YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	**Shyama Prasad Mukherji College for Women**
• Name of the Head of the institution	**Prof. Sadhna Sharma**
• Designation	**Officiating Principal**
• Does the institution function from its own campus?	**Yes**
• Phone no./Alternate phone no.	**25225598**
• Mobile no	**7011108290**
• Registered e-mail	**spmcollegedu@gmail.com**
• Alternate e-mail	**sadhnatyagi0310@gmail.com**

• Address	**Road No. 57, Punjabi Bagh West**
• City/Town	**Delhi**
• State/UT	**Delhi**
• Pin Code	**110026**

2.Institutional status

• Affiliated /Constituent	**Affiliated**
• Type of Institution	**Women**
• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**University of Delhi**
• Name of the IQAC Coordinator	**Dr. Shubha Sinha**
• Phone No.	**25225598**
• Alternate phone No.	**25225598**
• Mobile	**9868567017**
• IQAC e-mail address	**iqac.spmc@spm.du.ac.in**
• Alternate Email address	**shubhasinha@spm.du.ac.in**

3.Website address (Web link of the AQAR (Previous Academic Year)	**http://spm.du.ac.in/index.php?lang=en**
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=22&Itemid=137&lang=en**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.26**	**2019**	**01/07/2018**	**30/06/2023**

6.Date of Establishment of IQAC	**21/01/2016**

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

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
SPMC	**Grants**	**UGC**	**2020-21**	**524666600**
SPMC	**Grants**	**NCT-Delhi Administration**	**2020-21**	**3900000**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	**View File**
9.No. of IQAC meetings held during the year	**6**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**

• If No, please upload the minutes of the meeting(s) and Action Taken Report	**No File Uploaded**
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Assessment of workload and uploading faculty-wise and class-wise time-tables on the institutional website before the start of each semester.

Organising a series of activities including 3 FDPs in collaboration with Teaching Learning Center, Ramanujan College, University of Delhi, 1 Entrepreneurship & Creativity Webinar, 1 Three-day FDP cum training program on Geo-Spatial Technology, Inclusive and Accessible Disaster Risk Reduction (DRR) from the perspective of marginalized groups, etc.

Conducting feedback surveys of students on teaching-learning processes.

Signing 4 MOUs with various institutions to introduce add-on courses.

Completion of rainwater harvesting facility, installation of a lift in the New Academic Block, and initiated construction of walking track in the college.

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

Plan of Action	Achievements/Outcomes
Inclusiveness	**Adherence to national policies and DU guidelines during the Covid 19 pandemic; organized a webinar and FDP cum training program from the perspectives of marginalised groups.**
Curriculum Delivery	**Curriculum planning by the teachers (through preparation of Teaching Plans); preparation of the time table is carried out well in advance and displayed on the College website; interactive classes with the use of ICT.**
Curriculum Enrichment	**Signed 4 MOUs and introduced three new add on courses namely Counseling and Psychotherapy, Diet and Wellness, Employability and Soft Skills.**

Infrastructure augmentation	Installation of lift; Completion of the construction of the Rain Water Harvesting facility and initiated construction of the walking track.
Staff Support	Organized FDPs in collaboration with Teaching Learning Center Ramanujan College, University of Delhi; organized Faculty Training Program on Microsoft Teams from 28-29 August 2020 for both teaching and non-teaching staffs; initiated and nearly completed all the pending promotions of its teaching and non-teaching staff.
Students' Support	Provided mentoring and counseling to the distressed students; provided financial assistance in the form of fee concession to the students in need.

| 13.Whether the AQAR was placed before statutory body? | Yes |

- Name of the statutory body

Name	Date of meeting(s)
IQAC Extended Committee	18/01/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	24/02/2022

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	535

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	4607

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	748

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	1304

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	190

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	190

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	**127**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**294.45**
4.3 Total number of computers on campus for academic purposes	**1207**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

- The College implements the various syllabi prepared by the university for the academic and overall development of the students. Courses are executed as per the LOCF (CBCS) framework. The focus is primarily on defining and attaining the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and course outcomes (COs) that enable the students to acquire specific skills, and achieve overall development, to be future-ready.
- Proposed workloads of all the departments are reviewed by the Workload committee. Thereafter, the Timetable Committee of the college prepares the timetable based on the recommendations of the workload committee, which is displayed on the college website before the beginning of every semester for all the stakeholders.
- Every Wednesday, a slot is assigned in the timetable for conducting extracurricular and co-curricular activities. All departments and committees conduct their extracurricular and co-curricular activities in this slot.
- The workload is divided keeping in mind the areas of specialization of individual teachers, who then prepare their teaching plans, giving a detailed account of the pedagogic strategies, resources, assessment plans, and reading lists. Through inter-departmental audits, the IQAC monitors and ensures effective curriculum delivery.
- Regular student feedback is taken regarding curriculum and college facilities

File Description	Documents
Upload relevant supporting document	**View File**
Link for Additional information	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=22&Itemid=137&lang=en**

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

- **The college adheres to the academic calendar for the conduct of CIE and other related matters in accordance with the format, timeline, and Syllabi (LOCF-CBCS) prescribed by the University of Delhi.**
- **IQAC helps the institution to prepare an academic and activity calendar in line with the university academic calendar.**
- **All the teachers prepare teaching plans (TPs) of their respective courses outlining their pedagogic strategies, academic resources, assessment plans, and reading lists. The TPs align to the university academic calendar. They are then submitted to the respective teacher in-charges at the beginning of the semester.**
- **The Internal evaluation committee fixes dates for internal evaluations (class assignments and tests)as per the university calendar. It supervises the internal assessment process and collects the records prepared by the various departments of the college.**

File Description	Documents
Upload relevant supporting document	**View File**
Link for Additional information	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=22&Itemid=137&lang=en**

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

Diploma Courses Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	**View File**
Any additional information	**View File**

1.2 - Academic Flexibility

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

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

19

File Description	Documents
Any additional information	**View File**
Minutes of relevant Academic Council/ BOS meetings	**View File**
Institutional data in prescribed format (Data Template)	**View File**

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

8

File Description	Documents
Any additional information	**View File**
Brochure or any other document relating to Add on /Certificate programs	**View File**
List of Add on /Certificate programs (Data Template)	**View File**

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

329

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	**View File**

1.3 - Curriculum Enrichment

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

The University curriculum draws attention to social issues (gender relations, environmental concerns, etc). Further, co-curricular activities promote cultural, gender, and environmental sensitization. Pedagogic practices also include analysis of case studies, viewing documentaries, undertaking field trips, excursions, and internships, navigation of Swayam Portal, listening to TED talks, etc. which focus on diverse social, cultural, political, and environmental issues.

Add-on Courses play an important role in curricular enrichment, providing rich inputs and multiple perspectives on key issues. The Employability Skills course helps in developing professional ethics in the students, initiating them into the world of work.

- A virtual counseling cell was formed by the college to address psychological issues experienced by students, teachers, and non-teaching staff.
- Besides enriching students with our own experience and expertise, inter-departmental experts, and external experts from various fields, are also invited to share their experiences and knowledge on relevant issues.

File Description	Documents
Any additional information	**View File**
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	**View File**

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

32

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	**View File**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Institutional Data in Prescribed Format	**View File**

1.3.3 – Number of students undertaking project work/field work/ internships

204

File Description	Documents
Any additional information	**No File Uploaded**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	**View File**

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**D. Any 1 of the above**

File Description	Documents
URL for stakeholder feedback report	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=159&Itemid=335&lang=en**
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	**No File Uploaded**
Any additional information	**No File Uploaded**

1.4.2 - Feedback process of the Institution may be classified as follows	**C. Feedback collected and analyzed**

File Description	Documents
Upload any additional information	**No File Uploaded**
URL for feedback report	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=159&Itemid=335&lang=en**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1905

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	**View File**

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

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

650

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	**View File**

2.2 - Catering to Student Diversity

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

- **Formative assessment is carried out at the beginning of each semester to assess the learning abilities of students. This helps in identifying advanced learners and those students who require extra support.**
- **Students who need further assistance, and more time to understand the course content, receive special attention in tutorials to have edifying discussions with their peers and teachers. Tutorials are scheduled in the timetable for almost all theory papers to help students discuss their doubts in smaller groups.**
- **Group work is undertaken in theory papers and practicum. This not only promotes collaborative learning but also scaffolds the learners of different levels as per their requirements.**
- **Essential readings are recommended to all the students, with advanced readings available for those students who are motivated to move beyond the basic prescribed curriculum. Slow learners are also given recommendations of e-learning resources.**
- **Students also take up field-based assignments, carry out research projects, write term papers, and take part in internships/school experience programme (SEP), which help advanced learners explore theory-praxis connect, apply their theoretical understanding in the field, and attempt problem solving in challenging situations encountered during their internship/SEP.**

File Description	Documents
Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=176&Itemid=352&lang=en**
Upload any additional information	**View File**

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

Number of Students	Number of Teachers
4607	**190**

File Description	Documents
Any additional information	**No File Uploaded**

2.3 - Teaching- Learning Process

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

- **The college integrates traditional pedagogy with experiential and participative learning, so that students can imbibe life-skills and knowledge beyond the classroom. This prepares them for the time when they enter the workforce.**
- **Discussions are a major part of the pedagogic strategies adopted in the classrooms. Students and teachers participate in classroom discussions, and students share their views and concerns freely.**
- **Pedagogic practices also include case studies and documentaries which help students understand the practical application of the theory they are studying. Book and movie reviews are also taken up as assignments that furtherhelp students in synergizing theory and praxis by critically engaging the plot and characters of the book or movie.**
- **Students are encouraged to participate in activities, like field visits, community work, internships, conferences, seminars, workshops, and visits to various organizations (like schools, hospitals, care homes, industries, etc.).**
- **With the inclusion of such learning-based activities, the holistic development of the students is prioritized, and thus their information base isn't limited to classroom knowledge alone. Such student centric methods ensure that the learning experiences of the students are enhanced and enriched.**

File Description	Documents
Upload any additional information	**No File Uploaded**
Link for additional information	**http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=231:teaching-plan-2020-2021&Itemid=170&lang=en**

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

- **At Shyama Prasad Mukherji College (W), teachers focus on integration of ICT with traditional pedagogy. This has been particularly useful in the recent years where student- teacher interactions have been limited to virtual classrooms. Workshops were arranged for the faculty to train them in the effective use of ICT tools in teaching. These were incorporated in classrooms for creation and development of creative, innovative and interactive pedagogy.**

- **Teachers have enrolled in various digital platforms like NLISTs to update themselves to enrich and widen the understanding of students. Also web links provided by the University to online resources such as the ILLL (VLE) and SOL DU material, along with UGC e-Pathshala and SWAYAM, widen the students' horizon of knowledge.**
- **Making the best use of online platforms like Google Meet, Google Classrooms, teachers were able to impart live lessons, facilitate discussions, share resources, conduct evaluations and train students in various skills like public speaking, communication etc.**

File Description	Documents
Upload any additional information	**View File**
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	**View File**

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

2.3.3.1 - Number of mentors

190

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	**View File**
Circulars pertaining to assigning mentors to mentees	**View File**
Mentor/mentee ratio	**View File**

2.4 - Teacher Profile and Quality

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

190

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	**View File**
Any additional information	**View File**
List of the faculty members authenticated by the Head of HEI	**View File**

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

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

108

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

190

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

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

Every change comes along with new challenges. The sudden transition to online mode was difficult for all the stakeholders. However, in due course of time, challenges were addressed and suitable solutions were found.

Teachers were sensitive to the hardships experienced by the students due to the pandemic, and remained committed to updating and inculcating skills and knowledge among students.

The college adheres to the academic calendar for the conduct of CIE and other related matters in accordance with the format, timeline and syllabi (LOCF-CBCS) prescribed by the University of Delhi.

For practical papers, 50 percent marks and for theory papers 25 percent marks are given through the process of internal assessment.

The changes in the internal assessment procedures made in lieu of the pandemic (COVID-19)by the university were followed i.e. the attendance marks were removed, and instead, assignments and class tests were carried out through various modes of online teaching, Google classroom and emails as per the scheduled timeline.

The internal assessment had two components:

- **Assignment:10**
- **Class Test: 15**

The criteria of assessment is communicated to the students and once the assessment is done, areas of improvement are discussed with the students.

File Description	Documents
Any additional information	**[View File](#)**
Link for additional information	**[http://spm.du.ac.in/index.php?option=com_content&view=article&id=26&Itemid=143&lang=en](#)**

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

- **Students discuss the results of class tests/assignments, etc. with their respective teachers, and report their grievances, if any. The teachers usually provide feedback to students during the classes or tutorials on the basis of their performance in assignments and tests.**
- **At the time of the finalization of Internal Assessment marks by teachers, students are also required to counter-sign their Internal Assessment marks. This not only makes them aware of their Internal Assessment marks but also gives them an opportunity to report their grievances.**
- **After Internal Assessment marks are displayed on the institutional website, the students are given time to report their grievances, if any, and seek corrections before these marks are uploaded on the University computer system.**
- **During the pandemic, for term-end OBE, at the college level, helpline numbers and a designated mail id were provided to cater to grievances experienced by students. The college Internal Assessment Committee (moderation committee) counter-checked the Internal**

Assessment marks submitted by the departments, to ensure fairness. All the grievances are also addressed by this Committee.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=26&Itemid=143&lang=en**

2.6 - Student Performance and Learning Outcomes

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

Creating awareness about Programme Outcomes (POs) and Course Outcomes (COs) among all the stakeholders is essential for ensuring quality education. Since 2019, the college is following the LOCF (CBCS) framework in UG degree programmes. It has in-built flexibility to choose courses in the form of interdisciplinary and electives, in the form of Generic Electives (GE), Discipline Specific Electives (DSE), Ability Enhancement Courses (AECC) and Skill Enhancement Courses (SEC). The nomenclature reflects the expected outcomes. The POs and COs for all courses are available on the Delhi University and institutional websites. During the orientation programmes of newly admitted students, this information is shared with the students. The web links of their respective curriculum are also provided to ease the process.

The teachers explain the POs and COs for their respective courses. This enables students to understand the objective of each program and course. The learning outcomes are evident in the results of the tests/assignments undertaken by the students. Feedback is given and remedial action is taken to ensure effective learning. Teachers update themselves by participating in refresher courses and faculty development programs, to familiarize themselves with course specific objectives and adapt their pedagogic practices accordingly.

File Description	Documents
Upload any additional information	**View File**
Paste link for Additional information	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=111&Itemid=286&lang=en**
Upload COs for all Programmes	**View File**

(exemplars from Glossary)

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

The college strictly follows the academic calendar published by the University of Delhi and complies with the University regulations regarding the implementation of the curriculum. The departments ensure that the syllabus of each course is completed and the learning outcomes are met before the end of every semester.

As part of Formative Assessment, class tests, projects, and assignments are conducted regularly. Feedback is provided through group and classroom discussions, and it helps students to recognize theirnext step in improving their performance.IQAC, Academic Supervisory Committee, and inter-departmental audits play an important role in ensuring that course objectives are being met by the teachers.

As students are the main stakeholders of the entire teaching-learning process, their feedback is taken by the Institutionfrom time to time. This feedback survey helps to assess the views of the students about the achievement of the curriculum objectives. Webinars, conferences, workshops, and interactive sessions are organized from time to time to enhance active learning among students.

File Description	Documents
Upload any additional information	**View File**
Paste link for Additional information	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=27&Itemid=144&lang=en**

2.6.3 - Pass percentage of Students during the year

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

1014

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	**View File**
Upload any additional information	No File Uploaded

Paste link for the annual report	http://spm.du.ac.in/index.php?option=com_content&view=article&id=116&Itemid=293&lang=en

2.7 - Student Satisfaction Survey

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

http://spm.du.ac.in/index.php?option=com_content&view=article&id=159&Itemid=335&lang=en

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 year (INR in Lakhs)

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

21.55

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

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

3.1.2.1 - Number of teachers recognized as research guides

6

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

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

1

File Description	Documents
List of research projects and funding details (Data Template)	**View File**
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**View File**
Paste link to funding agency website	**http://ichr.ac.in/content/ http://ncw.nic.in/**

3.2 - Innovation Ecosystem

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

The college is working towards creation of an ecosystem to foster a culture of innovation and entrepreneurship as well as creation and transfer of knowledge to the society. The institution has set up an entrepreneurship cell in the college. The cell is conducting workshops and seminars to nurtureinnovative minds amongst all the stakeholders.

The Research and Ethics committee in close collaboration with the departments, organisd workshops on writing research proposals, seminars, conferences, etc. to create a culture of research ethos in the college. The IQAC and research committee, in continuation of its book project, has initiated publication of a bi-annual peer-review research journal titled 'Journal of Applied Research in Humanities, Language and Social Science' and has applied for ISSN.

The college launched 'Beyond the Classroom', a community outreach programme in 2018 which focused on developing an interface between the college and the community in which it is situated. Our B.El.Ed and B.Ed students trained NSS students with requisite skills through workshops, who then visit the neighborhood schools and engage with school students through the medium of performance and creative arts. However, due to Covid 19 closure of schools, the programme could not be carried out in 2020-21.

File Description	Documents
Upload any additional information	**No File Uploaded**

Paste link for additional information	Nil

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

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

7

File Description	Documents
Report of the event	**View File**
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	**View File**

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

1

File Description	Documents
URL to the research page on HEI website	http://spm.du.ac.in/index.php?option=com_content&view=article&id=19&Itemid=134&lang=en
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	**View File**
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

26

File Description	Documents

| Any additional information | **No File Uploaded** |
| List of research papers by title, author, department, name and year of publication (Data Template) | **View File** |

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

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

51

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	**View File**

3.4 - Extension Activities

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

Despite the ongoing pandemic, the institution made the best attempt to carry outextension and outreach activities. Some of the activities were carried out by NSS in the neighborhood, like distributing meals, providing food and shelter to stray animals, and plantation drives. These activities have been routed to the larger masses through social media platforms to spread awareness. NSS reached out extensively to the community through Facebook (NSS SPMC) and their Instagram page (@nss_spmc), garnering community attention and active involvement.

These unprecedented times also led to a surge in negative emotions amongst the community members, especially students. Keeping this in mind, the Department of Applied Psychology initiated a help desk for providing counseling services to uplift the morale of students across the nation. It generated much attention and positive feedback. Later, this help desk was continued under the name of 'Tele counseling helpline', wherein more faculty members contributed in making this initiative a success.

Such activities have not only provided the necessary support to students and the community at large, it has made everyone more accepting of each other.

File Description	Documents

Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=243:3-3-1,-3-3-3-and-3-3-4&Itemid=170&lang=en**
Upload any additional information	**No File Uploaded**

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

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year (Data Template)	**View File**
e-copy of the award letters	**No File Uploaded**

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

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

35

File Description	Documents
Reports of the event organized	**View File**
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	**View File**

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

1386	
File Description	Documents
Report of the event	**View File**
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	**View File**

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

9	
File Description	Documents
e-copies of related Document	**View File**
Any additional information	**No File Uploaded**
Details of Collaborative activities with institutions/industries for research, Faculty	**View File**

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

7	
File Description	Documents
e-Copies of the MoUs with institution. / industry/corporate houses	**View File**
Any additional information	**No File**

	Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	**View File**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Shyama Prasad Mukherji College provides state-of-the-art infrastructure and convenient learning resources. These include technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, specialized facilities, and equipment for teaching, learning, and research activities. Facilities are also provided for co-curricular development like sports (outdoor and indoor games), NSS, NCC, cultural activities, communication skills development, yoga, etc. SPM College has a well-maintained library which remains open on all working days. It has a rich collection of textbooks and reference books, including encyclopedias, yearbooks, dictionaries, atlases, books on general knowledge, biographies, autobiographies, and the latest fiction in English and Hindi. There are well-equipped labs catering to students, especially of Commerce, Maths, Computer Science, Applied Psychology, Geography, Food Technology, Human Development and Family Empowerment, and Education departments. The college IT infrastructure comprises LCD, printers, projectors, UPS backup, and wi-fi internet facility. The maintenance of the various infrastructure facilities (like housekeeping, electricity, lift maintenance, generator backup, air conditioners & coolers, and water purifiers) is a regular feature of the college.

File Description	Documents
Upload any additional information	**View File**
Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=246:4-1-1&Itemid=170&lang=en**

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

The institution's commitment to the overall development of students manifests in a multitude of infrastructural facilities and training to the students. The college has two cemented and

one cricket turf pitch. Special coaching arrangements exist for cricket, football, softball, kabaddi, volleyball, judo, aerobics, kho-kho, athletics, and handball. SPMC (W) also boasts of an air-conditioned gym, and there are trained instructors for yoga as well. In a bid to encourage a healthy lifestyle amongst staff and students, the college is also in the process of building a walking track along the periphery of the college grounds. The college has a fully air-conditioned state-of-the-art auditorium with a seating capacity of over 1100 people, which is used for hosting the annual day and other college and inter-college events. Located near the college's main entrance-the college plaza, is the hub of Republic Day and Independence Day celebrations along with nukkad natak, rangoli and other cultural events. Due to the pandemic and orders of DDMA and the University of Delhi, the user rate of these facilities was low in the year 2020-21 since social distancing norms were adhered to while celebrating events such as Independence Day and Republic Day.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=133:infrastructure&Itemid=170&lang=en

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

39

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=248:4-1-3&Itemid=170&lang=en
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

`.48`

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	**View File**
Upload Details of budget allocation, excluding salary during the year (Data Template	**View File**

4.2 - Library as a Learning Resource

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

Library is fully automated using Integrated Library Management System (ILMS) software Alice for Window since 2007. The institution, being a constituent college of the University of Delhi, provided remote access to library e-resources and membership to N-LIST, NationalLibraryandInformationServices,to facilitate teaching-learning and research work for faculty and students. The authorized users from college can apply for this and get password to access e-resources and download articles required by them directly from the Publisher's website once they are duly authenticated as authorized users through INFLIBNET Centre. Library premises are a Wi-Fi enabled zone for all users. Its collections include nearly 82888 books, periodicals subscriptions (academic journals and magazines, 10 daily newspapers in English and Hindi, and electronic resources including online databases through UGC INFONET, N-LIST, CDs, DVDs, e-journals, e-books). Information through e-resources can be accessed in the Information Centre. Free access to more than 4000 journals with abstracts and full text information, e-resources, e-books, and e-databases are available through UGC INFONET. The Centre in the library has 25 computers with internet facility to help students with their research work.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional Information	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=20&Itemid=135&lang=en**

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	**A. Any 4 or more of the above**

File Description	Documents
Upload any additional information	**View File**
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	**View File**

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

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

3.23

File Description	Documents
Any additional information	**View File**
Audited statements of accounts	**View File**
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	**View File**

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

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

16

File Description	Documents
Any additional information	**View File**
Details of library usage by teachers and students	**View File**

4.3 - IT Infrastructure

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

The Institution has well equipped Computer Labs with all PCs and Laptops in working

condition. Further, the systems have all related software (required by students of different courses to perform Lab related work) installed. All systems are connected to a network through LAN or Wi-Fi. The Institution gets Wifi access from the Data Centre of University of Delhi that provides Internet Speed of over 100 MBPS. The Institution installed the Jio Booster on 18/03/2019 that works on Local Wi-Fi (access from the University of Delhi) to strengthen the data signal of the Internet in order to improve the overall internet speed.

File Description	Documents
Upload any additional information	**View File**
Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=56&Itemid=191&lang=en**

4.3.2 - Number of Computers

1207

File Description	Documents
Upload any additional information	**View File**
List of Computers	**View File**

4.3.3 - Bandwidth of internet connection in the Institution | A. ≥ 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

18.88

File Description	Documents
Upload any additional information	**View File**
Audited statements of accounts	**View File**
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	**View File**

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

The institution works to ensure optimal allocation and utilization of the available financial resources for the maintenance and upkeep of different facilities. The teaching and administrative staff members are appointed as members of various committees like the Purchase Committee, Library Committee, Infrastructure Committee etc.

Laboratory: The teacher-in-charge of the department supervises the laboratory. All the laboratories within the institution maintain stock registers and account records, routinely inspected and verified during the annual Inter-Departmental Audit.

Library: In keeping with the institutional policy of digitization, Library at SPMC is fully automated with Alice Window 2007 version. The library committee is responsible for the maintenance and augmentation of library infrastructure.

Sports: The maintenance of sports equipment is supervised by the department-in-charge. New equipment and essential sports items are purchased through the Sports Committee in consultation with the Purchase Committee.

Computers: Regular maintenance of computer laboratory equipment is done by laboratory assistantsand laboratory attendants.

Infrastructure: The Infrastructure Committee takes responsibility for the maintenance and upkeep of infrastructure. Regular cleaning of water tanks, proper garbage disposal, pest control, and maintenance of lawns is done by the college's support staff. The institution outsources furniture maintenance, cleanliness of the premises, electricity, and plumbing.

File Description	Documents

Upload any additional information	**No File Uploaded**
Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=161&Itemid=336&lang=en**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

73

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**View File**
Upload any additional information	**View File**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	**View File**

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non-government agencies during the year

148

File Description	Documents
Upload any additional information	**View File**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	**View File**

5.1.3 - Capacity building and skills enhancement initiatives | **B. 3 of the above**

taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

File Description	Documents
Link to Institutional website	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=104&Itemid=281&lang=en**
Any additional information	**View File**
Details of capability building and skills enhancement initiatives (Data Template)	**View File**

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

> **1690**

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

> **1690**

File Description	Documents
Any additional information	**View File**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	**View File**

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

A. All of the above

File Description	Documents

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

31

File Description	Documents
Self-attested list of students placed	**View File**
Upload any additional information	**View File**
Details of student placement during the year (Data Template)	**View File**

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

5.2.2.1 - Number of outgoing student progression to higher education

157

File Description	Documents
Upload supporting data for student/alumni	**View File**
Any additional information	**View File**
Details of student progression to higher education	**View File**

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

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

19

File Description	Documents
Upload supporting data for the same	**View File**
Any additional information	**View File**
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	**View File**

5.3 - Student Participation and Activities

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

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

9

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

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

With a vision of developing conscientious citizens, the institution provides ample opportunities to students to participate in various activities of the college. Starting from the election of Student Union representatives, in which students learn basic principles and practices of a democratic society, values of leadership and team work, the representation extends to all departments through Class Representatives and cultural society office bearers. Due to the coronavirus pandemic, the elections of the college level students' council could not be held, but each department continued with its well-organized activities. Various

departments hosted co-curricular and extracurricular events, and through these activities, students learned to engage with the audience and to present themselves as artists and performers. Students of Artistry Society, Debating Society, Eco Club and NSS played an active role in organizing online awareness drives and workshops. Many departments published their E-Magazines where students' involvement was appreciated and highlighted.

File Description	Documents
Paste link for additional information	http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=292:criteria-5-3-2&Itemid=170&lang=en
Upload any additional information	**View File**

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

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

141

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

5.4 - Alumni Engagement

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

The college applied for the registration of the college alumni association on 17th September 2020, and it is still under the process due to the ongoing pandemic.The Alumni Committee of the college organized a virtual meet on 4th July 2020 where a host of cultural events were organized and performed by our alumni. Alumniof all the departments attended the meeting. Two

distinguished alumni from each department were facilitated by the college and they also shared their experiences. As a practice, various departments call upon their alumni to interact with the present students to enlighten them about career and job prospects in their respective disciplines.

File Description	Documents
Paste link for additional information	**http://spm.du.ac.in/index.php? option=com_phocagallery&view=category&id=298:criteria-5-4-1&Itemid=170&lang=en**
Upload any additional information	**No File Uploaded**

5.4.2 - Alumni contribution during the year (INR in Lakhs)	**E. <1Lakhs**

File Description	Documents
Upload any additional information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution is committed to make continuous efforts towards maintaining quality improvements, initiatives, and standards of teaching and learning, by providing a safe and democratic space to all the stakeholders. The objective is to encourage multidisciplinary learning by:

- **undertaking measures towards sustainable development of society and environmental care and**
- **providing value-based teaching along with ample opportunities for the holistic development of our students.**

This commitment is enshrined in our Vision and Mission statements which further align with the institution's emblem and the message "Let there be learning." With this as one of the guiding principles for governance, the institution is committed to provide the best infrastructure and resources as well as classroom experiences and exposure to enrich and enhance our students' learning experiences. The institution adheres to the code of conduct,

ethics and professional teaching standards to ensure transparency in the teaching-learning process and communication across various channels. During the pandemic, the governance left no stone unturned in keeping all the channels of communication wide open to reach out to all the stakeholders to understand and attend to their physical and psychological needs. Continuous mentoring programmes further bolstered this attempt.

File Description	Documents
Paste link for additional information	http://spm.du.ac.in/index.php?option=com_content&view=article&id=13&Itemid=126&lang=en
Upload any additional information	No File Uploaded

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

The institution managed the impact of the pandemic on the teaching-learning process through the deployment of effective measures. A policy decision making on the immediate adoption of 'online teaching methodologies' witnessed the active involvement of governing body members, the principal, teaching and non-teaching faculty members. A staff meeting with stakeholders was held to discuss and deliberate teaching-learning processas it was the transitory phase towards online teaching. Platforms like MS Team, Google Meet and Zoom were considered as possible teaching-learning platforms. A committee was duly constituted comprising of Principal, IQAC Coordinator, Staff Association Secretary, Staff Council Secretary and Senior most teacher to coordinate and facilitate the transition from offline to online teaching-learning processes. Teachers training workshops were conducted to enable and provide hands on training forMS Teams. As Google Meet was found to be more user friendly for all the stakeholders, it was communicated to the committee to allow it as the online platform for online teaching-learning processesfor the institution. Non-teaching faculty members also helped in organising and putting up the teaching material on the college website for the students' easy access. Institutional email accounts were created and assigned to each department for sharing teaching material and other relevant communication. The quality of the teaching material was also assessed periodically by the committee.

File Description	Documents
Paste link for additional information	http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=266:6-1-2-proof-online-teaching-committee&Itemid=170&lang=en

Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution has a well designed perspective plan in place which is in line with its vision and mission, stated on the college website. In implementing the plan, the institution focused on building inclusivity, curriculum delivery and enrichment, augmenting its infrastructure, and providing support to staff and students. These have been detailed out in the profile of the institution earlier in the report.

Case study of one activity: Curriculum Enrichment

The college undertook various measures to serve for the best interest of its stakeholders during the unprecedented times of Covid-19 pandemic. Being uncertain and difficult times, considering lockdown and its impact on the mental health of its all stakeholder, the institution set up its own counselling helpdesk to cater to the need of the hour. Various seminars, workshops and FDPs for all the stakeholders were organized. The institution, being a constituent college of the University of Delhi, provided remote access of library e-resources and membership in the N-list was also facilitated. Catering to the needs of the students, the college introduced three new Add On courses, in addition to the existing four courses.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	http://spm.du.ac.in/index.php?option=com_content&view=article&id=81:add-on-courses-3&catid=2&lang=en&Itemid=327
Upload any additional information	No File Uploaded

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

In accordance with Delhi University Statutes, Ordinances and Regulations, the Governing Body

of the institution comprise of a Chairperson who presides over the meetings of the representatives, the Principal, who is also the member-secretary of the GB, a university representative appointed by the Vice-Chancellor of the University of Delhi, two members nominated from the staff, and one from the non-teaching staff. The body is responsible for the management of the college. General Body meetings are held regularly to deliberate and make decisions on teaching-learning, finance, recruitment, infrastructure augmentation and the overall development of the college. The principal leads the administration by effectively carrying out responsibility for the appropriate and effective management of the institution. Decisions in matters of conducting admission, sports, co-curricular activities, preparation of the college time-table, and allocation of extra-curricular activities of teachers are taken care of by the Staff Council.

IQAC and Staff Council hold regular meetings to discuss academic and curricular/co-curricular plans and implementations, research activities, and other important issues. Departmental meetings are organised where issues related to the functioning of the department and recommendations of IQAC are discussed by the teachers-in-charge with other members.

File Description	Documents
Paste link for additional information	**http://www.du.ac.in/du/uploads/Rules_Policies_Ordinances/Acts/18512_ordinances.pdf**
Link to Organogram of the institution webpage	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=117&Itemid=294&lang=en**
Upload any additional information	**No File Uploaded**

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

File Description	Documents

ERP (Enterprise Resource Planning)Document	**No File Uploaded**
Screen shots of user inter faces	**View File**
Any additional information	**View File**
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	**View File**

6.3 - Faculty Empowerment Strategies

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

The institution facilitates various financial welfare schemes for its teaching and non-teaching employees whose terms and conditions are periodically revised as per the instructions and guidelines of the University of Delhi. Some of the noteworthy welfare schemes and measures are- reimbursement of tuition fees for children of staff, Provident Fund Scheme, Gratuity, Leave encashment, Group Insurance Scheme, Provident Fund Loan facility, Housing Building Advance, LTC, Medical and HTC facilities, GPF/NPS, etc.

The institution is equipped with a functioning emergency daycare medical facility under the supervision of a nursing officer where first-aid is attended to all the stakeholders. All the employees including retired ones and students are entitled to get medical facilities under World University Service (WUS) health Centres at Delhi University by taking membership. The staff members including the retired are also entitled to get various medical facilities including 'Direct Payment as well as Reimbursement Facility' of medical expenses from authorized hospitals and diagnostic centres under the CGHS scheme empanelled by the university. The college has also facilities, like R.O. Drinking water, canteen, banking, photocopy and book shop in the campus. SPMC provides residential facilities to teaching faculty (8) and non-teaching staff (15).

File Description	Documents
Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=133:infrastructure&Itemid=170&lang=en**
Upload any additional information	**View File**

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

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

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

4

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

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

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

72

File Description	Documents
IQAC report summary	**View File**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	**View File**

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

The institution carried out rigorous Internal Departmental Audit which helped the institution to assess and evaluate the performance of the various constituent departments in the college. This was a quality initiative by IQAC. A calendar was prepared in advance for the allocation of date, time and venue to be assigned to each department. The teachers in charge were accorded the responsibility to carry out qualitative assessment of the assigned department by thoroughly following the standard parameters of the assessment. The exercise was followed by the submission of Inter-Departmental Reports to the IQAC. An Annual Achievement was introduced as an addendum to the Inter-departmental process to assess the performance and register the individual academic and non-academic achievements and outcomes in their respective fields. IQAC prepared a comprehensive report and submitted the same to the principal seeking compliance.

The administrative section of the college held periodic meetings to discuss the progress made, gather input, and implement the necessary changes wherever needed. The institution also has a mechanism in place whereby the senior and junior assistants are self-assessed based on a report prepared by them in a standard performa provided by the University of Delhi. For non-teaching -staff, the university has a designated process called the Annual Performance Assessment Report for multi-tasking staff, whereby the non-teaching employees are assessed based on the information provided in the proforma. All the proformas are attached for perusal.

File Description	Documents
Paste link for additional information	**http://spm.du.ac.in/index.php? option=com_phocagallery&view=category&id=269:6-3-5-institutional-aprraisal-system&Itemid=170&lang=en**
Upload any additional information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

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

Being a constituent college of the University of Delhi, our institution is governed by the Government of India and NCT-Delhi financial rules. All kinds of accounts and financial statements of the institution are internally audited by a Chartered Accountant duly appointed by the Governing Body with the approval of the University of Delhi. The financial audit is done in accordance with the extant guidelines. The external audit is conducted once in two years by the Directorate of Audit, Govt. of N.C.T. of Delhi. The internal audit for the financial year 2018-19 was conducted by CA H.S. Ratra, Prem Amar & Co. The external audit for the period 2016-18 was carried out in 2019. Due to the pandemic, the external audit could not be conducted last year.

File Description	Documents
Paste link for additional information	http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=270:6-4-1-internal-_-external-audit&Itemid=170&lang=en
Upload any additional information	No File Uploaded

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

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

0

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

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

Atthe beginning of the academic session, requirements were called. Suggested estimates and requirements of various committees and departments are reviewed by the Purchase and Infrastructure Committees of the college. The recommendations of the committees are discussed in the Governing Body meeting for its approval. The Infrastructure Committee also review mobilization of funds and utilization of the resources from time to time. The Purchase Committee takes care that purchases are done properly and in accordance with the rules. This year the New Academic Block was equipped with an elevator to make the building more inclusive. In addition, the security and aesthetics of the college premises were enhanced by replacing the old entrance gate. All the purchase and infrastructure maintenance and augmentations were done through proper channel. The Library Committee added more e-resources for the students along with 1294 books. Individual accounts pertaining to remote login to access Delhi University Library System resources were made for all the teaching faculty members. Following due COVID protocol, some of the resources were opened intermittently such as library, gym, playground and auditorium for the students. Catering to the needs of differently-abled and economically deprived students, laptops and other assistive devices were provided to the students. Scholarships and complete fee waiver in some cases were provided to the needy students. A number of job oriented online add-on courses were also introduced for increasing opportunities for students.

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

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

IQAC of the institution has been consistently working towards maintaining the level of quality initiatives for improved teaching and learning in the institution. The IQAC held 6 meetings in the academic year 2020-2021 pertaining to different matters. The institution is also progressingtowards paperless administration. Certain initiatives such as google leave form, e- payslip, and e-communication of all the administrative and academic information, etc. were taken.

Mentorship

Realising the gap arises due to online teaching, challenges like academic, mental health issues, technological limitations etc. faced by the students during the Covid 19. Being sensitive to students' needs, the college intensified students teacher interactions through its mentorship programs. Students were supported through online counselling, providing laptops, technological assistance, and reading materials.

Inter Departmental Audit

To assess and review the performance of the teaching-learning progress of the constituent departments, interdepartmental audit under the aegis of IQAC were conducted on defined parameters in online mode. The deliberations and discussions held during the audit apprised the stakeholders to the latest pedagogical and technological advancements that can be incorporated. This process facilitates quality assurance and overall improvement of the institutions.

File Description	Documents
Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_content&view=article&id=123&Itemid=300&lang=en**
Upload any additional information	**View File**

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

On account of the pandemic, online teaching methodologies were systematically introduced, and training programmes were conducted for both teaching and non-teaching faculty members, such as the MS Teams application workshop. IQAC suggested measures and guidelines to be adopted by the departments during the pandemic in a detailed SOP:

a) for the documentation of tests and assignments, and to carry out the assessment and evaluation through ICT enabled tools.

b) To ensure the availability and accessibility of e-reading materials to the students.

A webinar was also conducted by the Department of Applied Psychology under the aegis of IQAC on "Effective use of ICT tools in Online Teaching and Learning".

The faculty members and the students were encouraged to participate in a number of webinars and workshops organised by the institution on relevant issues and themes. For instance,

keeping in mind the needs of the differently-abled students during the pandemic time, Equal Opportunity Cell of the college, Chetna, organised a webinar on 'Disability: Corona Crisis, Challenges & Remedies'.

Inter-departmental Audits for the academic year 2019-20 were carried out with an objective to review and improve the teaching-learning process across various departments.

File Description	Documents
Paste link for additional information	**http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=273:6-5-2&Itemid=170&lang=en**
Upload any additional information	**No File Uploaded**

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	**C. Any 2 of the above**

File Description	Documents
Paste web link of Annual reports of Institution	**http://spm.du.ac.in/images/spmc_NIRF_2022.pdf**
Upload e-copies of the accreditations and certifications	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	**View File**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

SPM college is driven by its commitment to empower students, and prepare them to live up to their potential and become productive, aware, responsible citizens. Recognizing that many

young women are programmed since childhood to assess their worth in terms of patriarchal notions of femininity, the college, through curricular and co-curricular activities, strives to create awareness among students about gender politics, and give them tools to navigate the same.

Routine classroom teaching is further enriched through co-curricular activities organised by the college. The institution celebrated weeklong Women Day and organised 9 webinars and 7 discussions on various themes such as women empowerment, domestic violence, womanhood, women and pandemic, breast cancer awareness, etc. Two workshops on Patriarchy and violence, and gender were conducted to promote gender sensitization, with special emphasis on exploring gender-inflected nature of pandemic time experiences. Three intra- and inter-college competitions were conducted to give students a platform to creatively present their views on gender issues. Further, an add-on course on 'Women & Legal Literacy' is offered to the students.

File Description	Documents
Annual gender sensitization action plan	**http://spm.du.ac.in/index.php? option=com_content&view=article&id=193&Itemid=369&lang=en**
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	**http://spm.du.ac.in/index.php? option=com_phocagallery&view=category&id=253:7-1-1&Itemid=170&lang=en**

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**B. Any 3 of the above**

File Description	Documents
Geo tagged Photographs	**View File**
Any other relevant information	**View File**

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

Waste Management System

Solid Waste:Since it is an educational institute, solid waste in terms of canteen waste and litter (waste generated from trees in the forms of twigs, dry yellow leaves) is generated. On an average ~15 to 20 kg of vegetable waste is generated from the canteen daily. It is collected on a daily basis by a private waste collector and disposed off in the nearby main municipal waste bin from where it is collected by Municipal Corporation and processed. However, due to the closure of the institution due to covid 19, the institution produced zero kitchen waste in the academic year. On the other hand, the waste generated from its lavish green trees and plants are collected by gardeners and thrown in a pit situated in the college backyard for natural degradation.

E-waste: Since 2017, the institution hasorganised e-waste collection drive in the campus every year. Students and teachers have donated old keyboards, mobile phones, mobile chargers, power cables, batteries etc. in two boxes kept in the college campus for a period of 15 days and given to an NGO for proper recycling. However, due to covid 19 pandemic and the closure of physical classes, the institution could not conduct e-waste collection drive in the academic session.

Waste recycling system: Additionally, the college has a paper recycling unit on campus. During the COVID pandemic, many of the on campus activities could not be conducted. Yet, in a continuous effort to create awareness about waste recycling, the Eco Club conducted a competition 'Best out of waste', where 103 student participants used waste generated at their houses to create usable products. Further, on January 27, 2021, Ms. Vani Murty aka 'Wormrani' was invited to conduct a workshop cum talk on how to process and recycle waste generated at home.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	**View File**
Geo tagged photographs of the facilities	**View File**

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**D. Any 1 of the above**

File Description	Documents

Geo tagged photographs / videos of the facilities	**View File**
Any other relevant information	**View File**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**B. Any 3 of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	**View File**
Various policy documents / decisions circulated for implementation	**No File Uploaded**
Any other relevant documents	**No File Uploaded**

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

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

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**No File Uploaded**
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**View File**

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

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	**View File**
Policy documents and information brochures on the support to be provided	**View File**
Details of the Software procured for providing the assistance	**View File**
Any other relevant information	**No File Uploaded**

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

The demographic profile of the college, given that it's a constituent college of a central university, reflects the cultural diversity of the country. We attract students from diverse cultural, social, regional, linguistic backgrounds. Various co-curricular and curricular activities, which promote cultural sensitivity, are conducted to ensure that we are able to provide a safe, inclusive campus environment to our students and staff. Like every year, this year also, special counselling was conducted during admissions to prepare first year students who are differently-abled, steered by members of the Equal Opportunity Cell. Similarly, we also have the North East cell or Samta, which helps students from North Eastern states to assimilate themselves in the student body and in the local community. Both the Family Counselling Cell and the NSS unit have been conducting events to further mental health sensitization. Reductive and homogenized notions of gender and sexuality are challenged through lectures, classroom discussions, and co-curricular activities. 4 webinars, 1 FDP-cum-training workshop, 1 talk, and 1 poster-making competition were conducted to create cultural awareness and sensitivity.

File Description	Documents

Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**View File**
Any other relevant information	**No File Uploaded**

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

The college attempts to reiterate and inculcate the core values and principles of the Indian Constitution through several academic and non-academic activities to create a community of responsible students and faculty members, who are aware of their duties and responsibilities towards the country. Regular classroom teaching and discussions highlight the relevance of prescribed syllabi to the real world, in terms of social impact and nation building.

The institution celebrated important national days such as Republic Day, Independence Day, Constitution Day, Vigilance Week, Voters Day and Swachhta Pakhwada, International Yoga Day, Unity Day, etc.

Students are made aware of their fundamental duties such as promotion of cleanliness and public health (1 FDP cum Training Workshops, 5 webinars, 1 talk, 3 awareness drives, 1 competition).

Geography Department's e-magazine, Milieu, was focused on the theme of effective disaster management. Further, events that underline existing social hierarchies and injustices are held, to spread awareness of work that needs to be done to achieve legal and social reform to create a more equitable society (4 Webinars, 7 Competitions).

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	**http://spm.du.ac.in/index.php? option=com_phocagallery&view=category&id=261:7-1-9&Itemid=170&lang=en**
Any other relevant information	**Nil**

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee	**B. Any 3 of the above**

to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff　　4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	**View File**
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**View File**
Any other relevant information	**View File**

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

The institution recognizes the significance of national and international commemorative days, events and festivals in cultural sensitization, reiteration of social and national values and principles, and in creating a strong sense of community and belonging. To that end, various activities and events are conducted each year to observe important days. Through posters, talks, intra- and inter-college competitions, and celebratory gatherings, awareness is created about various days of national and global significance, such as days highlighting health issues (World Mental Health Day, Breast Cancer Awareness month, International Yoga Day, International Day of Happiness, World Food Day); days celebratingimpactful personalities of national importance (Gandhi Jayanti, Lal Bahadur Shastri Jayanti, National Unity Day, BR Ambedkar birth anniversary); and various other days like (Swachhta Pakhwada, International Day of Girl Child, National Girl Child Day, NSS day, Daughter's Day and World Kindness day, Hindi Diwas, Teachers' Day, World Philosophy Day, Sanskrit Diwas).

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	**View File**
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice I

Title: Establishing a Sustainable Campus

Objectives:

Environmental conditions which are necessary for the survival of flora and fauna on this planet are being disturbed by the cumulative and continuing impact of the global processes of industrialization and modernization. Commitment towards reversing environmental damage by adopting sustainable, green practices in everyday functioning on societal and individual levels is of paramount importance. To that end, SPM college, for many years, has steadily been making efforts to undertake initiatives and adopt practices that reduce its ecological footprint. That includes not just incorporating sustainable measures in everyday college work, but also creating environmental awareness among students, staff, and the larger community.

The Context

SPM college is an off-campus college, located in the center of the city. There are large, busy roads, commercial centers, and residential colonies around. Further, Delhi, in the last few years, has gradually emerged as one of the most polluted cities in India, with extreme weather conditions. Such issues disrupt one's physical and mental well-being. The college has planted plants, grass, and trees in every available space to alleviate pollution- and weather-related hardships. Apart from campus design, infrastructure and facilities, environment sensitization has been another area of focus, because only if all the students and staff fully embrace the college's green consciousness and ethos, would it be possible to sustain the infrastructure which has been built and the policies which have been implemented. The college is a constituent college of Delhi University, and therefore needs to work within the larger university framework of policies, rules and regulations.

The Practice

Through various sustainable practices, facilities and policies, the college has managed to create an environmentally conscious and responsible campus. A few key efforts are listed below:

1. There are large windows in all the rooms in college, bringing in plenty of natural light, and reducing electric light usage. There are 2 green lawns, aherbal garden, and a sports

ground. In every available space, green hedges, trees and plants may be found. Good ventilation, thick brick walls, and plenty of greenery ensure that the temperature within remains pleasant, thereby reducing the need for ACs.

2. 151 CFL bulbs and 293 LED tube-lights are installed in various rooms, and efforts are on to replace all energy-consuming lights with LED lighting.

3. There are 4 solar lamps, placed in front of the main college building. Further, a 101.5 kWp grid-connected rooftop solar PV system was commissioned on 23 September 2020.

4. For many years, we have been taking small steps to reduce the usage and wastage of paper on campus. Internal assessment, attendance, examination forms, GE-SEC options forms, and leave application forms are submitted online. Since last year, all salaries, including those of ad hoc and guest staff, were paid through online transfers and salary slips were emailed. The admission and fee submission processes were conducted online. Assignments and open book tests are being conducted online, with submissions being made and feedback being given over Google classroom, Microsoft teams, and through email. Study material has been made available online through learning management systems and through email/class WhatsApp groups. Previous years' question papers are available on the college website. College circulates notices among teachers and students through the college website, institutional email IDs, and official WhatsApp groups.

5. Various events are held in college to spread environmental awareness, including competitions for students, and webinars and talks for which experts are invited. Celebration of Hariyali Diwas and organising tree plantation drives are annual events. Tips on eco-friendly practices that can be used at home and in college are prominently displayed in the college.

6. The college has established a rain-water harvesting facility, two 10,000 litres underground tanks, thereby economizing water usage. We also have a paper recycling plant on campus. Guests invited to the college are felicitated with planters instead of traditional mementos or flower bouquets.

Evidence of Success

The adoption of sustainable practices is an ongoing process. While last year was heavily disrupted because of the pandemic, the college continued its green initiatives. The college car-park was renovated, as a result of which cars do not need to enter the main building to drop off staff and guests, thereby reducing pollutants on campus. A walkway is being constructed to encourage students and staff to walk around campus, and recognize the benefits of cycling and walking, rather than relying on vehicles. Rooftop solar panels and rainwater harvesting infrastructure were also constructed in this heavily disrupted year. The pandemic, in fact, was utilized as an opportunity by the college to launch various initiatives to reduce the use of paper on campus which had been in the pipeline. The biggest sign of success

is enthusiastic student participation in green initiatives and environment sensitization events. 103 students participated in the Eco Club competition 'Best out of waste', where they used waste generated at their houses to create products. A webinar on Waste management and compositing (27 January 2021) was attended by 192 students, and another webinar on "Role of Women in Biodiversity Conservation" (10th February 2021) was attended by more than 150 students.

Problems Encountered and Resources Required

We cannot fully eliminate using paper as university rules and certain correspondences require the use of documents in hard copy. However, we make all efforts to minimize wastage. Papers that have been used for one sided printing are re-purposed and their blank sides are used for printing as well. Banning plastic on campus is another policy which isn't without logistical challenges given that sustainable paper products aren't available ateconomical rates. However, the college canteen has long replaced plastic cups with paper cups, and water purifiers are placed throughout campus to encourage students to avoid buying plastic water bottles. Further, much as we'd like to conduct green audits and energy audits, those require funds which we are unable to spare yet. We are committed to getting the assessments done, however, and are looking for viable options for the same.

Notes

Establishing sustainable campuses is a necessity, given that we are in the midst of an environmental crisis. Having said that, we need to be mindful of the logistical and funding problems which often come in the way of implementation of our vision plans. For instance, we have a modest sized campus and given the rise in student and staff numbers in the last few years, we need more and more space for classrooms, staff rooms, washrooms etc. However, we ensure there's enough greenery by creating green patches in every available vacant spot.

SPM's success in adopting and implementing green initiatives may be attributed to its commitment to the cause, which may, in turn, be attributed to the strong environmental awareness the college creates and sustains in its staff and students.

Best Practice 2

Title: Building an inclusive campus

Objectives of the Practice

SPM college has students and staff from various socio-economic and cultural backgrounds, including differently-abled individuals. We have undertaken several initiatives over the years to enable effective teaching-learning transactions, to empower our students and staff to realize their full potential and do their best, irrespective of the disparity in their roots. Several events are conducted to create awareness of and celebrate diversity, mechanisms are in place for providing counselling and support for those in need, scholarships are provided to those in need and required infrastructure is provided to enable and improve access.

The Context

Being a constituent college of a premier central university, SPM college attracts students from across regions, cultural communities, and socio-economic classes. Syllabus and performance evaluation, on the other hand, is standardized. To provide equal opportunity in the truest sense, to all high education aspirants, in addition to reservations and scholarships which support students from marginalized communities in getting admission in HEIs, it is vital to eliminate invisible everyday inequalities which hinder their progress in college. The college has been making constant efforts to minimize gaps between able-bodied and differently-abled students, and privileged and underprivileged students, so that all are able to explore their interests and abilities, and perform well in academic and non-academic activities. Mechanisms for counselling are available from the time of admission to the time of graduation. Relevant tools and facilities are provided to all needy students, and constant efforts are made to promote cultural sensitization.

The Practice

The Enabling Unit of the college, Chetna, provides constant support to differently-abled students, beginning with admission when a dedicated helpdesk is set up to provide counselling to admission aspirants. They receive help in the application process, and are provided with academic and non-academic resources needed to kickstart their college lives. Chetna has been developing a bank of audiobooks and resources, and making e-books available to visually challenged students. The unit has 20 recorders and a good collection of braille books in the college library for visually challenged students. Chetna also issues teaching-learning aids, software, and equipment such as 20 laptops, a Kibo scanning/reading device, and 2 wheelchairs to differently-abled students to enable them to function with greater ease. The unit also collaborates with the NSS to arrange and manage volunteers for reading and writing for students with disabilities.

Differently-abled students are also provided with complete fee waiver. Students who face other impediments, such as those from underprivileged backgrounds, are also given financial assistance. Partial or full fee concession is granted to economically weak students and students belonging to Scheduled Caste/Scheduled Tribes are awarded Post-Matric Scholarships by the Directorate of Education, Delhi Administration. Students Aid Committee provides various ad hoc grants to deserving students in each academic session.

Our college has a North East cell, called Samta, led by a nodal officer appointed by the college. Students from North East India are provided counselling and support to help them settle down in the college and in the local community. Further, the rest of the students are sensitized through various events and programs, and encouraged to be mindful and respectful of cultural diversity.

Despite being a government college with limited funds, the college is constantly upgrading its infrastructure to make the campus space accessible for all. Wheel-chair friendly ramps and tactile pathways have been set up at various points in the main building, the new building, and in open areas. There are elevators in the main building, the library, and one in the new building which was installed in the 2020-2021 academic session. Able bodied students are discouraged from using the elevators, so that they remain free for those with mobility issues. There are 6 differently-abled friendly washrooms on the campus. Signages with QR codes and braille lettering have been put up all across campus for visually challenged students and staff to navigate the campus with ease.

Evidence of Success

Constant improvement in infrastructure and persistent efforts to undertake initiatives to promote inclusivity are indicators of strong institutional values and commitment towards making the campus an accessible, safe, equitable space for all. Despite the challenges caused by the pandemic, the college installed an elevator in the new building. Further, members of the EOC and Samta made constant efforts to connect with, provide counselling to, and advocate for students-in-need. For instance, a webinar was conducted by the Enabling Unit, on 'Disability: Corona Crisis, Challenges, and Remedies' where Dr. Dayal Singh Panwar, (President) Saksham, spoke about the impact of the pandemic on differently-abled individuals. Later, in collaboration with the NIDM, SPMC conducted an FDP-cum-Training Workshop on Geospatial Technology, Inclusive and Accessible Disaster Risk Reduction. Chetna members conducted a session on the need for inclusivity in disaster management. An orientation programme was conducted by the Enabling Unit and the Department of Education for visually impaired B.Ed aspirants. Further, visually impaired B.Ed. IInd yearstudents were paired with able-bodied classmates for school internships. An online talent hunt, Medha, was also

organized for differently-abled students, during the annual college fest Srijan, on April 22, 2021, to give students a platform to showcase their talents.

Problems Encountered and Resources Required

2020 was a challenging year, as in-person teaching was replaced by online teaching. In the college, we could ensure access to resources and necessary teaching-learning infrastructure for all students, but with online teaching, our reach was limited. Underprivileged students living without personal smart devices and Wi-Fi access, were at a disadvantage, as were visually challenged students who didn't have ready access to readers and writers. Concerned teachers, teacher-mentors, and members of the Enabling unit made their best efforts to stay in touch with and counsel such students. Study material in accessible formats was provided (online) by teachers, and the FCC counselling helpline was available to all students in need. Shortage of funds, generally, makes it difficult to launch more financial aid and healthcare initiatives. However, the institution is determined to overcome such impediments, and compensate for the same by drawing on the support of its enthusiastic staff and students.

File Description	Documents
Best practices in the Institutional website	http://spm.du.ac.in/index.php?option=com_content&view=article&id=96&Itemid=277&lang=en
Any other relevant information	http://spm.du.ac.in/index.php?option=com_phocagallery&view=category&id=264:7-2-1&Itemid=170&lang=en

7.3 - Institutional Distinctiveness

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

Young women from socially and culturally diverse backgrounds, many of whom are from underprivileged, marginalized communities, attend SPMC. With its inclusive, culturally vibrant environment, the college gives students the space to explore and understand themselves, realize their potential, and develop the tools and skillsets required to successfully navigate professional, personal, and social responsibilities. To that end, the Equal Opportunity cell, the FCC, and Samta work year-round to support and aid students who face social, personal, or health-related impediments to their academic and personal progress. To help students navigate the psychological impact of the pandemic, the college set up a counselling helpdesk.

Emphasizing the principles of integrity, hard work, and social commitment, the college attempts to shape its students into socially aware and responsible citizens. To that end,

classroom lectures and discussions never lose sight of socio-political and cultural relevance of the syllabi. Further, several extra-curricular events are conducted by the NSS, Eco club, and individual departments to spread awareness about topical issues and help students channelize their socio-cultural vision and their altruism in productive actions. Several departments have launched newsletters and blogs to give students space to express their ideas, learn from one another, and enable cultural sensitization.

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

7.3.2 - Plan of action for the next academic year

As the AQAR of 2020-21 nears completion, we are committed to further improve our teaching-learning processes, despite the various challenges faced by the institution because of the pandemic. The institution plans to execute the following measures:

- To help our students evolve into academically oriented and socially responsible citizens, more Add-on courses will be offered.
- To provide expert guidance to students preparing for competitive exams.
- To provide career counselling to students so as to improve their job prospects.
- To provide more placement/internship opportunities to students.
- Student progression and stakeholder engagement are to be addressed with utmost urgency.
- To organize workshops/webinars/seminars for students on various topics, and to promote cultural and environmental sensitization.
- To complete the process of long-standing promotions of its teaching and non-teaching staff.
- To initiate appointments for teaching and non-teaching staff against vacant positions.
- To increase domain awareness and improve the skills of teaching and non-teaching staff, FDPs/workshops will be organized.
- To encourage teachers to engage in meaningful research work.
- To launch its own multidisciplinary research journal.
- To applythe National Institutional Ranking Framework.
- To celebrate the 75th year of our independence with various activities to create awareness about the significance of independence, and our journey to achieve it.