resources in the library were also asked from the students. Renowned and eminent speakers having specialisation in different fields have been regularly invited from well-known universities and colleges for giving practical exposure to students and helping them in their career planning.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	Arts	900	550	360
BCom	commerce	240	200	106
BSc	Medical & Non Medical	240	50	20
MCom	commerce	120	25	18
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	486	18	17	6	17

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
17	17	3	2	0	4

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

In a rural co-educational college, a student mentoring system can play a vital role in enhancing student success and well-being. This program typically involves pairing students with faculty who provide guidance on academic and personal challenges. Mentors meet regularly with their mentees to discuss coursework, career aspirations, and personal development. Lectures on skills like time management and career planning are often organized, along with guest lectures to broaden students' perspectives. This system fosters a supportive community, helps students navigate the complexities of college life, and encourages personal and academic growth. Feedback mechanisms, such as surveys, are implemented to continually improve the program, ensuring it meets the evolving needs of students. Overall, this mentoring initiative cultivates a nurturing environment that empowers students in their educational journeys. Our college often implements several mentoring initiatives to support our students. Additionally, the college hosts regular mentoring sessions where students can discuss challenges and set goals in a supportive environment. Community engagement projects are also the part of the mentoring initiatives, allowing students to apply their learning while contributing to local development. Students are encouraged to go to local schools, teaching subjects like math, science, or computer skills to younger students, helping to strengthen their understanding and inspire interest in education.NSS volunteer and NCC cadets participate in health camps or awareness drives focusing on issues like hygiene, nutrition, and preventive healthcare, collaborating with local health professionals to educate the community. Organizing Swachhta Abhiyaan events or tree-planting activities allows students to contribute to environmental conservation while raising awareness about sustainability. Students conduct surveys or research on local issues, presenting their findings to inform decision-making and policy development. By participating in these projects, students not only apply their learning but also develop leadership skills and strengthen their connection with the community. By fostering strong mentor-mentee relationships, these initiatives aim to create a nurturing atmosphere that promotes student success and resilience in rural settings.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
504	17	1:30

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
13	5	8	0	4

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nill	NA	Nill	Nill

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	5430	year	18/06/2019	16/07/2019
BCom	5450	year	18/06/2019	16/07/2019
BSc	5440	year	18/06/2019	16/07/2019
MCom	008	year	18/06/2019	22/07/2019

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Reforms initiated on the Continuous Internal Evaluation (CIE) system at the institutional level focus on enhancing assessment methods and student engagement. Internal evaluation is a very important component of the total evaluation of the student. Internal evaluation in the college is based on the following criteria such as attendance, assignments, class performance and internal class tests. These reforms include diversifying assessment techniques by incorporating quizzes, presentations, and group projects, which provide a more comprehensive view of student performance. Regular feedback mechanisms have been established, allowing students to receive timely insights on their progress and areas for improvement. Internal marks are given by the concerned teachers of every department for every subject. The criteria for internal evaluation is framed and notified by the concerned University. The students are informed about the dates of tests and assignments by their teachers in the class rooms and also through notices. If any student is absent on the day of test then there is a provision for retest also. Internal evaluation is prepared by concerned teacher and submitted to the head of department. It is also put up on the notice boards by the controller of examination and uploaded on the University portal. The teachers are ready to lend a helping hand, in case of any discrepancy pointed by the students. By actively involving students in the feedback process and continuously monitoring the effectiveness of these reforms, the institution aims to create a more student-centered and holistic CIE system that supports ongoing learning and development.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The College follows an academic calendar from the beginning of each session keeping in mind the schedule of the affiliating university and the norms of Director General Higher Education Department of Government of Haryana.In our college, an academic calendar is meticulously prepared and adhered to for the conduct of examinations and other related activities. This calendar outlines

key dates, including the start and end of semesters, examination schedules, and important deadlines for assignments and projects. The odd semester examinations begin in the month of November and continue till the end of December. The even semester exams are held in the months of May and June every year. In between, class tests are also taken and Assignments are given. By establishing a clear timeline, the college ensures that students and faculty are well-informed and can plan their activities accordingly. Regular adherence to this calendar promotes a structured academic environment, allowing for timely completion of courses and assessments. Additionally, the calendar incorporates periods for breaks, co-curricular activities, and review sessions, fostering a balanced approach to education. By maintaining this discipline, the college enhances academic performance and student engagement, creating a cohesive learning experience in a rural setting.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://sghsc.in/wp-content/uploads/2024/10/Course-outcome-2019-20.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
5430	BA	Arts	97	75	77.31
5450	BCom	COMMERECE	33	12	36.36
5440	BSc	MEDICAL & NON MEDICAL	7	4	57.14
008	MCom	COMMERECE	11	10	90.90

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://sghsc.in/feedback-analysis/

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Total	00	00	0	0

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NIL	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	Nill	Nill

No file uploaded.

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
00	00	00

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NIL	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	HISTORY	1	6.1

No file uploaded.

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Physical Education	1

No file uploaded.

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	2019	0	00	0

No file uploaded.

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	2019	0	0	00

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	3	11	1	0

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Tree planatation	NCC	2	47
Motivational lecture	Youth Red Cross	4	250
Extension Lecture	NCC	3	120
Independence Day	NCC	1	40
Seven Day Special Camp	NSS	3	100

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0

No file uploaded.

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
COVID 19 Training	DOPT	COVID 19 Training For NCC Cadets	1	2
Common Yoga Protoco	Ministry Of AYUSH	International Day Of Yoga	3	2

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	00	00	00

No file uploaded.

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the	Name of the	Duration From	Duration To	Participant

linkage	partnering institution/ industry /research lab with contact details				
NIL	NIL	NIL	Nill	Nill	00
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nill	NIL	0
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
65000	62850

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
[View File](#)	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
NIL	Nill	Nill	2024

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	12246	3673800	140	70352	12386	3744152
Reference Books	1005	703500	104	19210	1109	722710
Others(specify)	810	445500	0	0	810	445500
[View File](#)						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
nil	Nill	Nill	Nill

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	25	20	1	0	0	3	1	0	0
Added	0	0	0	0	0	0	0	0	0
Total	25	20	1	0	0	3	1	0	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

40 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIl	Nill

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
100000	95816	500000	466638

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Physical facilities: The College infrastructure committee looks after the development, maintenance, and utilization of physical facilities of the College. For maintenance of a clean campus environment, grade IV staff is assigned to various jobs and duties – cleaning classrooms, corridors, toilets, lawns, etc regularly. Skilled workers are hired for repair works relating to buildings, furniture, etc. The Teaching Faculty, NCC cadets, NSS volunteers, and students also clean the classrooms and corridors under Swachh Bharat mission. Laboratory: There are two laboratories in the College. The computer laboratory is used as part of the undergraduate program. Extension lectures are organized for students, teaching, and non-teaching faculty from time to time. The College Information and Communication Technology Committee (ICTC) is responsible for the maintenance and functioning of the lab. b. The Geography laboratory is maintained by the Geography department. The lab is used as part of the undergraduate program. Library: The Library Advisory Committee and librarian along with senior faculties tackle all issues relating to the smooth and efficient functioning of the library. At the time of admission, students are issued library cards which will be valid till their final semester. Internet facility is provided in the library and students can access the

facility for availing e-resources and other web-based information. The library is under CCTV surveillance. It also has power backup facilities for reading rooms and working areas. Sports complex (indoor and outdoor): The College has a standard ground including hockey and basketball courts where outdoor sports activities are held. The college also has an indoor stadium for badminton, table tennis, etc. Sports equipment as well as fitness-related equipment are made available for all these games to the students. Gym facilities are available for students and teachers. The sports committee of the College is in charge of the sports complex and types of equipment. The committee supervises the Groundsmen and maintenance and repair works are assigned to Grade IV staff. The Department of Physical Education keeps a well-maintained record of all the sports equipment. Procurement of new equipment is done by following a proper procedure. The equipment is purchased according to the requirements of the teams that practiced for the Inter- College, State, National, and other Open and Invitational Tournaments. Classrooms: All classrooms are equipped with the required teaching aids to supplement the teaching-learning process. Seminars, workshops, and lecture sessions are also conducted in these rooms. The plumbers, electricians, and carpenters are hired for the maintenance of electric jobs and maintenance of furniture. There is also a building maintenance committee that looks after the proper maintenance of the building. Class IV staff has been given the responsibility to keep the classrooms clean. Checking of fans, teaching aids, etc in the classroom is done regularly. Canteen: A student-friendly canteen is run in the college. Hygienic food is made available at affordable rates. The canteen is open on all working days.

https://sghsc.in/wp-content/uploads/2024/10/Physical-facilities-pdf.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NA	0	0
Financial Support from Other Sources			
a) National	PMS	152	1020242
b)International	NA	0	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Motivational lecture	16/09/2019	300	01
Extension lecture	30/09/2019	200	01
Extension lecture	01/10/2019	50	01
Choreography and Play	16/11/2019	250	02
Health Awareness Camp	17/02/2019	300	01
Yoga Camp	19/08/2019	42	00

Folk Dance Training Camp	04/11/2019	33	00
ICT Awareness	24/02/2020	50	00
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
Nill	0	Nill	Nill	Nill	Nill
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
00	0	0	00	Nill	Nill
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2019	20	BA	Arts	CDLU	MA
2019	10	BA	Arts	MGSU	MA
2019	15	BA	Arts	CDLU	B.Ed
2019	6	BCOM	Commerece	CDLU	MCOM
2019	7	BSC	Science	CDLU	MSC
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	4
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Painting competition	Intra-college	25
Talent Search competition	Intra-college	31
Speech competition	Intra-college	15
Quiz competition	Intra-college	30
Athletic Meet	Intra-college	100
Debate competition	Intra-college	16
Hockey	Organised Trials for the selection of University team	15
[View File](#)		

5.3 – Student Participation and Activities

5.3.1 – 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	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council serves as a crucial representative body for students within the academic and administrative framework of the institution, facilitating communication and advocacy between the student body and the administration. Comprising elected representatives from diverse academic programs and extracurricular groups, the Council ensures that a wide range of student perspectives is included in discussions and decisions. Primary activities of our college student council revolves around active participation in academic committees focused on curriculum development, assessment policies, and resource allocation, where student representatives voice their peers' concerns and suggestions. This engagement has led to significant improvements, such as enhanced tutoring services and more flexible course scheduling, tailored to student needs. Additionally, this Council played a vital role in administrative matters, advocating for issues related to campus facilities, health services, and safety protocols. Regular meetings with administration officials were held to address student feedback effectively. For instance, their advocacy has resulted in upgraded recreational facilities and better access to mental health resources, demonstrating their impact on the overall student experience. The Council also organizes various events—such as workshops, guest lectures, and cultural festivals—that enrich campus life and promote community engagement. These initiatives provide students with opportunities to showcase their talents and interests while fostering a sense of belonging. To gather opinions and feedback, the Council employs surveys and focus groups, which inform their advocacy efforts. Despite facing challenges like balancing diverse interests and navigating administrative processes, the Council's commitment to transparency and inclusivity has built trust between students and the administration. Notable achievements, such as launching a mentorship program connecting underclassmen with upperclassmen, have further enhanced academic support and community building. Looking ahead, the Student Council aims to

expand its representation in specialized committees focused on sustainability and diversity, ensuring that student voices remain integral to campus life. Through its active representation and advocacy, the Council contributes significantly to creating an inclusive and responsive educational environment, emphasizing the importance of student engagement in shaping institutional policies and practices.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Tree Plantation, Motivational Lecture on Overcoming Challenges, Yoga camp

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

6.1 Decentralization plays a key role in college administration and student admission. The practice of decentralization in most of the activities is encouraged by the management and the principal. There are In-charges of committees to look into various academic affairs of the college. Each department has a designated head who looks after the various needs of the department. There are separate committees in the college which take care of admissions, college maintenance, cultural and sports activities. The principal has decentralized his power by appointing Deans, Conveners, and Co-conveners and Members of the committees. The College advisory committee helps the principal to decide about the major issues. The other activities of the college apart from the teaching process have also been decentralized. There are large number of committees such as Discipline, Grievance Redressal Cell, Library Advisory Committee, Anti-sexual Harassment, Internal Complaints, Construction, College Maintenance Beautification, Time table Committee etc. The College Governing Body/Management has also representatives from both teaching and non-teaching staff to help the management to solve the issues related to the college. The Process of Decentralization and participative management is also maintained in Finance, Accounts and Purchase of the college. There is finance committee, purchase committee, Bursar and College Deputy Superintendent to look after all kinds of finance and purchases of the college. For any purchase the college purchase committee invites quotations and then purchase is made on lowest rate quotation. All the Quotations, bills etc. are verified and checked by minimum three committee members, Deputy Superintendent and Bursar of the college. There are separate heads for NSS, NCC, Library, Departmental Budgets, Sports, Cultural, Construction and academic activities. All the payments are made through Cheques/NEFT/RTGS through bank.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	The college follows the syllabus as designed by the affiliated university. However, many of the senior teachers are the members of various boards of studies of their respective subject in the university and play a key role in curriculum development.
Teaching and Learning	An academic calendar is prepared at the beginning of the session by each department showing tentative dates of test/assignment and other departmental activities. The time table is prepared by the college time table committee.All the teachers prepare their lesson plans for each subject which is displayed on notice boards and website. Apart from normal classes, teaching is supplemented by group discussion, presentations, PPT competitions, and Lab work. There are also various sessions on personality development, career counselling, cultural and sports activities, public speaking and competitions are held by various cells like legal literacy, women cell and subject societies. Extra time is given by teachers to weak and meritorious students.
Examination and Evaluation	The college is affiliated to Ch. Devi Lal University, Sirsa, which conducts the exams and evaluations of all courses. However, the college also conducts the tests for internal evaluation, which is worth 20 marks in each paper. These marks include the weightage of attendance, class assignments and class tests. The students are evaluated periodically by the teachers through tests and assignments. The teachers keep their records and display it on the notice boards. Any complaints by the students regarding the discrepancy in marks is addressed by the concerned teacher. Students are also evaluated through means of practical examinations, project report, field visits etc. as per requirement of their subjects.
Library, ICT and Physical Infrastructure / Instrumentation	The college has sufficient infrastructure, including a large library with a number of text books and reference books. The library also has

	the facility of a large number of journals, newspapers, and magazines. There are special reading spaces for both teachers and students.
Admission of Students	Admission of the students is carried out annually on a merit-cum-reservation basis as per the rules and norms laid by the Directorate General of Higher Education and University. The students are required to fill out their admission forms directly online on the DGHE portal. The portal provides the facility of choosing the college and courses to the students. The application fee is free for girl students and very nominal for others. Reservation is given to students as per the haryana govt and university rules and regulations. Merit list for admission is prepared by DGHE and admissions are carried out strictly adhering to the list.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Planning and development of a college involve multiple stages, ensuring the institution provides a well-rounded education while meeting regulatory, financial, and community expectations. Most of the developmental activities in the college are planned and executed by IQAC. The members of the IQAC are part of the major committees like College Advisory Committee, College Development Council, ICT Committee, etc. These committees integrate eco-friendly designs and make the campus environmentally sustainable. They estimate the costs of building, maintaining, and running the college. This includes infrastructure, maintenance, and technology. The committees develop counselling, career guidance, and extracurricular programs to support student well-being and holistic development. The various departments like teaching, library, accounts, etc. of the college keep the IT Cell apprised of their semester-wise and annual plans. For the execution of any plan prior approval from the Principal, regulatory bodies, and local authorities is sought.
Administration	The College administration ensures that all aspects of campus life—academic and otherwise—run

	smoothly, efficiently, and in line with institutional goals and standards. It builds partnerships with other institutions and the community to expand educational and career opportunities for students. It ensures that the institution adheres to DGHE, Haryana, and affiliated University regulations. Communication with the university and DGHE office is done through email. Various information, notices, and data exchange among the teaching and non-teaching staff is also done through e-governance. .
Finance and Accounts	The non-teaching staff of the college keeps the records of the finances and accounts through a proper ledger and cash book system and in electronic form on the computers. All the payments and receipts are well recorded.The salary, PF, loans, etc. are processed and recorded electronically. The college portal has the facility to receive students fees directly online.
Student Admission and Support	For admissions to various courses, applications are invited online on the DGHE portal. On this portal, students can view the details of their application and check their merit status online. They can also pay their fee online. A lot of information regarding students and their interests is available on the college website. Their syllabus and lesson plans and other important notices are also provided on the college website. The teachers have their class WhatsApp groups to keep in touch with the students.
Examination	The semester examinations are conducted by Chaudhary Devi Lal University, Sirsa. The college sends the examination forms, fees, and details of the students to the university. The admit cards, date sheet, exam notices, and results are provided by the university. The internal evaluation marks and practical examination marks are uploaded on the university portal. The students can check their results online.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/	Name of the	Amount of support

		workshop attended for which financial support provided	professional body for which membership fee is provided	
2019	nil	nil	nil	0
2020	nil	nil	nil	0
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	nil	nil	Nill	Nill	Nill	Nill
2020	nil	nil	Nill	Nill	Nill	Nill
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
One week workshop on e-LearningTechnologies and Pedagogical Innovationss	1	20/01/2020	25/01/2020	06
Inter-Disciplinary and multilingual refresher course on Managing online classes co-creating MOOCS 4.0	1	11/03/2020	26/03/2020	14
e-Workshop on Research Methodology	1	04/05/2020	08/05/2020	5
FDP on ICT Tools for Effective Online Teaching	1	29/06/2020	30/06/2020	2
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching	Non-teaching

Permanent	Full Time	Permanent	Full Time
5	12	2	6

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
1. Provision of Loan from P.F. 2. Fee Concession for Staff Ward 3. In case of delay of salary from DGHE, the management has a provision for giving salary to the staff. 4. Facility of first aid in College.	1. Accommodation for class IV staff. 2. Loan facility from Provident Fund. 3. Uniform and woollens for Class-IV employees. 4. Fee concession for staff wards. 5. Facility of first aid in College.	1. Financial help to needy and meritorious students. 2. Facility of books from book bank. 3. Facility of first aid in college campus.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Internal Audit: Authorized member of the college staff under the headship of 'Bursar' thoroughly checks and verifies all vouchers of transactions carried out during the financial year. The financial transactions, including revenues in terms of the students' fee, fixed deposit interests, and expenses for salary grants, transport, sports, events, canteen, library, labs, computers, electricity, stationary, etc., are carefully audited. All the transactions are tallied by the accountant of the college and verified by the bursar and the principal. Internal audit of the college is done by the Chartered Accountant on an annual basis. External Audit: The management has Chartered Accountants as the External Auditor of the college. The auditors review the financial statements, documents, vouchers and bills. They check statutory payments – TDS, Professional Tax, PF, etc. They also check fee receipts and disbursements of scholarships received from the government and other agencies. They verify all financial transactions and utilization certificates and submit a detailed report of their observations. Based on the observations of the auditors, the accountant of the college amends the statements of accounts. A regular periodical inspection is also conducted by the affiliating university. The inspection team visits the college and examines the college financial matters and related documents. Based on the suggestions/recommendations of the inspection team, necessary improvements and amendments are also followed.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Management	3339056	management share, salery to SFS staff and other development
No file uploaded.		

6.4.3 – Total corpus fund generated

11822724.00

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External	Internal

	Yes/No	Agency	Yes/No	Authority
Academic	**No**	**Nill**	**Yes**	**IQAC**
Administrative	**Yes**	**DGHE Panchkula**	**Yes**	**Chartered Accountant**

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

1. Accommodation is provided to IV Class employees. 2. Fee concession and Book bank facility to their wards. 3. Winter and Summer Liveries for supporting staff. 4. Loan facility from College Management.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

• The number of faculty members increased in all streams by adding new teaching staff on a contractual basis. • New PG courses in Commerce stream introduced. • Facilities for students like computer labs, science labs, and seminar halls were established.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	**Yes**
b)Participation in NIRF	**Yes**
c)ISO certification	**No**
d)NBA or any other quality audit	**No**

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	**Painting Competition by Women Cell**	**14/08/2019**	**14/08/2019**	**14/08/2019**	**35**
2019	**Teachers Day Celebration**	**05/09/2019**	**05/09/2019**	**05/09/2019**	**250**
2019	**Hindi Diwas**	**14/09/2019**	**14/09/2019**	**14/09/2019**	**280**
2020	**National Seminar**	**12/02/2020**	**12/02/2020**	**12/02/2020**	**350**
Nill	**Health Awareness Camp**	**17/02/2020**	**17/02/2020**	**17/02/2020**	**150**
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants

			Female	Male
Painting Competition on Rakhi	14/08/2019	14/08/2019	20	8
Extention Lecture	01/10/2019	01/10/2019	70	15
Quiz Competition and Seminar	24/11/2019	24/11/2019	51	35
Health Awereness Camp	17/02/2020	17/02/2020	62	0
International Women Day	06/03/2020	06/03/2020	57	50

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NA

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	0
Scribes for examination	Yes	2

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	Nill	Nill	Nill	Nill	Nill	Nill	Nill
2020	Nill	Nill	Nill	Nill	Nill	Nill	Nill
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
NIL	Nill	Nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Motivational Lecture on Drug Addiction	16/09/2019	16/09/2019	300
Extention Lecture on Empoyment in Indian Army	30/09/2019	30/09/2019	122
Choreograghy and Play	16/11/2019	16/11/2019	365

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Proper waste disposal norms are established and maintained in the college and awareness on the same was given to the students.
College encourages the plastic free environment in the campus.
The administration takes initiative for planting and maintaining the lawn and trees in the campus.
Installation of LED lights in campus buildings to save electricity.
Organization of seminars, debates, and activities related to climate change, environmental protection, and environmental issues.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Promotion of Inclusive Education through Local Community Engagement Title: Community-Driven Inclusivity in Education: Enhancing Access and Participation The promotion of inclusive education through local community engagement has been a transformative best practice for this college. This initiative not only increased enrollment and retention rates but also shifted societal attitudes toward education and gender equality. Through ongoing efforts, the college aims to continue breaking down barriers to education and ensuring that students from all backgrounds can access the opportunities they need to succeed. Objectives: • To ensure equitable access to education for all students, particularly those from marginalized rural backgrounds, including girls and economically disadvantaged groups. • To foster a sense of belonging among all students, regardless of socioeconomic status or gender. • To create a learning environment that bridges the gap between the college and the surrounding community. • To promote educational retention and success, especially for students at risk of dropping out due to financial or social challenges. Context: S.G.H.S. College, Sri Jiwan Nagar is situated in an area where education has historically been inaccessible to marginalized groups, particularly girls and students from economically weaker sections. Traditional cultural norms in this area often prevent girls from continuing education after high school. There is a prevailing belief that girls should prioritize household work or early marriage over education. Many students come from farming families that rely on children for labor. The college realized that simply offering education wasn't enough to address these challenges. A more inclusive, community-engaged approach was necessary to ensure that all students, especially girls, have access to and stay in higher education. Practice: The college adopted an approach to engage the local community in promoting education. This practice was based on building trust with local leaders, families, and students, and addressing social and economic challenges faced by rural populations. The practice focused on building partnerships with local leaders, parents, and civil society organizations. Some key initiatives under this practice included: Parent-Teacher Meetings: These meetings were held to discuss the progress of students and to encourage parents to support their children's education, especially girls. Outreach Programs: Faculty members visited nearby villages to meet with families and Sarpanches of the villages. The aim was to raise awareness about the benefits of higher education and address any misconceptions regarding co-education. NSS volunteers organized community meetings to discuss the importance of higher education, especially for girls. Financial Support and Scholarships: The college provides scholarships to underprivileged students, especially those belonging to SC and BC categories. Special financial aid was targeted at girls to reduce the dropout rate. Cultural Inclusivity: The college organizes cultural programs

that celebrate local traditions and national days making the college a more welcoming place for students from rural backgrounds. Evidence of Success: The college saw an increase in the enrollment of girls and students from marginalized communities. Female student enrollment rose and the dropout rate among girls decreased significantly. Local community members became more actively involved in the college's cultural and social activities, creating a stronger sense of shared responsibility for education. The number of students graduating from the college increased showing that efforts to retain students were paying off. Problems Encountered: Despite outreach, some conservative families remained reluctant to send their daughters to coeducational institutions. The scholarships and financial aid programs could not cover all needy students, leading to some dropping out due to economic constraints. Future Plans: Expanding Vocational Training: To cater to more students, especially those unable to complete a full degree program, the college plans to introduce vocational training courses. Infrastructure Development: The college aims to secure more funding for additional classrooms, laboratories Seminar Hall, and teaching staff to facilitate students. Mentorship Programs: Plans are underway to introduce mentorship programs where successful alumni and community leaders can guide current students, particularly girls, to complete their education. 2. Gender Sensitization and Empowerment through Curriculum and Co-curricular Activities Title: Empowering Rural Youth through Gender Sensitization and Leadership Development This practice has created a significant shift in attitudes, participation, and safety for both male and female students. By integrating gender issues into the Co-curricular Activities and providing platforms for leadership and self-expression, the college has empowered young women and engaged all students in the fight for gender equality. It has enabled the institution to break down barriers to education and leadership for rural women. Objectives: • To promote gender equality within the college and local community. • To raise awareness about gender issues among students and faculty, including breaking down stereotypes and challenging patriarchal norms. • To empower female students by offering leadership opportunities and platforms to amplify their voices. • To Integrate gender sensitization into the curriculum and co-curricular activities for sustained impact. • To create a safe and supportive environment for students to discuss gender-related issues. Context: In rural areas, gender inequality remains a significant issue due to deeply ingrained cultural norms that limit educational and leadership opportunities for women. Many female students in rural coeducational colleges face barriers such as societal pressure to conform to traditional gender roles, limited representation in leadership positions, and safety concerns. The college recognized that to achieve true gender equality, it needed to go beyond providing access to education and actively address gender biases within the institution. Through curriculum and co-curricular activities, the college aims to foster gender-sensitive mindsets among both male and female students, while empowering young women to advocate for their rights. Practice: The college developed and implemented a series of initiatives to promote gender sensitization and empower female students. Gender Sensitization Lectures: Extension lectures were organized by the Women Cell of the College for all students and faculty members to discuss topics such as gender equality, women's rights, violence against women, and the importance of breaking gender stereotypes. These sessions were led by gender experts and involved role-playing, group discussions, and interactive activities to engage participants. Integration of Gender Studies in Curriculum: Topics related to gender studies within the general curriculum, ensured that all students were exposed to key concepts like gender roles, patriarchy, and feminism. These topics were woven into subjects such as history and literature, encouraging critical analysis of societal norms. Leadership Development for Female Students: Female students were encouraged to take on leadership roles in student councils, clubs, and other college committees. The college created

equal representation policies in extracurricular activities, providing girls with opportunities to lead and participate in these activities. Reservation of one-third of seats in NCC: To address concerns about safety and build confidence, the college offered one-third of seats in NCC for female students. This initiative not only improved their physical safety but also helped them feel more empowered and self-reliant. Gender-Sensitive Grievances Redressal Cell: The college provided gender-sensitive counseling services where students could discuss personal challenges, including issues related to gender-based violence, harassment, or discrimination. The Women Cell helps girl students navigate these issues in a safe and supportive environment. Peer Mentoring and Role Models: Female faculty members serve as mentors to female students. This peer mentorship program offers guidance, support, and role models for girls navigating higher education in a coeducational setting. Community Campaigns on Gender Awareness: Through NCC, NSS, and Women Cell, the college extends its gender sensitization efforts to the local community through awareness campaigns and village outreach programs. These campaigns raise awareness about women's rights, the importance of girls education, and the harmful effects of gender-based violence. Cultural Programs Focused on Gender Equality: Cultural events and competitions, such as debates, essay writing, and skits, are organized around the theme of gender equality. These events encourage students to express their views and challenge societal norms in creative ways, fostering gender equal environment. Evidence of Success: Increased Female Participation in Leadership: The representation of female students has demonstrated the growing confidence and active participation of female students in college affairs. Shift in Attitudes Among Male Students: Male students became more engaged in discussions about gender equality and started to challenge traditional gender norms. Their participation in gender sensitization workshops resulted in a more supportive environment for their female peers, reducing instances of harassment and gender-based discrimination. Improved Safety and Confidence for Female Students: With the introduction of gender-sensitive counseling, female students reported feeling more confident and secure within the college environment, reflecting a positive shift in campus culture. Problems Encountered: At the beginning of the initiative, there was resistance as male students viewed gender sensitization efforts as unnecessary or irrelevant. Also, organizing workshops, cultural events, and community campaigns while maintaining the academic calendar proved challenging. The college faced challenges in securing enough funds and external support to scale up these initiatives. Future Plans: Involving more alumni: The college intends to expand its mentorship program by involving more alumni who have successfully navigated challenges related to gender discrimination. These mentors will guide current students, particularly female students, in leadership and personal development. To collaborate more closely with NGOs: To strengthen its gender sensitization efforts, the college aims to collaborate more closely with NGOs that specialize in gender issues. These partnerships will provide additional resources, expertise,

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://sghsc.in/wp-content/uploads/2024/10/Best-practices-2019-20.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Our institution, founded with a mission to uplift students from marginalized communities, including those from Scheduled Castes (SC) and Backward Classes (BC), represents a profound commitment to social justice, educational equality, and community development. This institutions unique performance, particularly in one area that aligns with its vision, priority, and thrust—empowering

disadvantaged communities—highlights its dedication to a broader humanitarian cause. The institution's core philosophy is grounded in the egalitarian teachings of the Namdhari Gurus, who have historically emphasized social reform, equality, and service to humanity, and this ethos naturally extends into the educational mission of the College. Our vision is to provide quality education to all students, irrespective of caste, creed, or gender, and its priority is to uplift underprivileged communities by providing them access to the tools and resources necessary for their social and economic mobility. The thrust of the institution lies in its holistic development approach, which not only emphasizes academic excellence but also character building, moral values, and self-reliance. This is particularly crucial for SC and BC students, who often face systemic barriers to education, such as poverty, social discrimination, and lack of access to educational infrastructure. By providing a supportive and inclusive environment, we help these students overcome such challenges and prepare them to become contributing members of society. What sets this institution apart is its deep commitment to social equality, a principle derived from the teachings of the Namdhari Gurus. The institution goes beyond just providing academic education it fosters a culture of mutual respect, understanding, and cooperation among students from different caste and class backgrounds. SC and BC students are encouraged to take part in leadership roles, promoting a sense of empowerment. Discrimination of any kind is actively discouraged, and all students are treated with dignity and respect. Addressing the educational needs of SC and BC students is a testament to its vision of social reform and equality. Through its commitment to its vision of inclusivity and service, the institution continues to be a beacon of hope and progress for rural, marginalized communities.

Provide the weblink of the institution
https://sghsc.in/wp-content/uploads/2024/10/Distinctiveness-1.pdf

8.Future Plans of Actions for Next Academic Year

Planning for the next academic year in college is a critical process that ensures a smooth transition for both students and faculty and continuous improvement of educational quality. We have planning for the upcoming academic year: 1. Planning to develop student-centered teaching-learning methods prioritizing students needs and engagement, encouraging active participation in the learning process, implementing continuous assessment methods, providing ongoing feedback for improvement and peer-teaching, etc. Our college will ensure that planning and programs comply with accreditation requirements and align with institutional goals. 2. Faculty members are central to the success of any academic institution. Planning for the next academic year would include faculty development initiatives such as workshops, seminars, and training programs. These opportunities help educators stay current with new teaching methods, technological tools, and research developments. 3. It will be ensured that our students are well-supported academically, socially, and emotionally. Our mentorship programs will be strengthened through Induction programs for incoming students to introduce them to the college culture, resources, and expectations that will help them navigate their academic journey. 4. Plans for upgrading our existing facilities, such as classrooms, laboratories, libraries, and online learning platforms. With the rise of hybrid and online learning, it is crucial to invest in robust IT systems and platforms that support virtual learning, student collaboration, and access to digital resources. 5. Ensuring students have access to extracurricular engagement helps them develop social skills, expand their networks, and maintain a healthy balance between academic and personal life. Campus events, cultural activities, and volunteer opportunities will be the part of our planning to foster a sense of community and inclusion. 6. The development of an eco-friendly and beautiful college campus will be our priority - planning to grow more plants and develop more lawns and paving of lawn pathways and

assembly areas.