



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHAHEED SUKHDEV COLLEGE OF BUSINESS STUDIES

PSP AREA IV, DR. K.N. KATJU MARG, SECTOR-16, ROHINI, DELHI-110089
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<https://sscbsdu.ac.in>

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shaheed Sukhdev College of Business Studies, University of Delhi (SSCBS) is a premier constituent college of the University of Delhi (DU) imparting education in the fields of Management, Finance, Computer Science, and Cyber Security & Law. It was set-up in 1987 as a unique college that united the vision of the Ministry of Human Resource and Development (MHRD), Government of India, the Government of the National Capital Territory of Delhi (GNCTD), and the University of Delhi; becoming the first undergraduate college in India to offer a course in management at the undergraduate level.

Over three decades, SSCBS and its students have grown in leaps and bounds, imbued with a can-do spirit that is fundamentally entwined with entrepreneurship, and innovation. Students from the college have made their mark in multiple national and international for a via academic excellence, corporate efforts and extra-curricular activities.

Vision

Our vision is “to create a centre of excellence for learning, dedicated to meet the aspirations of society”. We firmly believe that like the *Dhruva Tara* or the Pole Star, educational institutions serve as anchors and guiding points for the stakeholders. In their role as leaders, they also nurture leadership among the future generations. This leadership encompasses vision, realizes success and thrives upon the generous support of all the stakeholders.

We are inspired by Jack Welch’s maxim of being either the 1st or the 2nd, or exiting the business. SSCBS has a long list of firsts to its credit, namely, undergraduate management program in India, introduced the semester system in DU, undergraduate DU college to have dedicated placement support, undergraduate college in DU to have a government-supported incubation centre, and offers a post graduate diploma in Cyber Security and Law (PGDCSL). We are constantly striving for all-round development of all the SSCBS stakeholders.

Mission

Our mission is “to explore new frontiers of knowledge so as to nurture value-driven, socially-responsive, committed and ethical citizens of the world”. SSCBS is built upon principles of cohesion, learning and devoted engagement and we feel that great leaders delegate effectively and encourage their followers to grow. Our students develop a sense of responsibility through their participation in extracurricular activities; becoming both effective leaders and proactive followers when the situation demands it. All of this helps us offer quality students for campus placements through our dedicated placement cell. Well-known companies recruit our students, for roles including consulting, investment banking, risk consulting, business research and data science offering competitive packages with the highest package being Rs. 18 LPA in 2019-20.

We have also been consistently recognized as a great learning institution --our student have been recognized at fora organized by Harvard Business School and KPMG-Enactus.

In 2016, the GNCTD, after recognizing our capabilities, chose our college to set-up a dedicated incubation centre. We now have the capability to encourage students to grow out on their own via entrepreneurial ventures. Multiple startups have received seed funding, mentorship support and infrastructural facilities.

The tail end of this assessment period coincides with perhaps the biggest threat that humanity has faced over the past few centuries and it is moments like these that bring out both the best and worst in people. SSCBS has been able to put its best foot forward. Our faculty and staff, supported by IT facilities from the DU, made a near seamless switch to digital learning and support services, providing a troika of educational services viz. online classes, course material, and digital library services to our stakeholders. We are now contributing to the community with knowledge sharing webinars. As we are conscious of the very big role that educational institutions play in nurturing leadership and excellence, we try to discharge this noble duty with our utmost capabilities and efforts. Our results speak volumes of our strength and hard work in the face of multifaceted challenges of the modern world that we inhabit.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The key pillars of our strength are our students, staff members and programs. A rigorous selection system in the two of our flagship programs via a national level entrance test allows us access to the best and brightest students from across India; giving a flip to our efforts to grow.

We added another feather in our Programs cap in 2019 as we became the first college in Delhi to roll out a program in a unique public private partnership model-- the one year Post Graduate Diploma in Cyber Security and Law (PGDCSL).

Entrepreneurship is another key thrust area in today's rapidly changing world. The entrepreneurial capabilities of our students have found much recognition in the form of GNCTD-supported incubation centre, SSCBS Innovation and Incubation Foundation (SIIF). SIIF is an important pillar of the SSCBS system which has screened more than 400 startups and has successfully incubated 17 over the last 5 years.

The college has a well-structured and active mentoring system. Mentoring provides professional socialization and personal support to facilitate success in graduate studies and beyond. The mentor-mentee sessions concern with issues pertaining to academic mentoring, career counselling, guidance, support for personal issues, stress, anxiety issues over lockdown and dealing with routine problems encountered by students.

We are rightly proud of our placements with a (5 year average) placement record of 79.46%. Google, BlackRock, Reckitt Benckiser, CBRE, McKinsey Knowledge Center, RocSearch, BCG, Bain Capability Center, DE Shaw, EY, Deloitte, KPMG, among others, have been recruiting our students with the highest Package (5 year average) of Rs.16.56 LPA, and 155.6 average number of offers.

Also, over these past 5 years, our faculty and students are credited with over 89 publications and 52 research projects.

Our students and teachers are not shy when it comes to rolling up their sleeves and pitching in for community development and upliftment. The many international and national awards won by our community outreach programs such as Project Udaan, Project Raahat and Project Khidki bear testimony.

Institutional Weakness

Even Achilles had his heel and we would be doing everyone a disservice if we say that SSCBS does not have any weaknesses. However, many of our weaknesses are also strengths depending on the perspective.

We share systemic weaknesses common to many government-funded institutions in India such as bureaucratic hurdles, long approval cycles, insufficient funds when required and frequent changes in policy drivers & personnel among others.

One of the major weaknesses we face today is the inability to raise monetary resources and Covid-hit governments are increasingly not able to provide funds for expansion and growth activities. This lack of resources hampers crucial activities such as support for research activities (in the form of grants for research projects and activities such as participation in conferences etc.), the implementation of a college wide ERP system and adding more students to our college.

Multiple controlling agencies sometimes create untenable situations and we are put in a strenuous position. However, when these agencies work in tandem, much good is achieved. Our new campus building is a testament to this.

One good thing is that we are fully aware of our weaknesses and believe that, given the right efforts, they are fixable and thus surmountable in the future.

Institutional Opportunity

The most important opportunity that we have with us is the National Education Policy (NEP) 2020. A new framework for education in India is a good opportunity for us to reinforce our experiential learning efforts for our students and tailor-make courses that suit needs of the new economy that we find ourselves in, i.e., UG and diploma level courses in domains such as entrepreneurship and data analytics.

Our alumni are another important resource that we have recently begun tapping effectively. Our alumni make significant contributions to the college in the form of lectures, seminars, workshops and knowledge sharing sessions, and support for internships and placements.

We persevere towards our goals by converting the present scenario into a moment of opportunity by

accelerating international linkages across multiple platforms like conferences, research projects, case competitions and community activities. Covid has brought many academic endeavours online, making it easier for us to learn across geographies and surmount previous challenges of distance and efforts much more effectively.

We believe that accepting challenges is a crucial key to progress in life. Hence, we look at challenges coming our way and perceive and accept them as incredible opportunities to grow and achieve success.

Institutional Challenge

Challenges are great drivers of human effort which push us to go where no one has gone before. Also, they direct us towards achieving what was hitherto thought to be impossible. We embrace challenges and look towards them first as opportunities.

One the greatest challenges that we and indeed the world is facing today is Covid. Covid-linked restrictions have created a massive upheaval in the way education is delivered and consumed. We embrace this as a worth challenge and have attempted, over the past few months, to create systems and processes that best serve the new needs of our students and stakeholders. Classes have moved online; assessment is being conducted online and even exams are being held online; all of which were thought not possible in India. As a responsive college, we have come together to work to overcome this systemic challenge that we are facing.

We deal with issues like getting approvals for new programs and for using new pedagogical tools. Sometimes, there is a bureaucratic morass, at other times, funds are an issue and, at other moments, the timing is not right. As a result, topical and relevant program development and growth get pushed back.

A related challenge is taking all the stakeholders (with their own unique perspectives and desires) together to execute syllabus upgrades and introduce new pedagogical tools such as case studies into the curriculum of especially our management programs. Variations in terms of opinion, quality of the students and availability of resources amongst the various DU colleges offering UG courses in Management create a difficult working situation.

However, like Raja Ram Mohan Roy, we are determined to forge ahead to realize our goals, however rocky and difficult the path might be.

Our strengths, weaknesses, opportunities and challenges are like the ingredients that make a dish great. They are working together to help and motivate us to grow and expand and inspire us to deliver better offerings for all our stakeholders.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college lays deep emphasis on providing quality and participative education to its students. All programs follow the CBCS pattern since 2015; allowing the students to choose horizon-broadening courses such as

Generic Elective (GE) and Skill Enhancement (SE) and specialization papers (in III year). Innovative pedagogical tools like case studies, role plays, group discussions, etc., provide a good learning experience supported by classrooms equipped with state-of-the-art audio-visual facilities. Complete transparency is maintained with details such as the syllabus, time table and learning outcomes. They are available on the college website. Admin activities like attendance is via real-time attendance management software developed by our staff.

Continuous evaluation and monitoring are maintained through both formative and summative internal assessment system. Clear communication is supported by a set of quasi-admin committees like attendance, time table, internal assessment and monitoring, grievance cell; ensuring effective management of student grievances.

Real-world learning is brought into the college through summer internships, live projects, field projects and expert seminars, which provide the students with an opportunity to gain awareness of the industries and markets that they would eventually join. Regular Faculty Development Programs achieve similar goals for the faculty and staff members. Based on industry inputs and recruiter feedback, the college offers a plethora of add-on courses covering an eclectic mix of topics such as Digital Marketing, NSE Academy Certified Capital Market Professional (NCCMP), Data Analytics, and Applied Fintech.

A well-defined feedback mechanism collects inputs from all stakeholders; forming the basis for corrective action and long-term improvements.

Teaching-learning and Evaluation

Our college follows all applicable rules and guidelines in both letter and spirit. Transparency, for us, is of utmost priority. All admissions related information is available on the college website and is regularly updated. Internal assessment too is conducted in a fair manner using a purpose-built software to ensure timeliness, efficiency and transparency.

As far as University Grants Commission (UGC) guidelines related to diversity and notified categories are concerned, they are followed completely. Simultaneously, sensitization mechanisms are used to inculcate diversity among all staff members and students.

Remedial classes, experiential and group learning, and personal care help slow learners while workshops, add-on courses, trainings and live projects help advanced learners.

The teaching-learning process is accorded a high degree of importance. The learning environment, monitored by IQAC, is enhanced by quality teaching and enriched through FDPs, workshops and seminars. Well-equipped library, laboratories and ICT infrastructure allow for effective dissemination of blended learning. Wholesome learning is delivered via case studies, presentations, skill sessions, simulations, role plays, internships, and expressions of creativity via a plethora of student-run societies.

The college strives for continuous improvement by taking feedback from students twice per semester to help enhance the academic environment. The feedback is also taken from other stakeholders such as recruiters, parents, and faculty.

Regular efforts of both teachers and students ensure that most of the students complete their program on time, that a substantial number of students receive excellent placement offers from reputed corporates, and that many

join higher studies at reputed institutions in India and abroad.

Research, Innovations and Extension

Our college promotes 'Research Culture' and 'Social Responsibility'. IT infrastructure, databases, software and library facilities coupled with financial assistance and leaves granted for research have supported numerous research publications by faculty and students in reputed international and national journals, and grants for interdisciplinary projects from DU and ICSSR.

Community support activities run by the students and staff of SSCBS have helped many across the country. Projects such as Akshar (sourcing stationery items from underprivileged women), Raahat (safe sanitation for slum dwellers in Delhi/NCR), Youth Brigade (Digital libraries in rural school for knowledge parity through audio-visual aids), Apna Tech Tree (internet enabled terminals in villages for connectivity and learning), and Sanjeevani Pickle Project (opportunities for rural women in pickle-making) have brought SSCBS many laurels at both national and international levels.

A dedicated, on-campus incubation centre (SSCBS Innovation and Incubation Foundation-SIIF) helps boost innovation and entrepreneurship amongst the students and staff of the college. Many start-up ventures are incubated by SIIF. Workshops, seminars and trainings on Industry-Academia Innovative practices help boost this facet.

Student Capability enhancement happens via excellent industry linked internships, live projects, and via several MoUs with august bodies such as Bombay Stock Exchange (Financial Modeling and Algo Trading), National Stock Exchange (NCCMP Capital market course), Certified Institute of Management Accountants (Chartered Global Management Accountant (CGMA) Certification), Test Formula Education Private Limited (Digital Marketing), and YStart Innovation Labs (jointly with Department of Financial Studies, DU, and University of Strathclyde at Glasgow, UK) for Applied Fintech Course.

Infrastructure and Learning Resources

Our college supports its students and staff through the best-in-class infrastructure and facilities. All classrooms and seminar halls are fully air-conditioned and equipped with the latest ICT tools and the dual level 525-seater auditorium is equipped to match professional standards. 6 full-service computer laboratories support a network of over 700 PCs. The computers are equipped with the latest software. Internet systems from Delhi University and MTNL support college activities with a speed of up to 1000 Mbps. The two-level library offers ample reading space, a wide collection of Books, Journals, Magazines, Financial Papers, Research Papers, Newspapers, e-books, databases, etc., and copying facilities. The library uses Open-Source Software (KOHA) for managing its functions. Library website enables access to the library catalog and many services.

The college hostel comfortably rests 74 girls and 88 boys in air-conditioned comfort with 4 independent lifts, reading rooms and common rooms. 10 residential units are available for the faculty and staff members. Everyone's safety and security at the campus is also taken very seriously by a dedicated team of security staff, supported by over 138 CCTV surveillance cameras that cover almost every inch of the campus.

Sports facilities like Open Gym, Play Ground for outdoor sports (like cricket, football, volley ball) and an Indoor room for Table Tennis & Carom are available and well-utilized. Some of the other in-campus facilities

include basement and surface parking, 6 high-speed elevators, medical room, canteen and mess, cafeteria, and 24-hour power back-up.

Student Support and Progression

Envisaging itself as a center of excellence for learning, dedicated to meeting the aspirations of society, our college concentrates on quality aspects of its contribution starting from Student intake, their stay of three years at college, their graduation to corporate world or higher education and lifelong relationship as alumni.

For our flagship programs, Bachelor of Management Studies (BMS) and Bachelor of Business Administration (Financial Investment Analysis) (BBA(FIA)), the students are taken in through an entrance test and Class XIIth marks in line with DU guidelines. After admission, full thrust is given to their quality learning, building of knowledge with skills as well as enabling them for meaningful contribution to the society at large. Efforts are made to encourage all sections of society to gain from the quality education offered by the institute by providing financial assistance (scholarships, fee waivers and government grants) under various schemes

Further, to hone the skills of the students, SSCBS runs a mentoring program where each student is allotted a faculty mentor for personality development and career guidance. A robust grievance redressal mechanism assists them with any kind of complaint including ragging and sexual harassment.

A growing plethora of student assistance programs helps provide capability enhancement and guidance for competitive examinations and placements; utilising domain experts, consultants, external agencies, and alumni. These student assistance programs have shown a consistent increase in participants over the past five years, and have helped with success in campus placements, joining reputed higher education programs as well as extra-curricular achievements.

An active alumni cell supports the institution and alumni with regular interactions and support mechanisms.

Governance, Leadership and Management

Having been ranked 1st among BBA colleges in India by India Today Survey 2020, SSCBS has found acclaim for its practices. Anchored by its Vision-Mission document, the college administration is committed towards administrative and academic development.

Administratively, the college has a well-defined organizational hierarchy with college level committees working towards and having the freedom to implement decentralized governance. Most of these committees have active Student Representation.

The College has various welfare schemes available for the faculty and staff members. Highly specialized guest lecturers are often invited to work in conjunction with a pool of regular faculty. The college provides financial and other assistance to teachers to attend and organize talks, seminars, workshops, etc., for improving their professional skills. The college rewards faculty members for publishing research papers in SCI/ABDC Indexed

Journals. Also, SSCBS has received University of Delhi funded innovation Projects and ICSSR-funded Major projects.

The college has a rigorous and transparent system of audits with Internal Financial Audit and External Financial Audit being done by agencies, Examiner Local Fund Account (ELFA) and Accountant General of Central Revenue (AGCR), respectively. All the accounts till FY 2018-19 are audited and all audited reports have been approved by Governing Body of the college.

The college also has a robust feedback mechanism, an ERP solution and a counselor available for students and staff.

The IQAC helps connect all stakeholders and serves as a platform to assure quality standards in all the spheres of activities of the college.

Institutional Values and Best Practices

Our college believes in the holistic development of its stakeholders. Effective efforts have been expanded by the college to inculcate amongst the entire fraternity a sense of responsibility towards the environment, society, gender equity, gender sensitization, rights, and duties as responsible Indian citizens. Various measures such as rain water harvesting, use of solar power, waste management and gender equity reinforce these efforts.

The best practices of SSCBS sync with its Mission and Vision. Inspired by the Mission statement, “To explore new frontiers of knowledge so as to nurture value-driven, socially-responsive, committed and ethical citizens of the world”, SSCBS runs numerous initiatives which help address social issues faced by the underprivileged sections of society like eradicating open defecation, promoting digital literacy, eliminating malnutrition and potable water solutions, etc.

The Vision statement, “To create a center of excellence for learning, dedicated to meet the aspirations of society”, inspires regular various initiatives to increase student employability through activities such as engagement sessions with renowned companies, industry engagement through vivas, presentations of industry linked summer internships, alumni interactions, and mentoring by senior students.

SSCBS is the first UG management college in Delhi-NCR to have a dedicated incubation centre to meet the entrepreneurial aspirations of its stakeholders. SIIF’s (SSCBS Innovation and Incubation Foundation) USP has been the high-quality engagement with the start-ups, mentoring, strategic advisory, guidance on day-to-day business challenges, compliance with operating regulations, engagement with stakeholders and good business ethics.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHAHEED SUKHDEV COLLEGE OF BUSINESS STUDIES
Address	PSP Area IV, Dr. K.N. Katju Marg, Sector-16, Rohini, Delhi-110089
City	Delhi
State	Delhi
Pin	110089
Website	https://sscbsdu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Poonam Verma	011-27573445	9810508371	011-27573447	cbs@sscbsdu.ac.in
IQAC / CIQA coordinator	Preeti Rajpal Singh	011-21700288	9868360863	011-21700287	preetirsingh@sscbsdu.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	03-08-1987

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

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	22-07-1993	View Document
12B of UGC	22-07-1993	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PSP Area IV, Dr. K.N. Katju Marg, Sector-16, Rohini, Delhi-110089	Urban	5	36654.63

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BMS, Management Studies	36	Senior Secondary Examination	English	268	267
UG	BBA, Financial Studies	36	Senior Secondary Examination	English	131	128
UG	BSc, Computer Science	36	Senior Secondary Examination	English	70	60
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	Graduation	English	73	46

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				44			
Recruited	0	1	0	1	0	0	0	0	14	17	0	31
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				40
Recruited	23	1	0	24
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	6	2	0	8
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	4	0	6	7	0	20
M.Phil.	0	0	0	0	1	0	1	1	0	3
PG	0	0	0	0	1	0	5	2	0	8

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	5	0	9

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		8		8

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	24	12	0	0	36
	Female	3	7	0	0	10
	Others	0	0	0	0	0
UG	Male	506	300	0	27	833
	Female	262	94	0	4	360
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	51	45	46	33	
	Female	13	19	14	11	
	Others	0	0	0	0	
ST	Male	16	16	11	15	
	Female	5	7	4	5	
	Others	0	0	0	0	
OBC	Male	80	70	64	50	
	Female	32	33	21	28	
	Others	0	0	0	0	
General	Male	138	123	112	100	
	Female	75	82	58	52	
	Others	0	0	0	0	
Others	Male	45	7	10	9	
	Female	12	1	2	1	
	Others	0	0	0	0	
Total		467	403	342	304	

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
107	93	74	95	60
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	3	4	4

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1147	1049	955	1175	1202
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
223	186	159	145	145

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
386	317	283	508	360

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
46	47	48	40	37

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
45	45	45	45	45

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 48

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
375.01185	390.59014	275.96394	152.62900	106.62209

4.3

Number of Computers

Response: 707

4.4

Total number of computers in the campus for academic purpose

Response: 687

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college being a constituent College of University of Delhi follows the academic syllabus provided by the University. For meticulous implementation of the curriculum an extensive academic planning is done. CBCS was introduced in all the courses offered by the college which provides the students with the flexibility in the choice of inter disciplinary papers from various options offered to them.

Orientation programme is conducted for incoming batch introducing them to their curriculum and other activities of the college.

Before the commencement of the semester optional papers preferences are taken and paper allocation to faculties is done. Time table, academic calendar, syllabus, learning outcomes, guidelines, previous year papers, etc. are uploaded on the college website.

The college library apart from a rich collection of books provides access to various academic resources .

All the labs and class rooms are well equipped with the latest facilities in terms of hardware, software and audio visual facilities.

Every year new courses were offered keeping in mind the industry requirements and upcoming trends and technology in all the programmes.

Curriculum Delivery mechanism and documentation

College has always followed an innovative pedagogical practices such as case studies, role plays, group discussions, etc.

Apart from classroom teaching, augmentation of learning take place through regular interaction with alumni, corporate leaders, etc. Students are encouraged to undertake live projects and summer internships which is a prerequisite for the students to register for the placements.

Various value added/certificate courses are offered to the students. Experts from industry, and institutes like IIMs & IITs are engaged for teaching.

One year PGDCSL was introduced in the college (reflected as PG Diploma Computer Science in the Academic Profile).

The students' progress and learning is continuously evaluated through regular assignments, test and presentations. Regular departmental meetings , faculty meetings and student council meetings are

conducted to review and analyze the academic progress to improve the teaching learning mechanism and resolving any issues arising thereof.

Regular classes ensure high academic quality and rigor. Strict adherence to attendance rules inculcates discipline and regularity amongst students.

Students are communicated in advance regarding their performances in the internal assessment and attendance shortage issues so as to provide them a chance to improve their performances well in advance.

All this is managed and monitored through various committees such as Time table committee, attendance committee, Internal Assessment Monitoring Committee etc

Faculties are encouraged to attend FDP, workshops, seminars and short term courses in esteemed institutions like IITs and IIMs.

Curriculum Delivery in response to COVID-19

Even during the unique situation arising on account of COVID 19, college made all the efforts to ensure regular online Classes, online study material interactive sessions, online tests and presentations were conducted through various platforms. The college library facilitated the students with the e books.

An online industry academia interaction was ensured through a series of webinars with organizations like KPMG, FICCI, among others. Students were also provided with pertinent work from home internship opportunities and encouraged to pursue online courses from recognized portals.

File Description	Document
Link for Additional information	View Document

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

Response:

The college being a constituent college of the University of Delhi follows the University of Delhi calendar. The academic calendar schedules the commencement and the closure of the semesters as well the conduct of examination. The academic calendar is uploaded on the college website at the beginning of each year.

Within the University documented academic calendar, the College also prepares semester wise academic calendar taking into consideration the major events and activities to be undertaken in a particular semester. This ensures that academic discipline is maintained and there is no loss of teaching days. This also enables students to plan their academic and extracurricular pursuits. The faculty also plans their lecture and scheme of instructions and evaluation in advance.

The college follows the guidelines of the University of Delhi and incorporates 25% marks in each course as part of internal assessment. Out of this 5% marks are for the attendance of the students. The Continuous Evaluation System is explained to the students admitted each year during the orientation program year are

explained subsequently in more detail faculty members in their classes

Regular classes ensure high academic quality and rigor. Strict adherence to attendance rules inculcates discipline and regularity amongst students. Teachers take the attendance online and students can view the same on real time basis.

For continuous internal evaluation, teachers adopt multiple evaluation formats of assignments such as case studies, field studies and surveys, live projects, research based projects, presentation, case study analysis, simulation, descriptive and objective tests, quizzes, group assignments and class participation.

The students are sensitized to the micro as well as the macro level ramifications and duration-fixed processes of their curriculum of study. They are apprised of the expectation from them of participation and rigorous intellectual engagement with the academically challenging atmosphere of the college. Each department TIC ensures regular and the smooth conduct of project presentations and class tests/assignments.

Students are well communicated in advance in a transparent manner regarding their performances in the internal assessment and attendance shortage issues so as to provide them a chance to improve their performances well in advance.

The examination schedule is also prepared at University Level which is followed by the College. The College also schedules its internal assessment week to adhere to the overall assessment requirements of the University. Practical exam and internal assessment schedules are also prepared.

The college constitutes various committees such as Attendance Committee, Internal Assessment Monitoring Committee, Internal Assessment Moderation Committee and a Grievance Committee to oversee the entire process of internal evaluation and ensure transparency and effectiveness of the system.

Even during the unique situation arising on account of COVID 19, college made all the efforts to ensure the adherence to the revised university calendar and guidelines for internal assessment evaluation. Classes, interactive sessions, quizzes, online tests and presentations were conducted through online platforms - Zoom, WebEx, Google classroom. Google meet, Google form, Google meet, emails etc for teaching and evaluation in a comprehensive manner.

File Description	Document
Link for Additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

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

Response: 75

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

Response: 3

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	4	2	1	2

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 18.85**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
443	225	211	44	100

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

SSCBS recognizes the end-goal of education and strives to develop cognizance in individuals towards the benefit of society, community and the nation. To that effect, **courses like Environmental Sciences, Business Ethics and Corporate Social Responsibility form an integral part of the curriculum.** Additionally, the college creates a platform through various societies and committees to sensitize students and staff by experiential learning, fieldwork, seminars, workshops, and similar engagement on issues of gender equality, human rights, social empowerment, environmental changes and many more.

Under GENDER CHAMPION PROGRAM the students conduct several **awareness** initiatives and workshops on **gender equality, women safety, women rights, online harassment on social media, voyeurism, cyber-bullying, good touch/bad touch, etc.** Further **organizing talks and screening short films on sexual harassment at workplace, pertinent Indian laws and guidelines, and others are a part of regular activities under this program.**

Verve, the street play society of the college aims to raise concerns that matter, inducing initiatives toward changes for the better. Verve has highlighted social issues like disability, political consciousness, naxalism, malnourishment, mental illnesses, Vote Tu-De, among others.

The society organizes Manthan, a Street Theatre Festival with an international footprint wherein the

college joins hands with street theatre societies of colleges across the globe. Every year approximately 160 street theatre performances, involving over 3000 artists, are organized. This includes international performances in countries like Nigeria, Kenya, Morocco, South Africa, Canada, Czech Republic, Kenya, and over 63 cities in India.

NSS and KARTAVYA – The Social Service Society (NSS unit of SSCBS)

They strive to work towards uplifting the underprivileged sections of the society. Every year they conduct campaigns like Cleanliness drive, Donation drive, Blood donation camp, Vigilance Awareness Week, Plantation drive, Road Safety Campaign, and visitations to NGOs.

Enactus – A global NPO which aims at highlighting importance of humanitarian needs and fulfilling them through innovative social business models. Enactus SSCBS comprises a team of 50+ students and is among the most accomplished teams in India in uplifting communities in socially relevant sectors. They have undertaken a number of successful projects addressing problems of malnutrition, portable-water, open defecation, safe sanitation, lack of opportunities to skilled youth, digital literacy, among others.

Project Raahat, which aimed at and worked towards eradicating open defecation and providing safe sanitation to urban slum communities have produced great outcomes. In its 2 years, the project has acquired 55 toilet complexes across Delhi and has created 11 entrepreneurs with an average income of Rs. 20,000, impacting 2.4 lakh people and helping save more than 36,000 KL of water. Other projects like Raahat, Akshar and Udaan have gained recognition and success on both National and International level platforms.

In the year 2017, the college won the Enactus India Nationals and represented India in the Enactus World Cup which was held in London in September, 2017. The college won the World Water Race, winning a grant of \$ 20,000, and was invited to Consumer Goods Forum at Singapore by Coca Cola for an I-talk on “How millennials work towards sustainability”.

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

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

Response: 24.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	21	13	27	15

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 94.25

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

Response: 1081

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: A. All of the above

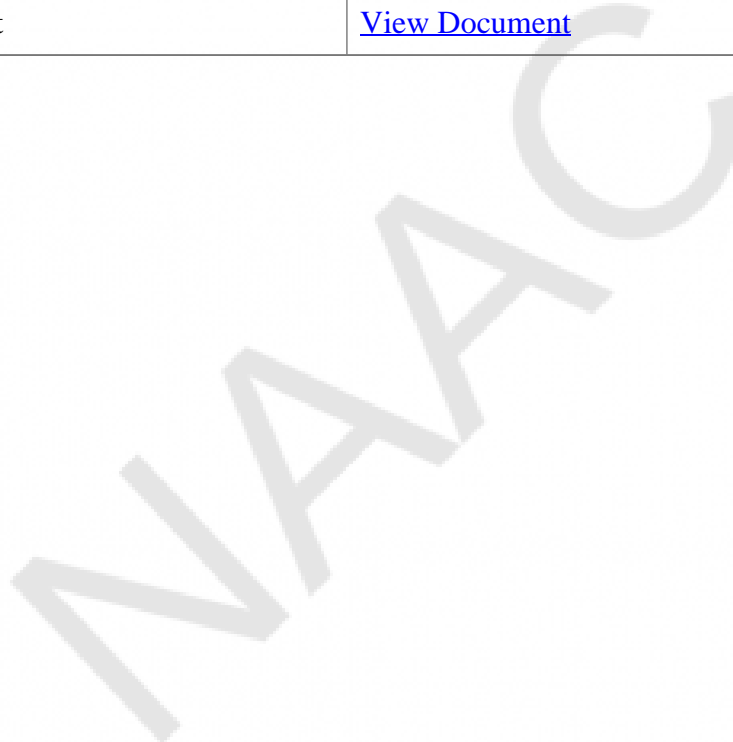
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
409	372	320	292	292

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
409	372	320	292	292

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 101.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
213	190	160	142	159

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

The learning level of students is assessed through class discussions/participation and problem sets. The programs include regular discussion of real life example and analysis of real life cases, this helps to assess and test comprehension and application of concepts taught in class. The regular conduct of such exercises and discussion helps in evaluating the students understanding of the course.

Understanding the diverse needs of the students the teachers make special efforts to guide and support the slow learners and motivate the advanced learners. Some of the techniques undertaken for advanced learners are- giving access and discussing advanced research based articles; undertaking collaborative research articles publication; involving students in debates and discussion on topics outside the class; teachers also design challenging assignments for advanced learners; organize workshops catering to advanced learning needs of students such as in excel, SPSS, machine learning etc. The college invites expert speakers from different fields for special lectures and organizes conferences on topics of interest.

The college gives opportunity to students to participate in various co-curricular activities and extracurricular activities. The college has 33 clubs ranging from technology, analytics to social entrepreneurship and gender sensitivity. The clubs/societies organize events on a regular basis which give a good learning experience in ideation, team work, leadership, negotiation, organizing, problem solving, presentation and articulation.

The college and teachers make special efforts to assist the slow learners. Role plays, experiential exercises, group assignments and projects help slow learners comprehend course content through learning by doing. Teachers supplement the classroom teaching with one to one discussions, extra time given to students after classes for clearing doubts, remedial classes before exams, giving greater number of assignments for practice. Using blended learning to assess the understanding of such students. Special lectures are also organized in soft skill development. Teachers also assist the learning through use of games and videos. Teachers do also share recording of their classes with slow learners so as to enable learning at their own individual pace.

The summer internship provides an on the job training experience to the students.

Tutorials also help in engaging with small group of students allowing for personal attention to each student.

The college placement cell helps students by organizing special sessions on general awareness, soft skill development, resume building, personality development and special lectures to update knowledge of students on contemporary issues thereby increasing their employability.

File Description	Document
Upload any additional information	View Document

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

Response: 25:1

2.3 Teaching- Learning Process

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

Response:

The teaching learning process engaged in takes care of the diverse needs, capabilities and interests of the students. The college believes in overall development of students and thus lays emphasis on classroom learning, peer learning, on the job training, and learning by doing.

Practical form a part of the curriculum in all courses. This allows students to work with software (accounting, analytical, spreadsheets, statistical) undertake programming and extract relevant information from subscribed databases.

Classroom teaching is supported with sharing of e-resources, presentations and recorded lectures. A well-equipped library (with extended working hours during exams) and laboratories also contribute to an effective learning process.

The teachers adopt a variety of teaching methodologies to increase engagement and interest of students as well as to take care of their different capabilities. Teachers have used activity based learning exercises such as simulated role plays, debates, group/class discussions and games. Projects and real world application of concepts taught through case studies enable practice and insights that enrich the learning process. Students are encouraged to take up live projects and internships. The mix of strategies adopted has stimulated student interest in courses taught, developed analytical and reasoning skills, helped students structure and articulate their thinking.

The BMS and BBA(FIA) programs incorporate a 6-8 weeks' summer internship as a part of the curriculum. The reports submitted are evaluated by faculty members and experts from industry.

The college has a dedicated career development cell which contributes to increasing the employability skills of students through special lectures, skill development and personality development workshops/sessions.

Faculty members are well acquainted with use of ICT during class room teaching and lectures. During the COVID 19 pandemic and with online teaching, teachers took special care to reach out to the students through the means of google classroom, Zoom, Webex and similar platforms, e-content and resources were shared with students. Special care was taken to ensure an effective teaching learning mechanism.

The tutorials are held regularly to undertake micro teaching enabling a one to one interaction between

teacher and students. This allows for doubt clearing and discussions at a more micro level.

In each semester students engage in class discussions, presentations, quizzes, assignments/tests, case study analysis, practical as well as in organizing and participating in co-curricular and extra curricula activities.

The college has made a concerted effort at blending the above student centric initiatives in the course content delivery thereby making the teaching learning process stimulating, knowledge sharing, experiential and participatory.

File Description	Document
Upload any additional information	View Document

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

Response:

The college uses several technology tools that are suitable for teachers, students and administrative staff. The college has a very strong hardware and software support system. All classrooms of the college are equipped with audio visual aids like projector, projector screens, full HD visualizer, media presentation switcher, gooseneck and wireless lable microphones, digital matrix processors, ceiling speakers document scanner, and public address system.

The college has 4 seminar halls which can accommodate upto 100 students each and are used for special lectures, seminars and workshops. The seminar halls have video conferencing system and digital conferencing system in addition to the teaching aids provided in all classroom

The college has 6 computer labs. The college has 687 laptops/desktops for academic purpose and 20 desktops/laptops for non academic purpose.

The college uses an ERP system which provides an interface for maintenance and accessibility of students, teachers, departments, library and other information. The administrative office and library are equipped with photocopiers and printers.

College library is fully automated. The college has access to Univ. of Delhi e resources. Resources are also shared with other major libraries through DELNET (Developing library network); NLIST (National Library and Information Services Infrastructure for Scholarly Content) and NDL (National Digital Library). Their databases. are accessible through world wide web which provides access to E books and E journals. Digital version of subscribed journals are acquired and several ebooks were made available to facilitate teaching and learning over lockdown period.

The college campus is Wifi enabled. CCTV surveillance system is used in the college to maintain security and safety of students and staff. The college uses education technology apps like Gsuite, Google Meet, Google classrooms Team link, Piazza ,and Cisco webex .

Several software utilities and packages are utilised by the students, faculty and administrative staff. These

include windows server 2016- data center edition, MySQL, visual studio, google GSuite for education, Tally, Adobe Acrobat PRO, KOHA, Dev C++, CPU Sim 4.0, MS Excel, TORA, Ubuntu, Anaconda, Mathematica/Scilab, Eclipse, Turbo Assembler, Net Beans, Prolog, XAMP, Notepad++, Oracle, Android Studio, SPSS, Capital Line, Microsoft Office(professional edition) and reviews.

Many faculty members have created online study material and eresources

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

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

Response: 25:1

2.3.3.1 Number of mentors

Response: 46

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

2.4 Teacher Profile and Quality

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

Response: 96.89

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 49.23**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
24	22	22	20	19

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 12.26**2.4.3.1 Total experience of full-time teachers**

Response: 563.8

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Initiatives at college level to ensure transparency and robustness in mechanism of internal assessment

- The college follows the internal assessment scheme as defined by University of Delhi.
- The basis of internal assessment is made known to students through college website, orientation program and by concerned teachers at the beginning of the semester
- The college prepares an academic calendar which includes notification of internal assessment and university exam schedule. The academic calendar is available on the college website and students are notified through student notices/whatsapp and email.
- Evaluation method comprises of assignments/projects/term paper held progressively during the

semester and is designed to check and report the periodic performance of the student

- The teachers show and return the evaluated answer scripts of tests/projects/term papers to students. This ensures timely feedback to the students as well as handling of any discrepancy/grievance at the teacher level.
- The tutorial are used for discussing the performance of the student on a one to one basis.
- Faculty meetings are conducted periodically and internal assessment related issues are discussed and reviewed.
- At the end of semester, the internal assessment is displayed for the students and they are given time to report any grievance or discrepancy.
- The college appoints the Internal Assessment Monitoring Committee and Internal Assessment Moderation Committee to oversee the process of internal assessment.
- Once all discrepancies/grievances are handled the internal assessment gets finalized.
- Students can access the past year(s) end semester examination question papers on the college website, thus allowing them practice.
- The summary of marks is properly maintained by the teachers for academic monitoring. The college has an in house ERP system which maintains record of internal assessment and each student has a unique log in to access their internal assessment and attendance details.

File Description	Document
Any additional information	View Document

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

Response:

- The mechanism followed for internal assessment maintains complete transparency. The components of internal assessment are as per directed by the university of Delhi.
- The orientation session conducted for students admitted informs them about the components of the internal assessment.
- At the beginning of the semester the teachers, in their respective classes, informs students about process and components of internal assessment.
- The internal assessment test schedules are prepared as per the university academic calendar.
- The corrected laboratory assignments/tests/project reports/term papers are shown to the students. The students can discuss and raise query/ grievance with the teacher and get it resolved.
- The marks obtained by the students in internal assessment tests are displayed on the college website and the college ERP portal.
- The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance.
- Performance of the students is also assessed through class discussion/ participation/ presentation.

Redressal of grievances at college level:

- Redressal mechanism is a three level process

Faculty Level: The teacher shows the marked practical/test/assignment/projects/term papers to the students. Any student not satisfied with the assessment and marks awarded can raise grievance and get it handled by the concerned faculty.

Departmental Level: In case grievance remains unresolved the student may approach the Head of the Department for a resolution. The HoD discusses the concern/query raised with the teacher.

College Level: The college appoints the Internal Assessment Monitoring Committee, Internal Assessment Moderation Committee and Grievance Committee. The committees maintain transparency, promptness of redressal of grievances.

If necessary, the matter can be discussed in consultation with Principal.

The college has a Student Council consisting of 2 elected student representatives of each class. The Student Council has regular meetings with college administration and the Principal chairs the meetings. Matters pertaining to course coverage, conduct of internal assessment and related queries can be taken up in these meetings as well.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The College is a constituent college of the University of Delhi and it follows the programme wise syllabus designed by the university. The learning outcomes of the programmes and courses are stated clearly by the university in the program guidelines. The same is available on the University and college website.

The College communicates the program and course outcomes to the teachers and students through the following measures:

- The syllabus containing the PO, CO, graduate attributes, other guidelines, structure of credits and components of internal assessment is available on the college website for reference.
- Hard copy of syllabi and learning outcomes are available in the library for ready reference by the teachers and students.
- The college organises an Orientation Programme at the start of the new academic year to familiarize the admitted students with the curriculum and the learning outcomes.
- The teachers in classrooms devote time to introducing and making students understand the course

outcomes.

- In the staff and faculty meetings the learning outcomes are discussed and reemphasized.
- The events and activities of the department such as workshops/seminars/conferences are organised keeping in mind the program and course outcomes.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document

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

Response:

The measures adopted by the college to assess the attainment of programme outcomes are:

- The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, summative and formative approaches are followed to get intended learning outcomes.
- Records of academic results and other achievements are maintained and published in the Annual Report of the college.
- The college obtains feedback of students twice in a semester for each course taught – midterm and end term. The feedback helps teachers assess the attainment of course outcomes. The same if the need be can be discussed with the Principal.
- The students' overall performance in co-curricular and extra-curricular activities as well as their behaviour on and off the campus also help to judge the programme or course outcomes.
- The performance of students in class assignments, class discussions, tests and MCQ.
- Feedback of employers and recruiters.
- Assessment of summer internship reports and feedback from companies.
- Student Satisfaction Survey taken from all graduating students. The feedback is analyzed and presented in faculty meetings. The suggestions/ areas of improvement are duly considered and incorporated in improving the teaching learning process.
- The IQAC in its meetings also discusses the course and program outcomes attainment. This enables a feedback from all the different stakeholders- students, parents, employers, alumni.
- The college has a network of alumni and feedback from them is sought.

The feedback from parents, alumni, recruiters and students helps to understand - Level of relevance of the curriculum with the expected skills of the industries; whether the students' knowledge, skill, attitude and ethics and values are up to the expectations learned from this institution is adequately satisfying their expectation or not; also an assessment of other initiatives of the college such as workshops, skill development sessions, special lectures. and support of the college administration.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 94.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
386	318	284	513	303

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

2019-20	2018-19	2017-18	2016-17	2015-16
401	355	308	530	309

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 43.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
6.4	0	7.525	0	29.50000

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	2	2	2

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	2	2	2

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 86

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
34	22	10	11	9

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.89

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	10	11	4	1

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.16**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	1	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.3 Extension Activities****3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The extension activities involve social work, socially relevant communication, and entrepreneurship. This benefits both the students and the community. Life skills are developed that teach students empathy, build communication skills and develop creative minds that solve problems, build team spirit. Social work helps bring about social change and economic progress and improves students' self-esteem and confidence. This can be appreciated from the brief description of the type of extension activities carried out during the last five years.

Kartavya the social service forum and NSS Unit of SSCBS undertakes various projects and activities with the aim of upliftment and betterment of the society. Students identify the needs and problems of the community and assist in problem solving process. They conducted cleanliness drives, Project Nirvana (stationery collection drive); Wish Tree (wishes of underprivileged children were brought to life and fulfilled); Why So Filthy (repairing walls of nearby public area), Joy of Giving Week (donation drive for Goonj), Vivanté – the philanthropy fest of SSCBS blood donation camp, Goonj Book Stall, Neev-plant a sapling, health check-up and health talk, panel discussion with Animal welfare foundation etc

Enactus is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders.

Enactus chapter of SSCBS was started to help those most in need, based on fundamentals of entrepreneurship. It has a three-fold objective of economic, social and environmental betterment. Project Akshar aims to empower marginalised communities by producing low cost environment friendly

notebooks and marketing them to schools, educational institutions and corporates. Project Udaan aims at imparting quality education and digital literacy to rural India . Project Khidki, aims to eradicate malnutrition in children of the age bracket 0-6 years . Project Raahat aims to eradicate open defecation and provide safe sanitation to urban slum communities by innovating in management and monitoring of community toilet complexes and sensitising people on good sanitary practices. Project AVYA: aims to provide potable water solutions to urban slum communities by developing low cost, customised household filtration systems.

Verve the street play society, aims o bring about a transformation of the ailing society of today with street plays or ‘nukkad natak’ as the medium to communicate with the masses.

Verve has presented plays on social issues like whistleblowing, civic sense, disability, political consciousness killing of dissent, Naxalite issue, malnourishment, fascism, role of Income Tax, mental illness, voter's awareness etc.

Rotaract is the youth wing of Rotary International. Project Uthaan focuses on slum communities in the proximity of the college addressing issues related to illiteracy, sanitation, menstrual hygiene, social taboos and unemployment. Project Srijan collaborates with RWAs, schools, colleges and local shops to conduct collection drives and spread awareness about the disastrous effects of e-waste. Project Kamakhya: spreading awareness about menstrual hygiene and solving the problem of the environmental hazards that improper disposal of sanitary napkin causes.

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

Response: 18

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	3	4	6

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through

NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 92

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	11	17	9	10

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 126.5

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3229	434	2258	469	400

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 1019

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
126	255	193	228	217

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 22

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	6	4	2

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Spread over 5 acres in a leafy part of the capital and split over 9 levels, our campus incorporates all the latest amenities and facilities for supporting a conducive learning environment for both students and faculty. A split-level 500+ seater auditorium supported with 4 equally well-equipped seminar halls enhances events while air-conditioned classrooms equipped with the latest AV equipment focus learning and enhance the quality of classroom interactions. A two-level well stocked library provides an opportunity for student learning while an amphitheatre serves as valuable space for student downtime and interaction. The physical health of the students is supported via expansive sports facilities (both outdoor and indoor) and an open gym. The air-conditioned hostel rooms (for both boys and girls) and the air-conditioned cafeteria-cum-mess area serves the needs of both the residential and day scholars. The air-conditioned administrative and common use areas and faculty rooms enable the staff and faculty to work more efficiently for the needs of the students. Inspiring public art enlivens the campus and the tinkling fountain and flowering plants sprinkle a more beautiful dose of nature for all. A large underground parking lot, residential accommodation for faculty and staff members, an in-house STP plant, a weather station, and well-manicured boundary walls round off the facility highlights.

The comfortable and well-equipped air-conditioned classrooms, state-of-art computer labs, quiet and exclusive examination rooms, dedicated tutorial rooms, separate faculty rooms for student interaction, an entire floor dedicated and suitably equipped for placement and career development activities and an in-house incubation centre; all well-equipped facilities with latest e-enabled learning tools; foster an effective learning environment for the students and faculty alike.

Monitored CCTV cameras, gated security systems and well displayed and maintained fire and safety systems ensure that the denizens of the campus enjoy its facilities in safety while ramps, lifts and other systems ensure that students with all manner of physical capabilities can come access the facilities in campus and learn together in an efficient and comfortable manner. The rooftop solar plant and solar water heaters support our environmental commitments in tandem with energy efficient building materials and tactics.

Environmentally conscious and energy efficient the SSCBS campus is a new and exciting phase for SSCBS.

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

Response:

The college accords high importance to the physical well-being and cultural expression of the students. The grassy well-maintained playground is well used by the students to partake of a wide-range of outdoor

sports like football, cricket, volleyball, *kabbadi*, etc. also provides space for a simple mind-clearing and lung-freshening stroll. Indoor sports facilities support sporting activities such as table tennis, carrom and chess. The college grounds also have a fully-equipped open gymnasium that aims to help develop fitness for the sporting minded among the day and residential scholars alike. It serves a ready reminder to all students, teaching and non-teaching towards health consciousness and beckons them to use the same and develop fitness. The gym is available for use 24x7 and is well patronised at all times of the day. The setting sun often highlights many a well fought game of football or volleyball and excited shouts echo around the building.

One end of the college grounds hosts a huge open air stage that is well used for practices of cultural events. It lights up to become the centre piece of large open air events, noticeably Crescendo, the annual cultural fest of the college. The grounds also play host to numerous other significant events such as Alumni meets, food fests and suchlike; witnessing significant footfalls.

Akashganga, the college auditorium is our version of the old Onida advert; Neighbours Envy, Owners Pride. Fully air-conditioned and lavishly equipped, it seats more than 500 people and is set up to conduct a variety of cultural events, conferences and discussions. More focussed activities can make use of any of the 4 similarly equipped but a bit smaller (at approx. 100+ seats) seminar rooms. As classes wind up for the day and dusk creeps over the surroundings, the college campus (indoors and outdoors) resonates to the competing sounds of songs, drums, theatre dialogues and good natured ribaldry among the numerous students practising and preparing for a multitude of cultural activities. These outlets for the creative juices of the students have turbocharged them into ramping up their efforts proportionately; bringing in more and more laurels for the college.

At the other end, a garlanded bust of our namesake, Shaheed Sukhdev Thapar and the gaily fluttering national flag provide a touch of poignancy and help to channelize our efforts for greater national good. The flag hoisting ceremonies on Independence Day and Republic Day help us strengthen our national identity and resolve to grow.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 48

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

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

Response: 7.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
112.87	8.86	0	0	6.28

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

Our college library is fully automated using Open Source Integrated Library Management System KOHA, version 18.05.07.000 is being used since May 2014. It is based on cloud technology which enables easy access of library software from anywhere anytime. It consists of various modules such as Circulation module, Cataloguing, Patron Management, Serial control and Web OPAC etc. Patron management enables to upload the photograph of the particular student to verify their identity at the time of issuance of library resources. Students, Faculty and Staff members can easily check the status of the library resources by accessing the Web OPAC (Online Public Access Catalogue) that supports advanced search strategies. Advanced search strategies provides them to search the library resources using the details of author, title, subject, ISBN, series and call number etc. All the library resources in the software are processed using Dewey Decimal Classification (DDC) scheme. All the transactional activities made by users are very transparent as these can be cross checked by logging into their library account through the Web OPAC page i.e. <http://sscbs.bestbookbuddies.com/>. Students can make online reservations on checked out titles of the library. Also, they can create My List of library material and save it for future use. Auto-generated emails are sent in advance to the students to intimate on the return of the checked out titles and also about the availability of the reserved titles. Details of Newly Arrived books and Top Circulating books cover pages are being floated at the front page of the library catalogue to make users aware on it. Library also verifies its stock annually with the use of library software. Keeping in mind the needs of the library, all the reports in the software are customised i.e. check out of books/periodicals on daily basis, patron records, accession register, reservation of books on daily basis etc.

In addition, all the library resources are barcoded by generating the barcode through the KOHA software only.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 7.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
10.33	8.31	6.21	5.14	5.56

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 13.41

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

Response: 160

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College maintains and upgrades its IT infrastructure on a regular basis with the help of trained and experienced professionals. The continuous upgrades in IT infrastructure help and support in maintaining the college academics, administration, examinations and research related activities. The college has in total 707 computers which include 687 computers available for academic purposes. All computer laboratories are equipped with LCD projectors to facilitate teaching and presentations. The college also has 26 printers which are available for students, teaching and non-teaching staff for academic and administrative purposes.

Two internet connections, one from Delhi University with a speed of 100Mbps and another from MTNL with a speed of 1000 Mbps, are available through LAN and Wi-Fi in the whole campus (Classrooms, Labs, Library, Placement & SIIF Area, Hostels, Canteen & Mess Area, Staffrooms, Administrative Offices, Accounts Section, Auditorium, Seminar Halls etc). Wi-Fi facility is made available through 133 Access Points (APs) centrally managed by one Wireless Controller (Zone Director). To control the overall network in the campus the college has installed 01 Nos NMS (Base NMS- 25 Devices / 250 Thin APS), 03 Nos Servers HP ProLiant DL380 Gen 9 Server with Windows Server Data Center Edition and for internet security it has also installed 01 Nos UTM (Fortigate FG1200D) with Fortiguard (IPS & Application Control, Antivirus, Web Filtering).

The college has access to many licensed and open source software such as Dev C++, CPUSim 4.0, MS Excel, TORA, Ubuntu, Anaconda, Mathematica / Scilab, Eclips, Turbo Assembler, NetBeans, Prolog, Xamp, Notepad++, Oracle, Android Studio, SPSS, Capital Line, Microsoft Office (professional edition), E views, Windows Server 2016 Datacenter Edition, MySQL, Visual Studio, Google GSuite for Education, Tally, Adobe Acrobat Pro which are used by students from all three departments of the college. These software are also updated as per the changing need of the academic curriculum. All college library activities, i.e. technical processing, circulation, serial control and system administration are automated using the cloud based Open Source Solution, KOHA. It provides easy access to the library catalogue (OPAC) from anywhere, anytime.

The college, through its website, provides a platform for students to view their attendance on real time basis and internal assessment at the end of each semester. For better connectivity in the campus the college also has intercom facility (EPABX) which is a private telephone network used by college teaching and non-teaching staff for easy and effective communication.

The college also ensures safety of all individuals in the campus with the help of CCTV surveillance through 138 cameras including PTZ (rotating) on the different floors, library, labs, canteen & mess, open area & ground, lifts, entry and exit gates, hostels, auditorium, parking etc.

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

Response: 2:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 60.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
368.28	202.12	142.59	70.63	58.49

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

The college ensures optimum utilization of physical, academic and support facilities such as laboratory, library, sports complex, computers, classrooms etc. with available financial resources. To maintain different facilities, the constituted committees hold regular meetings for utilization of grants to the full advantage of students. A robust system has been developed to look after the maintenance, up-gradation, replenishment, repairing and replacement of college facilities and services. The system assures the involvement of the entire college fraternity. The college office liaisons with the Public Works Department (PWD) of the Govt. of the NCT of Delhi for regular management and upkeep of the college campus. Students of the college are regularly sensitised about use and maintain this infrastructure of the college in a responsible and safe manner. The Campus Code of Conduct, duly signed by the students and their parents, makes the students aware of their duties towards this and proposes strict disciplinary action in case of wilful damage. The administrative office is a ground level step to keep the promise expressed in the policy statement. The administrative office, in consultation with the Principal, takes care of day to day maintenance and looks after this all-routine maintenance. The purchase and maintenance funds are utilized as per the pre-determined procedures after receiving permissions from respective authorities. Minor expenses of maintenance or replacements for essential needs are immediately sanctioned but the major requirements of large expenses are sent to the PWD, Delhi or to the Government of National Capital Territory of Delhi for approval and funding.

All the classrooms, seminar rooms and conference halls are well furnished, are fully equipped with ICT equipment and are fully air conditioned. Since all floors of the college are well connected with elevators all rooms can be very conveniently used by the Divyang students. However, the college is committed to provide special seating facility wherever required by such students. The college has one state of art fully air-conditioned auditorium named as 'Akashganga' with the total seating capacity of 525 persons. A person has been appointed by the PWD, Delhi for five years for the maintenance of the auditorium. The in-charge of housekeeping staff allots his staff to clean the washrooms every day. The drain cleaning solutions are used to clean the pots and mopping and cleaning of floor and walls on daily a daily basis. Library is situated across two floors and has designated space for reading. The library has an advisory committee to look after the smooth functioning of the library keeping in mind the interest of the students, the faculty and staff of the college. Using KOHA, an Open Source Integrated Software, the library manages diverse functionalities, i.e. Circulation, Periodical, Patron Management, Fine Management, Stock Verification and Barcode generation efficiently. Proper record of visitors (students and staff) is maintained on a daily basis. Library also weeds out books on the recommendations of faculty members which are placed before the library committee and with the proper approval of the Governing body those books are written off from the library. There are total six computer laboratories, with the latest software, in the college in which students of different courses attend their practical classes as per the set time table. It is primarily used for conducting various practical sessions related to the theory papers. It is also used for project work, placement activities and organising quizzes on variety of themes. All the furniture and fixtures in the computer labs are maintained by the PWD. Apart from that, college has also entered into AMC for Desktops/laptops, printers and scanners and other related items. All the sports facilities are available for students, teachings and non-teachings staff of the college. The college also has an open gymnasium with different gym equipment. The college issues sports equipment / materials like Cricket kit, Football, Table-Tennis racket and ball on student's college identity card. All the materials / equipment issued to the members is required to be returned in time to the store keeper. The college has two hostels, one for boys and one for girls, with a capacity of total 162 residents. The housekeeping staff provided by the service provider is responsible for maintaining all the areas of the hostel including the rooms. The technical maintenance is handled by the PWD. A service provider is engaged by the college to maintain cleanliness

and security of hostel residents. The hostel is run on a self-sustaining mode where the students contribute to meet all expenses associated with the hostel.

Further, for optimal utilization of resources, college has taken various steps such as the campus maintenance is monitored through surveillance cameras, all housekeeping staffs other than the supervisors are outsourced, sufficient signages are displayed for proper use of the infrastructure facilities, and the technical staff looks after ICT facilities. To take care of the major problems, the college has entered into Annual Maintenance Contracts with service providers. The support staff having technical and mechanical skills looks after day to day maintenance of infrastructure, fire extinguishers are placed at appropriate places and they are replaced periodically, electric fittings and wiring are periodically monitored by the PWD engineers for replacements and repairing, for drinking water supply the college has installed water purifiers and coolers which are maintained by the support staff.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.65

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	9	13	4	0

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

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

Response: 5.06

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
55	27	53	74	73

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

1. Soft skills

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 90.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
1631	1100	190	1100	1100

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 41.04

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
162	152	136	110	164

File Description

Document

Upload any additional information

[View Document](#)

Self attested list of students placed

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 80.57

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 311

File Description

Document

Upload supporting data for student/alumni

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 100

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) year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
72	98	110	108	89

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	98	110	108	89

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 112

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	39	15	11	24

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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)

Response:

The Student Council of the college is the representative body of the college. The students of the college are given representation in academic & administrative bodies which in turn helps to improve the academic and administrative environment of the college. The students are involved in activities such as organizing College annual cultural festival "Crescendo", annual seminar "Convergence"; volunteering in conferences/seminar/FDPs organized by college, organizing talks; participating in community services through various societies of the college; and organizing college annual day/ orientation program/ freshers welcome etc. The students also have representation in academic and administrative committees like NSS, Internal Complaints Committee, Library committee, IQAC, Hostel Committee, Mess Committee, and Placement Committee. Further, students also have a representation in all the student societies and chapters of the college which are formed to facilitate co-curricular and extracurricular activities.

File Description	Document
Upload any additional information	View Document

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	26	11	10	7

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The Alumni Association of Shaheed Sukhdev College of Business Studies is a registered association under the name of "Shaheed Sukhdev College of Business Studies Alumni Association". It was registered on

21.8.2009 in Delhi with registration number S/66636/2009. The Alumni Association has permanent office bearers who place necessary processes, regulations, and operating support for the holistic development of the association. The association is actively connected with alumni of the college through various events including annual alumni meet and alumni lecture series. These events have increased the interaction of alumni with college and its students rendering them additional support. The Alumni batch of 1991 financially supports students by creating Dr. S.S. Gulshan Scholarship fund. Additionally, a special program namely, CBS Alumni for Recruitment & Excellence (CARE) was launched in the academic year 2019-20. The program aims to provide a practical insight of the corporate world to the students and bridge the gap between students and the corporate world through handholding approach. For this, alums with exemplary and diversified backgrounds have been instituted as mentors to the penultimate year students. CARE has witnessed 16 mentors with backgrounds of Consulting, Finance, Marketing, etc., to guide their mentees (college students) by holding individual mentorship sessions regularly with the students. This program is thus helping them in making important choices with respect to their career keeping in mind the trends in the industry.

File Description	Document
Upload any additional information	View Document

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

Response: A. ? 5 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

SSCBS, the first undergraduate business college, nurtures the uniqueness of each individual and encourages learning beyond the immediate academic environment. For fulfillment of college mission, management provides high standards of excellence and gives adequate corporate exposure to students so as to develop them into socially responsive and ethical managers, technocrats and entrepreneurs. In association with a long-term vision of the college, leadership constantly works to create a learning environment in which students, faculty and staff can thrive professionally and intellectually and will be able to mark their presence internationally.

Governance

In College, the Governing Body (GB) is the executive authority and exercises general supervision and control of affairs. College Principal, two faculty members and two non-teaching staff representatives are members of GB. Next level of management is the staff council which constitutes chairperson (Principal), staff council secretary and all faculty members of the college. Staff Council is an important platform for formal interaction between the Principal and the faculty. Departments and Staff council committees form the basic/grass root level bodies for smooth implementation of directives and decisions. It holds regular meetings with the Principal for planning and mandated tasks of their department /committee. The college has a duly constituted Grievance Committee and students' association which represent the issues and welfare of staff and students' respective bodies to the authorities.

Interaction with students is a continuous process, Class representative meetings is a forum where students & teachers meet to discuss issues and seek feedback about various aspects of college functioning, adjoining to this, there is a Student Society Management Committee which is constituted on the recommendation of IQAC. The Teachers In Charge and student members of societies work together for its assessment (used for resources (financial & non-financial) disbursement), evaluation (through Key Result Areas/Targets) and improvement every year.

Management supports and encourages faculty to generate funds/sponsorship for organizing seminars, workshops and community initiatives and also motivate them for research activities.

High-quality teaching-learning through innovative methods is emphasized for high academic achievement that is also linked with successful careers for students. The College uses a feedback system, alumni network and interaction with industries, government and non-government organizations for training students in career planning, internships and placements. Our placements at the undergraduate level rank amongst the best in India and setting new benchmarks each year.

Appropriately adapting and responding to changing academic and societal environments is a key to the functioning of SSCBS at all levels. New infrastructure and equipment, renovation of laboratories, training of staff etc. have been facilitated for successful implementation of updated systems in the college. All

stakeholders are actively encouraged to participate and voice their perspectives for effective decision making & policy formulation.

Excellence is also promoted by honoring deserving students with awards and providing scholarships to the needy and meritorious students. The staff and administration work ardently to comprehend and articulate rapid changes in the academic structure & functioning of the university, in tune with the vision and mission of the college.

File Description	Document
Paste link for additional information	View Document

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

Response:

SSCBS promotes a culture of participative management and has always been using decentralization of authority and participation of various stakeholders to strengthen the learning environment which promotes inquisition, innovation, leadership and team-spirit. In the College, all operations are managed by committees/societies constituted for academic and non-academic activities which involve faculty, staff and students. College followed practice of decentralization and participative management propagated via student's council, various student's society, cells, chapters related to cultural, academic and social sphere and committees (academic and administrative) where Teachers In Charge, Faculties and students are the fundamental members. For all vital and substantial management decisions, management call inputs from all stakeholders. For example, College obtains both objective and subjective feedback from various stakeholders (like Students, Parents, Faculty, Recruiters & Alumni.) and utilizes it for better planning and execution of management decisions through action taken reports. Many short-term and certificate courses for skill development are the outcome of the feedback system adopted by the college.

Apart from this Career Development Center (CDC), Alumni Relation Outreach Cell (AROC), leave committee, research committee etc. became an epicenter for college functioning where recruiters, alumni and faculty play a vital role. Students are also playing a proactive role in various operational committees like hostel management committee, hostel mess committee, Canteen Committee, IQAC etc.

Here specifically we are taking the Student Society Management Committee as a case/example to demonstrate the practice of decentralization and participative management in the college.

In SSCBS, student societies help to nurture the uniqueness of each individual and encourage learning beyond the immediate academic environment. These are the ways through which students boost their knowledge and learn practical application of management skills. High-quality teaching-learning through innovative methods is emphasized for high academic achievement that is also linked with successful careers of students.

The committee has been constituted by the Staff Council on the recommendation of IQAC to assess the needs of various societies, evaluate benefits derived and identify their value to students. It helps in

upgrading the existing working system of college and make the process inclusive to the end stakeholder. KRAs have been formed and systematic procedures were framed for evaluations and appraisals. In the direction of IQAC the committee assures quality of academic and cultural activities run within the campus. In the Committee Teachers In Charge and student members work together for assessment of proper utilization of resources (financial & non-financial), for evaluation through identification of Key result Areas/ targets and for identification of further areas of improvement every year.

This is one of the ways the college emphasizes the participation of all stakeholders in management decision making and decentralization of authority for resource utilization. Resources (financial and non-financial) are objectively distributed on the bases of performances of societies during the period and decision will be taken by the budget committee of the college in consultation with the principal.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college is envisioned to create a centre of excellence for learning, dedicated to meet the aspirations of the society. It aims to explore new frontiers of knowledge and impart skills which enable students to take charge and become leaders in the corporate world. Relentless efforts have been put to undertake personality development and enhance the students' employability with the passage of time. Some of the prominent initiatives are:

1. Mentorship

- A mentorship program 'CBS Alumni for Recruitment & Excellence (CARE)' is started wherein 38 students from second year receive counselling from 16 alumni working in highly reputed organizations
- Another initiative i.e. 'Buddy Project' creates a group of mentors from the recently graduated batches who impart knowledge to the final year students eligible for sitting in current placement sessions or pursuing higher education.
- #bhaiplaced is a mentorship-cum-outreach program which enables the young alumni to share their insights about placements and corporate world over widely accessible social media platforms like Facebook.

2. Training & Development

Renowned companies like EY and KPMG regularly collaborate with SSCBS to conduct informative workshops on topics such as Mergers & Acquisitions and Union Budget 2019. Some of the sessions conducted by prominent industry leaders are:

- A seminar named 'Curatio' is organised to create awareness about available career options after pursuing graduation in the field of computer science. Several alumni with renowned credentials shared their experiences and provided mentorship to the attendees. An aptitude cum scholarship test is conducted by K.B.M., with a promise to offer free summer training on a wide array of courses.
- An enriching seminar is conducted by the CEO of Schindler who provided practical insights into the approach that is practiced by successful people for prosperity in life and career.
- A seminar is conducted by Ms. Nancy Piacentini from HEC Paris School of management, a top ranked business school in Europe. The session provided an opportunity for the students to interact with Ms.Piacentini and learn from her experiences.

3.Resume Authentication

Every year resumes of the students sitting for placement or internship processes are vetted to ensure that authentic information is provided and presented in a professional manner.

4. Comprehensive Information Document

This document is widely circulated among students to provide placements related information like skill set required by industry in current times, authentic sources for skill development, frequently asked questions during interviews etc.

The efforts showed impeccable results as students got placed across several managerial and technical domains including analytics, consulting, finance, investment banking, marketing, research, real estate, technology, sales and inventory management etc. There is a consistent rise in the placement ratio, average package and maximum package offered to students during the period. Moreover, a greater number of students are getting admission to pursue higher education in renowned institutions like IIM-A.

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

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

Response:

The college is the constituent college of University of Delhi.

The Governing Body is the apex body within college, responsible for overall control and governance of the college. It undertakes appointment and promotion of both teaching and non-teaching staff. It approves the publication of advertisement and follows the selection process as per University of Delhi rules for recruiting the staff on a permanent basis.

It considers and approves the starting of new courses. To promote a culture of research, it has instituted awards for publication of research papers in SCI/ABDC Indexed Journals by faculty members. It also considers the proposal funding for research projects and innovation projects as well as subscription of research-oriented databases like ProWess. Moreover, it grants different kinds of leave like study leave, child care leaves to faculty members from time to time. It ensures development and maintenance of college infrastructure. It undertakes capital expenditure related to purchase of furniture, electrical appliances, podium, laptops etc. to provide view of the art facilities in the college.

It approves the procurement and extension of services from different agencies required for maintenance of infrastructure and facilities provided therein.

The Principal is the Academic and Administrative Head of the college. She is responsible for developing and promoting good governance in coherence with the rules and regulations of the University. She takes initiative across academic departments to create a pervasive learning environment for students and staff. She is the representative of the college to external stakeholders.

The Staff Council takes decisions in academic and student related matters subject to the rules and regulations of the University. It approves the academic calendar and preparation of the college time table of the college. It constitutes different college committees. It formulates guidelines to maintain academic discipline, enhance student welfare and encourage participation of faculty in seminars/ conferences. There are numerous Academic and non-academic committees to ensure smooth conduct of academic, administrative, curricular and extracurricular activities in the college.

All the departments work in coherence with each other. They conduct meetings on regular intervals to get an overview about day-to-day functioning and any academic/ student related issues arising in the course of action.

The college follows UGC and University of Delhi guidelines and regulations with respect to Service Rules, Procedures, Recruitment and Promotion.

The college also has set up a robust mechanism for Grievance Redressal for its stakeholders. Student council and teachers take care of any student related issues at the micro level.

The college has SC/ST/OBC Cell and equal opportunity cell to see to it that equal avenues are provided to all. The college also has an Admission Grievance committee, Internal Assessment Monitoring Committee, Anti ragging committee & Internal complaints committee (for sexual – harassment related issues). The college culture is such that any issue related to any stakeholder is given topmost priority at the very micro level so that redressal can be provided in an optimal manner.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

There are various welfare schemes that are made available to the college's staff members (both teaching and nonteaching), for which the college ensures to make them available on time and also take appropriate actions for providing these benefits as per the regulations that are followed by undergoing the due processes.

The Medical facilities and reimbursements are made available to all the staff members (both teaching and non-teaching) of the college and also to the retired employees of the college. Besides there are also various other facilities that the college provides to its employees like children care allowance, maternity leave and paternity leave.

The college has the system of providing the in-house residential campus facility to its employees. Also, the college has made available the facility of providing the Open Gym for the teaching and non-teaching staff members of the college. For sports and recreation purposes, the college provides all employees the facility to access the indoor Table Tennis court and the outdoor ground for games like Cricket and Football. On request from faculty members the college also facilitates the provision of laptops to the teaching members of the college. The college has also made available the facility of counsellor to all the staff members for discussing their concerns on mental health and wellbeing. Occasional Programmes are organized by the counsellor for faculty members to discuss and deliberate on topics like mindfulness and well-being.

The college provides several avenues of faculty get-togethers for celebrating various events and festivals. On the first working day of every year there is an arrangement organized for the get together of college employees. There are cultural celebrations organized by the college staff on the occasion of festivals like Diwali which sees active participation of all the employees of the college every year. Additionally, there is a continuous practice of the informal exchange of opinions, ideas and interactions during the staff lunch organized every year after the orientation programme of the fresher students of the college and on various other occasions often.

The college provides facilities that enable its staff members to procure the home loans and other types of various loans from the Delhi Cooperative society at the discounted rates of interest. The college also provides the facility for the full fee waiver to the ward of the teaching and non-teaching staff members of the college. Moreover, the college also gives the provision for the LIC's group insurance plan to the teaching and non-teaching members of the college.

There are the facilities for providing the financial support to the teaching staff members of the college to participate in various conferences, workshops, seminars and faculty development programmes, etc. The college further facilitates provision of welfare funds provided by the University of Delhi to the teaching members of the college.

File Description	Document
Paste link for additional information	View Document

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

Response: 22.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
42	3	0	2	4

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 6.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	6	4	9

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 45.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	13	10	12	36

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The college follows the performance appraisal system mandated by the University of Delhi. The promotion Scheme for faculty members followed by the University advances from the entry level position of Assistant Professor - Academic Entry Level 10 to Assistant Professor Academic Level 11, Assistant Professor Academic Level 12, Associate Professor Academic Level 13, Associate Professor Academic Level 14 and lastly Professor Academic level 14.

The Performance Based Appraisal System (PBAS) and the Career Advancement Scheme (CAS) facilitates the self-appraisal on the basis of a prescribed format following the norms of University. All faculty members are required to fill the Annual Performance of Appraisal Report whereby they enlist their yearly activities and achievements in academic and administrative areas. The form captures all major academic milestones of the faculty members every year.

To avail the promotion all faculty members meeting the requisite eligibility conditions are required to fill the Career Enhancement Scheme Form enlisting the details of all their academic and administrative work. The performance of teachers is assessed primarily on two basis:

- 1. The teaching, Learning and Evaluation Activities undertaken-** Under this head faculty members are required to provide information with respect to Lectures, Tutorials and Practical classes Assigned and Taught
- 2. Administrative Support, participation in Students Co-curricular activities and extra-curricular activities, Personal Development related to teaching and Research activities-**

Under this head teachers are required to furnish information with respect to administrative positions held by them as Head, Warden, Director etc., Examination and Evaluation duties undertaken, Student related co-curricular activities, extension and field-based activities, organizing seminars, conferences, workshops, guiding Ph.D. students, conducting major minor research projects and publication in UGC listed or peer reviewed journals etc.

Based on the assessment they are awarded a Grade which is further verified by the Head of the Department and evaluated by a committee of experts. The decision is then communicated with the respective faculty members by offering the letter enlisting the details of promotion and responsibilities.

Additionally, feedback of all faculty members is collected from students twice during every semester. The feedback is analyzed and communicated to all faculty members.

The Non – teaching staff is also required to submit the Annual Performance Appraisal Report (APAR) every year which is further assessed by a reporting officer and a reviewing officer.

The report assesses their performance primarily on the basis of their work output, personal attributes and functional competency. Under these heads the non-teaching staff is evaluated for timely accomplishment of planned work, proficiency in work, attitude to work, sense of responsibility, communication skills, analytical ability, interpersonal relations etc.

Based on the assessment, the reporting officer assigns the respective grades for each section. The grades assigned by the reporting officer are further reviewed by the reviewing officer and necessary remarks are made.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Shaheed Sukhdev College of Business Studies is run financially by NCT of Delhi. This college has a very transparent audit system. It has a three-fold audit procedure; one internal audit and two external audits. Internal and one external audit i.e. Examiner Local Fund Audit (ELFA) is carried out on a regular basis, however one external audit i.e. by Accountant General of Central Revenue (AGCR) is carried out once in three to four years.

The internal financial audit of the institution is done by a verified Chartered Accountant Firm/Company registered with the Institute of Chartered Accountants of India (ICAI). The appointment of Chartered Accountant Firm/Company is approved by the Governing Body of the college and University of Delhi after verification of credentials with the ICAI.

- *All the accounts till FY 2018-19 have been audited and all audited reports were approved by the Governing Body of the college.*

The external financial audit (ELFA) is carried out by the Government of NCT of Delhi and the reports are put in the Governing Body of the college.

- *All the accounts till FY 2018-19 have been audited and all audited reports (except FY 2018-19, for which report is awaited) were approved by the Governing Body of the college.*

The external financial audit (AGCR) is carried out by the Government of India and the report must be put in the Governing Body of the college.

- *All the accounts till FY 2018-19 have been audited and all audited reports have been approved by the Governing Body of the college.*

Following are the summary of internal and external financial audits from FY. 2015-16 to 2019-20:

S. No	Year	Internal Financial Audit		External Financial Audit (ELFA)		External Financial Audit (AGCR)	
		Stage	Date	Stage	Date	Stage	Date
1.	2015-16	Done	Feb 2017	Done	Jan 2017	Done	Aug 2019
2.	2016-17	Done	Sept 2017	Done	Apr 2018	Done	Aug 2019
3.	2017-18	Done	Sept 2018	Done	Jan 2020	Done	Aug 2019
4.	2018-19	Done	Sept 2019	Done	Report awaited	Done	Aug 2019
5.	2019-20	Done	1st Dec	Yet to Scheduled		Yet to Scheduled	

	2020		
File Description	Document		
Paste link for additional information	View Document		

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

Response: 153.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
29.21948	46.67410	36.55740	16.56217	24.81709

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Annual statements of accounts	View Document

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

Response:

The college understands the need for academia-industry interface and in order to give industry exposure to students, the college has more than 30 student societies active in various areas such as sports, music, arts, information technology, photography, culture, research, personality development, marketing, law, social work, community outreach and many more. These societies operate in a wide range of activities covering major industry types. These student societies raise sponsorship from related industries and utilize those funds for conducting various academic and socio-cultural events giving students much needed leadership and management skill along with giving an opportunity to these companies to advertise themselves.

The skills acquired by students ultimately contribute to community development and nation building. There is no limit on the number of societies and/or sponsorship giving us opportunity for looking into new avenues of resource mobilization. Also, the college encourages faculty to engage in consultancy services outside of their regular academic duties so that they can use their specialized knowledge and skills for the betterment of society in general. The college provides resources and infrastructure to the faculty to hone their skills so as to enable them to attract consultancy assignments. Such assignments increase the knowledge of teachers and also impacts students' learning thus, leading to a win-win situation for all stakeholders. The college has raised funds from such consultancy services from time to time.

File Description	Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) since its formation on 4th January 2016 in SSCBS, has consistently and strongly facilitated and guided the institution to move on a positive trajectory of growth, while maintaining and magnifying the quality culture needed to acquire academic excellence. The IQAC monitors the implementation of the vision and mission of the college. IQAC through its regular meetings and deliberations prepares the prospective plan for the holistic development of college, executes those plans in strategic manner and also access the action taken on each issue and deliberation.

The IQAC has been successful in the institutionalization of a number of qualities enhancing and assurance strategies such as digitization of academic and administration facilities, taking feedback from all the stakeholders in most integrated and transparent manner, provision of in- house counseling services for all members of institution – Students & staff, promotion of participative management, gender neutrality, strengthening extension activities, etc.

Such two initiatives are:

1. Robust feedback mechanism: Feedback from Alumni, Faculty, Student, Parents and Recruiters- i.e. all major stakeholders are taken, analysed and deliberated for taking necessary action for the institutional well being on a regular basis every year. This mechanism has helped college a lot to fill the loopholes present in the teaching, learning, placements and overall facilitation of concerted outcome-based approach which the college earnestly follows towards holistic development and nurturing of students who are the future of India.

Teachers every mid and end semester, very objectively and proactively analyse their respective feedbacks to modify and improvise the delivery of knowledge so that it can trickle down to students optimally. The career development cell of late has absorbed and adopted multiple suggestions received from recruiters and alumni, which has led to 4 CBS-students attaining a record package of 18 LPA with D.E. Shaw company in year 2020 placements with an average of 7 LPA.

2. ERP solution and G-suite a step towards complete digitalization of Academics and Administration: The College has an ERP solution which is used by all faculty members for marking student attendance, waiver and internal assessment. This enables all students to constantly monitor their attendance throughout the semester on a real time basis. University Examination form filling up of examination fee, upload of internal assessment on university portal which were earlier done via physical mode, have been fully digitalised. A formalised set up has been established wherein every student of college has been assigned a mentor. Which is further facilitated as the ERP provides a niche for mentor-

mentee in its interface. The college by virtue of having a self domain name and subscription of Google services gets the benefit of Google G-Suite which enables all the teachers, staff and students having Gmail accounts in college domain, use and utilise plethora of benefits offered by G-suite which are otherwise not available. These empowered our response to COVID-19 scenario, as we were already equipped with a very good level of digital back up.

File Description	Document
Paste link for additional information	View Document

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

Response:

The approach of IQAC in college has always been very focused on a learner-centric teaching learning process and thus it has made the policy to assess and evaluate it from time to time, for the optimal implementation. IQAC in order to continuously upgrade optimal imparting of the teaching - and facilitate learning activities, invites feedback from all the stakeholders in the institution, reviews, deliberates and then acts upon them, via a robust mechanism feedback collection and analysis and regular development of learning outcomes for each subject and paper taught in all the courses. These help IQAC periodically review the teaching learning process and suggest gradual and regular expansion, up gradation and addition of the requisites for the betterment of the college.

Therefore, college has identified two examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC

1) **Feedback system:** The institution has a robust feedback mechanism in place wherein we take regular Feedbacks from Alumni, Faculty, Student, Parents and Recruiters- i.e. all major stakeholders. These are very objectively analysed and deliberated for taking necessary action for the institutional development. The teachers and career development cell of late has absorbed and adopted multiple suggestions received from students, recruiters and alumni, which has led immense positive changes in college's performance visible from CBS-students attaining a record package of 18 LPA with D.E. Shaw India in year 2020 placements with an average of 7 LPA. This organised process has helped the College a lot to fill in the gaps between the teaching-learning process, academic-industry demands, which has placements and overall facilitated outcome-based approach which the college earnestly follows and the tangible results are visible in form of better placements with higher LPA packages and greater international presence of college. Recently in July2020 India today in its survey ranked SSCBS 1st amongst BBA colleges in India.

2) **Outcome Oriented Teaching through Add on Courses -**

Since the inception of college, the institution has always been emphasizing on increasing employability

and acceptance of students to premier educational institutions across the world for their further educational pursuits.

Therefore, the college has various add on and job-oriented courses, organizes regular talks/seminars which are complementary to the regular teaching learning methodologies. As a part of an effective teaching learning process, the students are classified as slow and advanced ones. Therefore, the college uses methods such as projects, internship, field visit and ICT based teaching including digital Learning Management System like Google Classroom, zoom classes for slow and advanced learners. All departments prepare specialized tools such as additional remedial classes, online resources etc. Guest lectures and talks are extensively organized for providing greater exposure to the students.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college believes that gender equality and neutrality are the hallmarks of a progressive society and as such; attempts to do its part towards making its students and stakeholders more sensitized and responsible citizens of the country. Negative actions such as discrimination, harassment and ragging have no place in a modern India.

The college is deeply sensitive towards gender equality and sensitive behaviour towards fellow students and stakeholders and has undertaken numerous initiatives to provide a safe and discrimination free environment for students from all walks of life while attempting to inculcate a sense of social equality and positive perception in all its stakeholders.

Some of these initiatives include:

- **Counselling:** A well-qualified and experienced counsellor is available to help students cope with personal and psychological problems
- **Common Rooms:** gender segregated common rooms help provide a modicum of space for peer interaction and personal contemplation and study.
- **Safety and Security:** a mesh of CCTV cameras and a posse of trained security guards monitors the college and hostel spaces 24 X 7.
- **Gender segregated hostels with bespoke facilities:** these aim to provide a fuss free environment for the resident students. Dedicated wardens and staff look after the students and help monitor any instances of adverse behaviour.
- **Internal Complaints Committee (ICC):** a vigilant body that tackles cases of harassment within the college; operating on the principle of Zero Tolerance.

Sanitary Napkin Dispenser: In a commendable attempt to promote women hygiene and gender sensitization, the college has inaugurated a sanitary napkin dispenser within their campus. An inauguration ceremony was held in the campus to mark its installation. The ceremony was graced by the chairman of CSR Research Foundation, Mr Deendayal Aggarwal and the Principal of the college, Dr Poonam Verma who appreciated the efforts of the students. Before the installation, Mark-It also conducted a series of preliminary events and awareness campaigns. These events mainly focused on breaking all menstruation myths and stigmas that have been created overtime by the society, and develop an open environment in the campus.

Apart from these specific initiatives, the entire learning environment of the college is geared towards nurturing its students and giving them the means to grow and break free of negative societal shackles such

as discrimination, both covert and overt. All stakeholders of the college take a willing part in this important mission.

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

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid waste is taken away by MCD garbage collection vans on a daily basis..Since the college does not have science (physics, chemistry and biology) labs, thus there is no radioactive, chemical and biomedical waste to be disposed off.

STP (Sewage Treatment Plant)

Sewage treatment is the process of removing contaminants from wastewater, primarily from household

sewage. It includes physical, chemical, and biological processes to remove these contaminants and produce environmentally safe treated wastewater (or treated effluent). A by-product of sewage treatment is usually a semi-solid waste or slurry, called sewage sludge that has to undergo further treatment before being suitable for disposal or land application.

The recycled water is used for washrooms and then for watering of the plants and playground.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

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

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

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

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

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards

5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. 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

Response: A. Any 4 or all of the above

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

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

Response:

The institution is continuously involved in different projects related to harmony towards cultural, regional and communal socio economic issues. The mission of Project Udaan was to provide quality education in rural India, by setting up computer centers that utilize e-waste and build sustainable business models that empower women.

Project Raahat thus aimed to eradicate open defecation by innovating in management and monitoring of community complexes and sensitising the community on good sanitary practices.

Project Khidki is related to eradication of malnutrition in children of age 0 to 6 yrs. The students conducted various collection drives for collecting clothes, bag, stationary and food items from students to distribute to the underprivileged children. They organised blood donation camps in collaboration with Rotary Club and several other NGOs. The students organised VITTIYA SAKSHARATA ABHIYAN (VISAKA) in 2016 to create awareness for Digital Way of Payment. Project Kamakhya aims at creating sustainable solutions to the menstrual hygiene products used today. Project Utthaan focused on the holistic development of the various slum communities in the proximity of the college. It had a deep purpose to rid the society of various social evils as well. The major pillars of Utthaan were women empowerment, open defecation and waste management.

Ek Bharat Shreshtha Bharat Abhiyan: The initiative 'Ek Bharat Shreshtha Bharat' was announced by Hon'ble Prime Minister on 31st October, 2015 on the occasion of the 140th birth anniversary of **Sardar Vallabhbhai Patel**. To celebrate 'Unity in Diversity' and embark on this mission the college has organised Cultural Dance Performance, Short play, North-East theme based Quiz, Debate, Essay Writing Competition (English).

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

Institution takes following measures to sensitize various stakeholders :

- 1. Voting awareness sessions in the colleges:** The college has motivated students to exercise their valuable voting right as young learners (students) have the power to make a significant impact on society.
- 2. Environmental Consciousness and Sustainability:** The college has a culture of organising plantation drives from time to time. To encourage reuse and recycle philosophy, we keep organising collection drives in the collection premises. Plantation and Cleanliness drives are regularly conducted in the college to keep our surroundings clean. Some of the initiatives are listed below: 1. Rain Water Harvesting 2. Sewage Treatment Plant 3. Sensors for automatically switching the electricity connections in corridors, wash rooms and faculty staff rooms.
- 3. Sensitization to Social Issues:** There are various projects offered by the college for solving some social issues. Projects such as Akshar (environment friendly range of stationary products), Udaan (women empowerment and rural literary), Raahat (safe sanitation for urban slum communities) and Khidki (alleviating childhood malnutrition) have touched thousands of lives and brought hope and welfare to people who have hitherto slipped through the cracks in the system.

File Description	Document
Details of activities that inculcate values; necessary to render students into responsible citizens	View Document

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

1. The Code of Conduct is displayed on the website

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

Response: A. All of the above

File Description	Document
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 Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

The college organizes National Festivals and Birth and Death Anniversaries of great Personalities with enthusiasm by breaking the boundaries of caste and religion. Some of the Activities conducted for promotion of universal Values:

Vigilance awareness week was observed by the college in earnest enthusiasm as a solemn responsibility towards Nation building and as a step ahead to sensitize students and staff and create awareness to eradicate corruption in public life. The college students and staff took the Integrity Pledge, the college society -Kartavya has organised quiz competitions.

The college has celebrated National Voters Day in college premises. The 'National Voters Day' ceremony aimed at increasing voter enrolment and encouraging participation in the polling process. The day was observed with a pledge taken by students, teachers and non-teaching staff to maintain complete faith in democracy and maintain the dignity of democratic values and also free, fair and peaceful election.

The college has also celebrated Independence day starting with a national anthem. All the students, faculty and college staff gathered and the Honourable Principal hoisted the national flag to mark the commencement of the recital. The ambience was filled with pride and belongingness during the minutes of the anthem. A few students called out 'Jai Hind' and others repeated after them. The enthusiasm doubled when a group of students danced to the tunes of patriotic songs.

The college has paid tribute to Mahatma Gandhi and Lal Bahadur Shastri on 2nd October each year by offering garlands to their photos. Each year on 23 March, the students, teaching and non-teaching staff paid tribute to national icons of the Indian National Movement -Shaheed Bhagat Singh, Sukhdev Thapar and Shivaram Rajguru on 'Shaheed Diwas' .

Staff of the college including the teaching, non-teaching, students participate in these activities. Oath is

taken by all the students and staff members on the national voters day and constitution day.

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

7.2 Best Practices

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

Response:

Best Practice A

1. Title

Providing a platform to the students for community service and nurturing their commitment for the society.

2. Objective

Shaheed Sukhdev College of Business Studies prides itself on its chosen mission “To explore new frontiers of knowledge so as to nurture value driven, socially responsive, committed and ethical citizens of the world”. In sync with our mission, we are striving to nurture socially responsible students by creating a platform where the students can work towards improving the quality of life of people in need while also empowering them to sustain these improvements. We also aim to create an awareness among people on various social issues.

3. The Context

Our society is plagued with various issues like malnutrition in children, hygiene related issues, food safety, air and water pollution, sanitation, literacy, and unemployment. The people living in the urban slum communities are facing these challenges and many more.

Towards this, we have undertaken several outreach projects with the support of NGOs and SOPs. We are also striving towards generating awareness in the people about the various social issues and their potential solutions through street theatre, sensitisation sessions, gamification and other engaging activities.

4. The Practice

ENACTUS, or Entrepreneurial Action through Us, is an international not-for-profit organisation that works with business leaders and university students across the globe to develop outreach projects that improve the quality of life of people in need. Their approach involves motivating the students to identify humanitarian

needs and fulfilling them through innovative social business models.

ENACTUS is a platform where each student gets the opportunity to awake entrepreneurial spirit along with higher education, thus furnishing one's own skills. The students become value-driven leaders who could blend competitive spirit and desire to succeed with a sense of integrity and a need to give something back to the society which has become the need of the hour keeping in mind the modern scenario. Learning the importance of entrepreneurship skills along with leadership qualities, team management, formation of real life business models is equally important for overall development of the individual.

5. Evidence of success

One of the most accomplished teams in India, ENACTUS SSCBS has various successful projects including Udaan, Raahat, Khidki, Avya and Pravaah.

Project Udaan was started in 2015 with the mission to create a wave of digital literacy in rural India by setting up computer labs that utilise e-waste and build sustainable business models that empower women.

Project Raahat was initiated in the year 2016 to eradicate open defecation and provide safe sanitation to urban slum communities by innovating in management and monitoring of community toilet complexes and sensitising people on good sanitary practices.

Project Khidki, started in 2017, with an aim to eliminate malnutrition from urban slum communities through an all pervasive approach.

Project Pravaah, started in 2018, offers holistic clean air solutions at an affordable price while enabling the skilled unemployed youth to raise their own livelihoods.

Project Avya was launched in 2018 in the Bhalswa community near Jahangirpuri with the objective to provide potable water solutions to urban slum communities by developing low cost customized household filtration systems through a community-based approach.

6. Problems

The projects have had a significant impact on the society, but have also encountered many hurdles in this process. One of the major problems faced by almost every project is the lack of acceptance of the need for a solution by the people in the early stages of the project. More than half of the people fail to recognise the need for holistic solutions and are very hesitant to change their current state of living. Low turnout of individuals along with lack of interest in the sessions also acts as a barrier in conveying the desired message. Search for technical experts who provide assistance in creating value offering and high lead time, sometimes delays the process of providing the most affordable solutions to the consumers. More funds will also help in shaping our projects in a better way.

7. Notes

In the process, our students won many awards and many partnerships were created including winning the World Water Race, conducted by Enactus at the Enactus World Cup 2017 held in London with a grant of \$ 20, 000, KPMG Business Ethics Grant 2019 worth ₹50,000, FAMAE Grant 2019 worth \$5,000.

Best Practice B

1. Title

Creating employment-ready under-graduate student

2. Objective

In sync with our vision, “To create a centre of excellence for learning, dedicated to meet the aspirations of society”, we are striving to craft management and technical professionals to meet the aspirations of the society. Our goal is to work towards increasing the employability of our under-graduate students.

3. The Context

According to the India Skills Report 2019-2021, amongst the fresh candidates joining the workforce in our country, less than 50% were found to be employable. The report further suggests that increasing the number of people who can get employment is a requirement for actualizing the vision of our Prime Minister Sh. Narendra Modi’s vision of India becoming a \$5 trillion economy.

The India Skills Report is a joint initiative by PeopleStrong, a Global Talent Assessment Company, in collaboration with Confederation of Indian Industry (CII) along with partners like UNDP, AICTE, and AIU. (<https://www.insightsonindia.com/2019/12/13/india-skills-report/>)

4. The Practice

To achieve our goal, we are working towards using innovative methods to facilitate skill up-gradation of our students. Our endeavours include working towards improving relationships with the industry, taking help from our alumni to further develop the skill set of our students.

In the past years, we have been conducting “Company Sessions” throughout the year with renowned companies including Schindler, KPMG, EY, Flipkart. Another regular activity has been the summer internships undertaken by our students at some of the leading companies like BCG, EY, KPMG, PwC, CBRE, Deloitte, Ogilvy and Mather, M&C Saatchi, American Express, Aon Hewitt, Alamac, B9 Beverages, Inshorts, Teach for India, Nearbuy, Sberbank, Willis Towers Watson. The college also recognizes and awards the top 3 internship project reports each year.

In the past years, we have started many new activities. These include “Industry Engagement” through vivas/presentations conducted for the summer internships by the industry in an online mode. The Buddy Project, to support second year students preparing for placements by seeking the assistance of the third-year placed students. The “Care” programme where our alumni with many years of industry experience reach out to mentor the current students. In the pilot run of this programme, mentors were assigned to 38 students. The emergence of the unprecedented situation of the pandemic led us to start the “Beat the Lockdown Series” in March 2020 where we reached out to the students through webinars. A two-level evaluation and feedback process has been successfully used to evaluate the internship reports on the line of branding best of our students in front of the corporate world. This has resulted in us connecting with campus recruitment teams of more companies

5. Evidence of success

These practices have helped in honing the skills of the students resulting in a greater sense of dedication in the students, industry ready skills, and overall growth and development. This has helped recruiters put faith in us and engage with us better.

This year, the number of offers has increased to more than 175 as compared to 120 in 2017-18. The highest and average package is 18 LPA and 7 LPA, from 13.9 LPA and 6LPA in 2017-18. The number of offers have become more than 1.5 times and the number of companies visiting the campus has almost doubled in the last 2 years. Despite the COVID-19 situation, we have invited more than 15 new recruiters to our campus this year.

6. Problems encountered and resources required

Manual resume authentication and resume repository management is not only time consuming, it is also prone to errors. Placement cell requires frequent communication with the students. A lot of such information is time sensitive. Emails, our current mode of communication with the students for dissemination of placement related information, is not completely free of problems. Many times, incorrect email information and other human errors have resulted in students missing out on important deadlines and opportunities.

The placement processes can be conducted more efficiently if a central portal for placement is developed. The portal would help the recruiters interact with the college better, be more involved in the process, and have better faith in the college due to transparency.

Further, this would also help the college keep the students updated, it would reduce discrepancies, build a better student-institute connect and make processes much more transparent.

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

7.3 Institutional Distinctiveness

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

Response:

In line of vision of the college, a section 8 company SSCBS Innovation and Incubation Foundation (SIIF) was started in 2016 by the college in collaboration with Govt of NCT, Delhi. SIIF is creating a distinctive edge for the college to meet the entrepreneurial aspirations of primarily the students, alumni and staff of the college.

SIIF's USP has been the high-quality engagement with the start-ups, mentoring and giving strategic advisory as well as helping them to resolve day-to-day business challenges. Along with this distinctive strength, SIIF has pushed the start-ups to comply with law, have good business ethics and to engage with customers.

SIIF also has cutting edge through excellent facilities at disposal of incubatees, and continuously making them better. We offer seating capacity of 70+ dedicated workstations for start-ups, a separate class-room for training sessions, one large Board Room / conference room, and several independent meeting rooms, resource centre, pantry - all for the benefit of start-ups.

Since the launch of initiative in February 2016, SIIF has got a grant of Rs. 2 Cr. from GNCTD, which were deployed for setting up the incubation centre, investing in start-ups and running the incubation activities. The summary of impact created is:

Number of ideas screened; mentored with lot of inputs	480+
Number of cohorts held	5
Number of companies formed	17
Number of start-ups having funding support from SIIF	8
Funds disbursed to incubatees	Rs. 47.0 Lakhs
Funds due to be disbursed as of date	Rs. 16.0 Lakhs
Jobs created by our incubatees	30+
Revenue generated by our incubatees	Rs. 40 Lakhs +

SIIF has recognition from DST, Govt. of India, as a TBI. SIIF also has certificates of exemption from Income Tax authorities u/s 12AA and 80G.

The company has been instrumental in helping students and alumni of SSCBS build their ideas and converting them into successful ventures, creating jobs and opportunities for others. SIIF is also the guide / mentor to Yuva, the entrepreneur cell of the college.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

SSCBS firmly believes in the right foundation and our new campus building is symbolic of the same. It represents our desire to grow and expand ourselves and our deliverables. Our state-of-the-art 5-acre campus is our pride and joy. It incorporates all the latest amenities and facilities including a 500-seater auditorium, amphitheatre, sports facilities (indoor and outdoor), ICT enabled classrooms, a large library area, air-conditioned classrooms and administrative & common use areas, staff accommodation, hostels (for both boys and girls), cafeteria, and much more. Environmentally conscious, energy efficient, water wise and intelligently constructed with care, this campus ushers in a bold and exciting new phase for SSCBS; adding infrastructural support to our students and staff; making us more wholesome. However, this does pose a high cost of maintenance.

Just like a bridge is anchored at two ends and, similarly, the SSCBS learning experience is anchored on the other side of the valley by holistic development, positive value system, community service and entrepreneurship. Holistic development comes from the plethora of extra-curricular activities that create a permanent buzz and energy within the campus. Our students and teachers are not shy when it comes to rolling up their sleeves and pitching in for community development and upliftment. The many international and national awards won by our community outreach programs such as Project Udaan, Project Raahat and Project Khidki bear testament to our efforts towards developing socially responsible citizens of tomorrow. On an average, over the past 5 years, more than 1000 students have actively participated in events of social, cultural and holistic nature.

Concluding Remarks :

Nationally, an 'A' grade from NAAC (in 2016) and Best UG college in India for UG management education in June 2020 by India Today (we were adjudged 2nd best in June 2019) have given thrust to our efforts. Hence, as we prepare our SSR 2021, we are hopeful that the efforts of our students and staff shine through like diamonds in kimerlite. We also hope that their dedication, determination, and hard work, which they put in to make SSCBS a shining beacon of learning and education, prove to be noteworthy.