

**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SHAHEED SUKHDEV COLLEGE OF BUSINESS STUDIES
C-6411**

**Delhi
110089**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1. Name & Address of the institution:	SHAHEED SUKHDEV COLLEGE OF BUSINESS STUDIES Delhi Delhi 110089	
2. Year of Establishment	1987	
3. Current Academic Activities at the Institution (Numbers):		
Faculties/Schools:	2	
Departments/Centres:	3	
Programmes/Course offered:	4	
Permanent Faculty Members:	31	
Permanent Support Staff:	29	
Students:	1309	
4. Three major features in the institutional Context (As perceived by the Peer Team):	1. A constituent college of Delhi University established in 1987 2. College has Government supported Incubation Centre 3. Public Private Partnership model (PPP) to initiate one year Post Graduate Diploma in Cyber Security and Law (PGDCSL)	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 21-04-2022 Visit Date To : 22-04-2022	
6. Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KODATI VIYYANNA RAO	Former Vice Chancellor, Acharya Nagarjuna University
Member Co-ordinator:	DR. MAHENDRA SHIRSAT	Director, DEEN DAYAL UPADHYAY KAUSHAL KENDRA DR BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY AURANGABAD
Member:	DR. CHAYTANYA BORA	Principal, TINSUKIA COMMERCE COLLEGE
NAAC Co - ordinator:	Dr. Vinita Sahu	

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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion I - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion I)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion I

The College follows a curriculum framed by Delhi University. CBCS Pattern is in place since 2015 and LOCF (Learning outcome course framework) since 2019.

The planning and implementation of the curriculum are ensured through various committees such as Time table committee, attendance committee, Internal Assessment Monitoring Committee, etc constituted at College and Department levels. The respective Departments collect the preferences for optional courses/papers from the faculty members and accordingly courses/papers are allocated to the various faculty members.

College follows various pedagogical practices such as case studies, role plays, group discussions, etc. Augmentation of learning is ensured through regular interaction with alumni and corporate leaders. Students are encouraged to undertake live projects and summer internships.

Five value-added/certificate courses in the area of digital marketing, data analytics, capital markets etc are offered to the students and experts from the industry, and institutes like IIMs & IITs are invited for guest lectures. The students' progress is continuously evaluated through regular assignments.

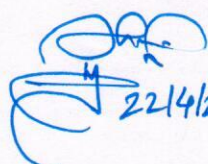
Regular classes are ensured by every faculty member. Strict adherence to attendance rules ensures discipline and regularity amongst students. The performances in the internal assessment and attendance issues are communicated to the student well in advance.

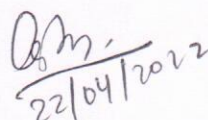
College made all the efforts to ensure regular online Classes during COVID 19 period. An online industry-academia interaction was also ensured through a series of webinars with organizations like KPMG, CII, etc.

The college follows the University of Delhi calendar and also prepares its own calendar having details of the activities to be undertaken by the college and examination schedule including CIE as well as University examination. The academic calendar is uploaded on the college website.

Courses like Environmental Sciences, Business Ethics and Corporate Social Responsibility form an integral part of the curriculum. College also ensures sensitization of students to various issues of gender equality,

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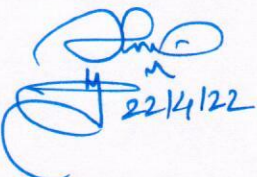
human rights, social empowerment, environmental changes etc. College undertook a few initiatives to create awareness of gender equity, and women's safety under the platform called VERVE through the Internal Complaint Committee (ICC) against sexual Harassment.

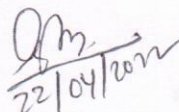
Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college has high demand ratio. The reservation policy is followed as per the University of Delhi norms. The College identifies slow learners and advanced learners through class discussions/participation and problem sets. Slow learners are encouraged to come and practice at their own pace to facilitate self-learning. Remedial classes and mentoring sessions are organized to bring the slow learners at par with the other students of the class. 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. Advanced learners are provided with more learning opportunities like giving access to and discussing advanced research-based articles; undertaking collaborative research articles publication; involving students in debates and discussions on topics outside the class; teachers also design challenging assignments for advanced learners. They are also encouraged to participate in workshops, seminars, and conferences to showcase their talents. College offers a student-centric teaching-learning process through conventional teaching, interactive teaching-learning, experiential learning, and supplementary learning modules. The teachers of the college adopt a variety of teaching methodologies to increase the engagement and interest of students. Students are encouraged to undertake internships (06 to 08 weeks), and mini-projects and their progress is continuously monitored. For enhancing students' engagement activity-based learning is employed. The college has formed 40 plus student clubs to organize events on a regular basis to provide a learning experience to the students. Microteaching is done through tutorials. Other

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methods of TLP included quiz competition, case study presentations and role-plays. The college has developed ERP system for creating an interface among the various stakeholders of the college. The college has adequate technology tools with very good hardware and software support systems to ensure ICT-enabled teaching-learning. All the classrooms of the college are air-conditioned and equipped with audiovisual aids like projector, projector screens, full HD visualizer, media presentation switcher, gooseneck and wireless microphones, digital matrix processors, and ceiling speakers document scanner, and public address system etc. The College follows the assessment norms of the Delhi University. The College maintains transparency in Internal assessment. All students are informed well in advance about the rules and regulations of the internal evaluation process. The College follows the regulations of Delhi University regarding examinations and the evaluation process. Internal examination-related grievances are handled by the respective committees and redressed in time. The issues related to the semester-end examination are referred to the University for redressal. The College follows the syllabus designed by Delhi University. The learning outcomes of the programs and courses are stated clearly by the university in the program guidelines. Details of the same including POs, PSOs, COs are communicated to the teachers and students and are also available on the college website. Attainment of program outcomes and course outcomes are evaluated by the conventional method. Feedback is collected from all the stakeholders and analyzed and corrective action is also ensured by the college.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	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.
3.4	Collaboration

Qualitative analysis of Criterion 3

The college has an Incubation center funded by Govt of NCT Delhi for encouraging the students to pursue entrepreneurial ventures. The faculty has publications in the UGC listed Journals and research projects to their credit. The College organizes extension and outreach programs through NSS undertaking various initiatives such as Kartavya, Enactus, and Verve. The College ensures the participation of students and faculty in extension activities through organizing social awareness campaigns.

Kartavya, the social service forum and the NSS Unit of the college undertake various projects and activities such as identification of the needs and problems of the community and assisting them in the problem-solving process. Students also participate in cleanliness drives, Project Nirvana (stationery collection drive), Wish Tree, Why So Filthy, Joy of Giving Week, blood donation camp, health check-ups, and health talk, a panel discussion with Animal welfare foundation, etc

Enactus is an international non-profit organization that connects students of this college to the leaders in business and higher education. Under this initiative, the college undertakes various projects such as Akshar, Udaan, Khidki, Raahat, Avya, etc as a part of social responsibility.

College also organizes the street play society under the Verve initiative to bring about a transformation in the society. The college conducts various activities through NGOs viz. Rotaract, Uthaan, Srijan, and Kamakhya to address various societal and environmental issues. The College has collaborated with the organizations like

Air India, BCG, ARAMAK Capital, HDFC, etc.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The College has adequate infrastructure to facilitate the teaching-learning process. The College campus occupies an area of 5.0 acres of space with a built-up area of **36654.63 sq. mt.** The College has adequate facilities for teaching-learning viz. 36 air-conditioned smart classrooms, 06 computer laboratories, common rooms, Library, computer facility, etc. The College has four air-conditioned seminar halls and an auditorium with a seating capacity of 500 persons.

The college has air-conditioned hostel rooms for both boys and girls with an air-conditioned cafeteria-cum-mess area. College also has air-conditioned space for teaching staff and administrative staff, a large parking lot, limited residential accommodation for faculty and staff members, a rooftop solar plant and solar water heaters.

The College has an adequate playground with indoor and outdoor (Volley Ball, Foot Ball, Cricket, Kabbadi, etc.) sports facilities. The college has a fully equipped open Gymnasium. College also has adequate cultural facilities for the inclusive development of students. The college has a state-of-the-art Auditorium which is being used for cultural activities.

The College has a two-level central library with a total built-up area of 12500 sq feet. Some space for the reading room for the students and faculty members has also been earmarked. The Library has 11500 titles, 23762 volumes and 45 project reports, 56 Journals/magazines, and 76 research papers depository.

The College library is fully automated using an Integrated Library Management System KOHA, version 18.05.07.000. The concept of cloud technology has been used in the library which enables easy access to library software from anywhere, anytime through education technology Apps like GSUITE, Google Meet, Google Classroom, etc. It consists of various modules such as Circulation module, Cataloguing, Patron Management, Serial control and Web OPAC, etc. The library has a membership of DELNET/N-LIST and NDL.

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The college ensures the regular update of IT facilities on the college premises. The entire college campus is Wi-Fi enabled with two internet connections with a speed of 1000 to 100 mbps. The college library has access to e-resource as a constituent college of Delhi University. A standard procedure for maintenance of buildings, laboratory instruments, and other facilities in the campus is followed by the College.

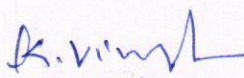
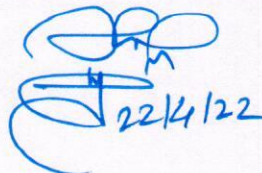
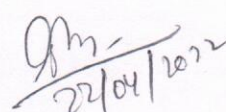
Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

Active elected students council is in place and students' Participation in various committees to promote their effective participation and engagement has been ensured.

The students of the college are given representation in academic and administrative bodies. The students are involved in various activities such as organizing College's annual cultural festival "Crescendo", the annual seminar "Convergence"; volunteering in conferences/seminars/FDPs, etc. organized by the college. The students also have representation in various other committees like NSS, Internal Complaints Committee, Library Committee, IQAC, Hostel Committee, Mess Committee, and Placement Committee. Moreover, 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.

The College has registered Alumni Association since 2009. There are about 3000 members in the Alumni association. The alumni association is associated with various academic activities in the College. The Alumni association is active and connected with the college through various events including the annual alumni meet and alumni lecture series. The Alumni batch of 1991 financially supported students by creating Dr. S.S. Gulshan Scholarship fund. Alumni of the college support the college in recruitment drive and few of them are recruiters by themselves. The college career development center is headed by a Placement Officer exclusively for this purpose. The college has an Incubation center with 17 startups and provides seed funding to startups.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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)

Qualitative analysis of Criterion 6

The College has stated its vision, mission statements, and various activities of the college are in tune with its vision and mission statements. The college has created a suitable organizational structure to realize the above. The college has ensured decentralization in its all-academic and administrative processes. All operations of the college are managed by committees/societies constituted for academic and non-academic activities which involve faculty, staff, and students. Apart from other academic and administrative committees, the college has constituted a Student Society Management Committee to nurture the uniqueness of each individual and encourage learning beyond the immediate academic environment.

A comprehensive strategic and perspective plan has been developed and implemented by the College. The college has started a mentorship program 'CBS Alumni for Recruitment & Excellence (CARE)' wherein 38 students receive counseling from 16 alumni working in highly reputed organizations. The college has the

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Governing Body which is the apex body of the college, responsible for overall control and governance of the college. It undertakes appointment and promotion of both teaching and non-teaching staff.

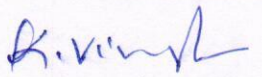
The Principal is the Academic and Administrative Head of the college and is responsible for developing and promoting good governance in coherence with the rules and regulations of the University. The college has a staff council that takes decisions in academic and student-related matters subject to the rules and regulations of the University. The college follows UGC and University of Delhi guidelines and regulations with respect to Service Rules, Procedures, Recruitment, and Promotions. The college also has set up a robust mechanism for Grievance Redressal for its stakeholders.

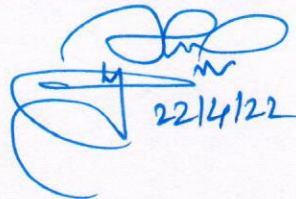
The College has a good number of welfare schemes such as child care leave, maternity leave, paternity leave, and financial support to the teaching and non-teaching staff members of the college to participate in various conferences, workshops, seminars, and faculty development programs, etc. for the employees. The college also provides an in-house residential campus facility to its employees.

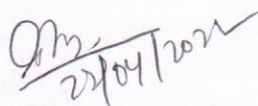
The college follows the performance appraisal system directed by the University of Delhi. The teaching and Non – teaching staff of the college is also required to submit the Annual Performance Appraisal Report (APAR) every year which is further assessed by a reporting officer and a reviewing officer.

The college conducts regular internal and external financial audits. The external financial audit (ELFA) is carried out by the Government of NCT of Delhi and AGCR audit is carried out by the Government of India. The college has active societies in various areas such as sports, music, arts, information technology, photography, culture, research, personality development, marketing, law, social work, and community outreach. These student societies raise sponsorship from related industries and utilize those funds for conducting various academic and socio-cultural events.

The college provides resources and infrastructure to the faculty to hone their skills so as to enable them to attract consultancy assignments. The college has Internal Quality Assurance Cell (IQAC) established on 4th January 2016. The IQAC regularly monitors the implementation of the vision and mission of the college. IQAC has identified areas for quality improvement also trying to act upon them. The IQAC has been successful in the institutionalization of a number of quality enhancing and assurance strategies.


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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The college has initiated a good number of gender sensitization activities. Counselor is available in the college to help students cope with personal and psychological problems. Separate common rooms are available for girls and boys. CCTV cameras and trained security guards monitor the college and hostel spaces 24 X 7. The internal Complaints Committee (ICC) is in place in the college to tackle the cases of harassment within the college. The Sanitary Napkin Dispenser facility is also available in the college. Solid waste in the college is taken away by MCD garbage collection vans on a daily basis. A sewage Treatment Plant is also available on the college premises. However, a faster mechanism for e-waste management may be developed.

The college has set up solar panels for promoting alternate sources of energy and installed LEDs in the college campus. The College has initiated some efforts to provide an inclusive environment to inculcate the habit of tolerance and harmony towards cultural, regional, linguistic, and communal socio-economic diversities. The college has initiated several projects such as Udaan, Raahat, Utthaan, and Khidki to fulfill the above-mentioned objectives. The college has organized blood donation camps in collaboration with Rotary Club and several other NGOs.

The college has organized several activities such as voting awareness sessions, sessions on environmental consciousness and sustainability, and sensitization to social issues to ensure sensitization of students and employees to the constitutional obligations. The College has organized several programs on different

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occasions such as Independence Day and Republic Day and observed the Birth and Death anniversaries of the great Indian personalities. The college has also celebrated National Voters Day in college premises.

The College has two best practices viz i) providing a platform to the students for community service and nurturing their commitment to the society and ii) Creating employment-ready undergraduate students. The college has significant success stories in both the best practices. The section 8 company SSCBS Innovation and Incubation Foundation (SIIF) which was started in 2016 by the college has been mentioned as a distinctive feature of the College. Students of this college have been immensely benefited from this initiative.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

- Educational access to the students all over the country enrolled through National Level Entrance Examination
- Initialization of a program in a unique public-private partnership model-- the one year Post Graduate Diploma in Cyber Security and Law (PGDCSL)
- Good number of students from other states are enrolled
- Govt supported Innovation and Incubation Foundation (SIIF) with good number startups
- Effective use of ICT for the teaching-learning process
- High Pass percentage and placement record of the students
- A good number of programs have a focus on employability
- An inclusive environment for academic growth
- Active participation of students and faculty in Extension activities
- A good number of faculty with Ph.D qualifications
- Mentor-mentee relations are very effective

Weaknesses:

- Vacant positions in teaching and non-teaching cadets
- Limited linkages with national and international academic institutes
- Syllabus revision is taking longer duration
- Rate of utilization of library resources is low

Opportunities:

- Providing opportunities to the students' community to be self-reliant through add-on and certificate courses for all the programs
- Substantial scope for academic expansion in terms of adding new courses
- Strengthening research programs
- Scope for commencement of P.G. program which is on-demand

Challenges:

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- Overcoming the rules and regulations of the University of Delhi in introducing new PG programs
- Tapping of CSR funding for improvement of the college
- Being a constituent college of Delhi University timely up-gradation of the syllabus
- Being an undergraduate college there is a low key of research outcome

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- PG courses in some programs need to be introduced
- Inculcating research culture and availing financial assistance from various funding agencies
- Linkages with National and International academic institutions need to be strengthened
- Academic and Administrative Audit (AAA) needs to be conducted by the college
- College may try to map out the attainment of the outcomes through the implementation of OBE model
- Collège could be aggressive in mustering support for funds from corporates under CSR
- College could explore the possibilities for making it multidisciplinary by the way of Introduction of courses outside the core discipline, to make it fall inline with the objectives of NEP -2020
- College could think of having Tie-ups with professional bodies like ICAI, ICSI, CMA to motivate the students to join in them and get UG degree and professional qualification simultaneously.
- College may introduce couple of 5 year integrated courses to fulfill the aspiration of the students
- College may try for strengthening the PPP model by starting more PG diploma programs
- College may take measure to produce the documentary (video and a book) on the selfless sacrifice of Shaheed Sukhdev

I have gone through the observations of the Peer Team as mentioned in this report

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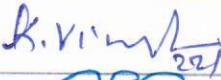

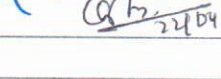
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Rohini, Delhi-110 089 (INDIA)

Sl.No	Name		Signature with date
1	KODATI VIYYANNA RAO	Chairperson	 22/4/22
2	MAHENDRA SHIRSAT	Member Co - ordinator	 22/4/22
3	CHAYTANYA BORA	Member	 22/04/2022
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date