SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRI AUROBINDO COLLEGE

SRI AUROBINDO COLLEGE, MALVIYA NAGAR, UNIVERSITY OF DELHI
110017

www.aurobindo.du.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1972, Sri Aurobindo College stands as a beacon of academic excellence within the University of Delhi. Named in honor of the philosopher, patriot, and poet Sri Aurobindo, the college was founded with the vision of instilling his ideals into the fabric of education. Over the years, the college has witnessed remarkable growth, evolving into a prestigious institution that not only emphasizes academic prowess but also fosters holistic development through co-curricular activities. With a dedicated faculty, state-of-the-art facilities, and a commitment to excellence, Sri Aurobindo College has become synonymous with quality education and student-centered learning.

Vision

Our vision at Sri Aurobindo College is to deliver education of the highest quality, grounded in a deep respect for individual dignity and professional integrity. We envision a nurturing environment where diversity is celebrated, social justice is championed, and democratic citizenship is upheld. Through our commitment to excellence, we aim to prepare graduates who are not only recognized for their scholarly achievements but also for their service, outreach, and leadership qualities. We envision a college where every member of the community feels supported and valued, contributing to a culture of care and inclusivity. Our vision extends beyond academic excellence to encompass the holistic development of each individual, ensuring that they are equipped with the skills and values necessary to thrive in an ever-changing world.

Mission

At the heart of Sri Aurobindo College's mission is the unwavering commitment to imparting education that transcends mere academic achievement. Rooted in Sri Aurobindo's ideals, the college aims to provide exemplary educational services that uplift individuals and prepare them to navigate the complexities of a global society. Our mission is not just to disseminate knowledge but also to cultivate values such as integrity, empathy, and social responsibility. By fostering an environment conducive to holistic growth, we strive to empower our students to become catalysts for positive change in the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Excellent academic support staff and effectively implemented accredited programs.

2. Well-qualified faculty able to integrate offline and online education effectively.

3. Evolving and expanding library facilities with plagiarism checking tools.

4. Encouragement for participation in MOOCs and training programs.

5. Registration with SWAYAM for wider educational outreach.

6. Collaboration with SOL, NCWEB, and IGNOU for non-regular student education.

7. Extensive MOUs with external agencies for smooth functioning.

8. Successful launch and utilization of online portals during the Covid pandemic.

9. Free provision of online facilities to all stakeholders.

10. Community support for marginalized members during the pandemic.

11. Updated attendance system for monitoring.

12. Well-defined student admission policy aligned with University rules.

13. Merit-based student selection.

14. Financial assistance and support systems during the pandemic.

15. Strong faculty-student interaction through the Mentor-Mentee system.

Institutional Weakness

1. Limited infrastructure causing management delays.

2. Lack of collaboration with advanced professional institutes.

3. Funding constraints affecting smooth functioning.

4. Limited alumni participation.

5. Slow process for finding alternative revenue sources.

6. Limited program diversity.

7. Lack of income generation from consultancy and courses.

Institutional Opportunity

Capable faculty for obtaining grants, funds, and research projects.

2. Potential for enhancing consultancy and extension activities with new teaching staff.

3. Opportunities from the implementation of the New Education Policy.

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4. Utilization of geographical location for new program opportunities.

5. Focus on improving facilities for the growth of backward sector students.

6. Expansion of courses and seats with the implementation of NEP.

7. Scope for providing research and post-doctoral studies.

Institutional Challenge

1. Increased competition from institutions with more diversified programs and resources.

2. Limited options for new advanced courses with high investment requirements.

3. Inadequate funding options for certain courses and programs.

4. Technological changes impacting future growth and productivity.

5. Administrative bottlenecks hindering quick response to changing scenarios.

6. Hurdles in procedural formalities hindering innovation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Aurobindo College, a distinguished constituent college of the University of Delhi, stands as a beacon of academic excellence and holistic development. Committed to surpassing the standards set by the University, the college employs innovative practices and transparent processes to cultivate a conducive learning environment for its students.Central to its academic pursuits is a meticulous approach to curriculum development and delivery. Through departmental meetings, faculty members collaboratively select electives and options that align with their expertise and cater to the diverse needs of students. This process ensures equitable distribution of workloads among faculty members while maximizing their skills and interests. Year-wise timetables are diligently crafted and made accessible on the college website, promoting transparency and inclusivity among all stakeholders.The academic curriculum at Sri Aurobindo College is designed to foster a profound understanding of the relationship between individuals and society. Courses such as BA (H)English and BA (H) Hindi serve as platforms for students to explore themes such as gender,human rights, diversity, and empowerment through literary analysis and critical discourse.Furthermore, the incorporation of papers like Gender and Human Rights, Reading in Indian Diversities, and Contemporary India: Women and Empowerment within the Generic Elective scheme enriches the curriculum, addressing contemporary societal issues and values.

Emphasizing the development of linguistic and interpersonal skills, the college integrates practical and ethical components into its curriculum. Preceding the National Education Policy (NEP) 2020, the AECC (English) paper emphasized communication skills. Post-NEP implementation, SEC papers like Communication in

Everyday Life, Communication in Professional Life, Emotional Intelligence, and Creative Writing have been introduced to equip students with the necessary skills and values for navigating the complexities of the modern world.Beyond academic pursuits, Sri Aurobindo College actively organizes events, programs, and webinars to instill values of empathy, ethics, and sensibility among its students. For example,the Department of Environmental Science organized an event on "Sustainable Development Goals in Indian Context- Vision 2030," contributing to the college's Golden Jubilee Celebrationwhile promoting sustainability and ethical stewardship of the environment.

Teaching-learning and Evaluation

Sri Aurobindo College stands committed to empowering its students, not only academically but also holistically, by providing a rich array of resources, support systems, and opportunities for personal and professional growth. Our institution is dedicated to nurturing leadership qualities and fostering a strong sense of social responsibility among our student body, aiming to shape individuals who are not just proficient in their academic pursuits but also capable of making positive impacts on society.Our college organizes a variety of impactful educational initiatives designed to enhance student's learning experiences. For example, industrial visits to esteemed establishments like the Parle-G manufacturing unit and the Mother Dairy headquarters offer students invaluable insights into real-world organizational operations, complementing their theoretical knowledge with practical exposure. Additionally, events such as meet and greet sessions with acclaimed authors like Chitra Banerjee Divakaruni, organized by the English Literary Society, enrich student's appreciation for literature and creativity.We prioritize the cultivation of entrepreneurial skills through our Entrepreneurship Cell and provide platforms like Nivesh, the Finance and Investment Cell, to foster intellectual growth among finance enthusiasts. These initiatives create a nurturing environment where students can refine their innovative ideas and gain practical knowledge in their areas of interest.At Sri Aurobindo College, our internal assessment process is transparent, robust, and student-centric. Unlike traditional approaches, our assessment strategy integrates evaluation seamlessly into the teaching-learning process, ensuring continuous feedback for student progress. Teachers have relative autonomy in assessing students, allowing for tailored approaches that meet the specific objectives of each course. Regular feedback from students ensures that the assessment process remains responsive to their learning needs.We employ a diverse range of assessment methods throughout the semester, including class activities, projects, assignments, and online assessments, to ensure comprehensive subject mastery. Continuous evaluation fosters a supportive learning environment where students receive personalized feedback for self-improvement and are encouraged to revise their work.Additionally, opportunities for retests promote a growth mindset and focus on continuous improvement.Our focus on Program Outcomes (POs) and Course Outcomes (COs) underscores our commitment to nurturing student's professional skills and bridging learning gaps.

Research, Innovations and Extension

Sri Aurobindo College is deeply committed to fostering a culture of continuous learning and innovation among both faculty and students, creating an ecosystem that supports research,entrepreneurship, and knowledge acquisition. Through a range of initiatives and programs, the college strives to provide opportunities for growth, development, and collaboration, ultimately contributing to the academic and professional advancement of its community members. The Training and Placement Cell (TPC) plays a pivotal role in connecting students with career opportunities through events like the NEEV- Job and Internship Fair. This initiative not only exposes students to the corporate world but also enhances their employability by bridging the gap between academia and industry. Similarly, the Entrepreneurship Cell (E-Cell) organizes ENTRECON, an annual business summit,

empowering students to showcase their innovative ideas and gain insights into entrepreneurship through workshops and mentorship programs.NIVESH, the Finance and Investment Cell, conducts seminars and workshops to deepen student's understanding of finance and economics, equipping them with practical skills for success in the financial sector. Additionally, Faculty Development Programs (FDPs) ensure that faculty members remain abreast of pedagogical advancements, enhancing teaching effectiveness and promoting innovation in education. The college also prioritizes the holistic development of its staff members through skill development workshops and training sessions. Furthermore, national and international meetings and seminars provide students with opportunities to engage with experts on pressing societal issues, fostering critical thinking and intellectual growth.

Moreover, Sri Aurobindo College is deeply committed to holistic student development, as evidenced by its vibrant student societies such as the National Service Scheme (NSS) and National Cadet Corps (NCC). These societies offer diverse opportunities for students to engage in social activities and community service, fostering empathy, compassion, and leadership skills.Under the auspices of NSS and NCC, initiatives like " We for She" and " Nasha Mukt BharatAbhiyan" address social issues while empowering students to make meaningful contributions to society. Additionally, the " Paakhi" Women Empowerment Cell works tirelessly to promote gender equality and raise awareness about women's issues through various events and observances.

Infrastructure and Learning Resources

Sri Aurobindo College is dedicated to providing a conducive physical infrastructure that supports its vision of fostering integral innovation, team spirit, originality, and competence among its students. Recognizing the pivotal role of well-equipped facilities in facilitating academic excellence, the institution has invested significantly in a comprehensive range of resources to ensure optimal utilization and accessibility for all members of the college community. To promote interactive learning, Sri Aurobindo College boasts 44 smart classrooms equipped with Wi-Fi connectivity, along with 20 rooms furnished with LCD facilities for both classroom and laboratory needs. A modern seminar hall, capable of seating over 250 individuals, is outfitted with state-of-the-art ICT amenities, facilitating various academic and co-curricular events. Furthermore, the college demonstrates its commitment to sports and physical well-being by providing the latest practice equipment and covering expenses for larger practice grounds across disciplines such as cricket, volleyball, badminton, discus throw, and shot put. In addition to fostering inclusivity and accessibility, Sri Aurobindo College has installed ramps for disabled individuals and maintains hygienic sanitation facilities, ensuring a supportive environment that prioritizes the needs of all members of the college community. To effectively manage and maximize the utilization of these resources, the college implements a range of strategies and initiatives. Regular workshops, awareness programs, and training sessions are conducted to familiarize faculty and staff with innovative teaching-learning practices and optimal infrastructure utilization. The appointment of well-qualified staff ensures the efficient operation of facilities and supports their effective utilization.

The Sri Aurobindo College library stands as a cornerstone of academic enrichment within the institution, equipped with modern technology to streamline operations and enhance accessibility. With a collection of approximately 60,000 books, the library offers students a wealth of resources for academic pursuits. The library operates book bank schemes to ensure students have access to required course materials and textbooks, enhancing their learning experience.Utilizing NET LIB software, the library manages its vast collection of resources efficiently,facilitating digital record-keeping and simplifying tasks such as book issuance and inventory management. Through the library's online portal and search engine, users can locate and access materials seamlessly, ensuring an efficient borrowing process.

Student Support and Progression

The Alumni Association of Sri Aurobindo College organizes an annual alumni meet, a cherished tradition that celebrates the enduring bonds of camaraderie and nostalgia among former students. This gathering serves as a joyful reunion where alumni reconnect with their Alma Mater, reminisce about cherished memories, and forge new connections with fellow graduates.The alumni meet is a testament to the enduring spirit of the college community, as graduates from various years come together to renew old friendships and create new ones. It is a time for students to reflect on their educational journey at SAC, reliving fond memories and sharing stories of their post-college experiences.Beyond the joy of reunion, the alumni meet serves a deeper purpose – to provide guidance and support to recent graduates as they embark on their professional journeys. Alumni who have achieved success in their respective fields offer invaluable insights, career advice, and mentorship to the younger generation, helping them navigate the complexities of the job market and chart their career paths.Distinguished alumni like Neeraj Pandey, Siddharth Sangwan, Rohan Johar, Aditya Mehrotra,and Arvind Henglem serve as inspiring role models for current students, showcasing the diverse range of accomplishments that SAC graduates can achieve. Their success stories highlight the transformative power of education and the profound impact that SAC has had on their lives and careers. Through the alumni meet, SAC alumni express their gratitude to their Alma Mater for the formative experiences and opportunities that have shaped their personal and professional growth. It is a time to acknowledge the profound influence of SAC in nurturing their talents, instilling values, and preparing them for the challenges of the real world.

Moreover, alumni engagement extends far beyond the annual meet. Alumni associations play a vital role in enhancing the overall student experience by offering career counseling, networking opportunities, internships, and job placements. By connecting students with professionals in their fields of interest, alumni associations facilitate knowledge sharing and help students explore potential career paths.

Governance, Leadership and Management

Sri Aurobindo College, founded in 1972, has steadfastly pursued a vision of becoming a beacon of higher education that not only excels in academic pursuits but also nurtures fundamental human values. Anchored in the teachings and ideals of Sri Aurobindo, the college is committed to fostering an enriching and empowering environment for its students, faculty, and staff.The institution's mission reflects its dedication to embodying Sri Aurobindo's ideals, providing exemplary educational service, and enriching lives in an evolving global society. Grounded in sensitivity to individual dignity and professional integrity, the college delivers quality education within a positive and nurturing environment. It fosters a commitment to diversity, social justice,and democratic citizenship among its stakeholders, preparing graduates distinguished for their scholarship, service, outreach, and leadership. Furthermore, the mission includes a commitment to inclusivity, ensuring that students from socially and economically backward areas have access to higher education opportunities. In pursuit of its vision, Sri Aurobindo College aspires to excel in academics while prioritizing the cultivation of core human values. It envisions a dynamic education system that fosters a vibrant and interconnected community, propelled by equitable, productive economies in a global landscape. Through technologically enhanced teaching, learning, and research, the college aims to enrich human learning, growth, and development, both locally and globally.The college's governance structures are aligned with its vision and mission, emphasizing participative decision-making, inclusivity, quality assurance, and academic excellence. The Internal Quality Assurance Cell (IQAC) vigilantly monitors the quality of education, while governance adheres to the statutes and regulations of the University of Delhi. Active teacher participation in decision-making processes through the Staff Council and various committees ensures transparency and faculty involvement in academic matters. Additionally, the

college practices participative management and decentralization, empowering departments with autonomy within the framework of DU's Rules and Regulations.Effective and efficient leadership is exemplified through various institutional practices, such as decentralization, participative management, and collaboration. Committees oversee different aspects of operations, ensuring responsibilities are equally distributed among various groups.For example, the Timetable Committee optimizes resource utilization by involving relevant stakeholders in scheduling decisions.

Institutional Values and Best Practices

Sri Aurobindo College has been proactive in promoting gender equality and empowering women through various initiatives, particularly through the establishment of two dedicated entities:Samvedna: The Gender Sensitization Forum and Paakhi: The Women Empowerment Cell.These entities collaborate to advance gender justice and equality within and beyond the college community.Paakhi, the Women Empowerment Cell, has organized numerous impactful events focusing on women's health, empowerment, and well-being throughout the academic year 2021–2022.These events include live speaker sessions on topics such as women entrepreneurs, menstrual hygiene, and mental wellness, providing students with valuable insights. Additionally, webinars in collaboration with reputable organizations have addressed critical issues such asmenstruation pain relief and comprehensive sexual education. Paakhi has also leveraged social media platforms to raise awareness about government-sponsored schemes for the girl child and celebrate inspirational women through initiatives like the paanchkapaanch campaign.

Furthermore, Paakhi has fostered a supportive environment for women through initiatives like the establishment of a Book Reading Club called "Novel Bunch" and organizing a doodle-making competition with a theme centered around challenging gender stereotypes. Additionally,a self-defense workshop aimed at equipping girls with essential skills for self-protection was organized, highlighting the commitment to women's safety and empowerment.The college's commitment to gender justice is further demonstrated through the active presence of the Internal Complaints Committee (ICC), which addresses complaints related to sexual harassment. Regular discussions on gender sensitization and justice hosted by the ICC contribute to fostering a safe and inclusive campus environment. The college also prioritizes security concerns for female students by employing female guards and attendants, providing a dedicated girl's common room, and offering on-call gynecological services for women students and faculty members. The entire institute is monitored under CCTV surveillance to ensure safety and security for all.In addition to promoting gender equality and women empowerment, Sri Aurobindo College upholds democratic governance principles, ensuring transparency and inclusivity in its operations. Democratically elected bodies such as the Staff Council and Staff Association

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI AUROBINDO COLLEGE
Address	Sri Aurobindo College, Malviya Nagar, University of Delhi
City	New Delhi
State	Delhi
Pin	110017
Website	www.aurobindo.du.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Vipin Kumar Aggarwal	011-26692986	9810656015	011-26691014	principal@aurobindo.du.ac.in
Professor	Meeta Mathur	011-26671555	9811748646	011-	avm2k6@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-08-1972	View Document
12B of UGC	16-08-1972	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Aurobindo College, Malviya Nagar, University of Delhi	Urban	3.26	8128

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCom,Commerce,Programme	48	Higher Secondary	English,English + Hindi	388	324
UG	BCom,Commerce,Hons	48	Higher Secondary	English + Hindi	87	75
UG	BA,English,Hons English	48	Higher Secondary	English	65	55
UG	BSc,Electronics,Hons Electronics	48	Higher Secondary	English,English + Hindi	45	25
UG	BA,Hindi,Hons Hindi	48	Higher Secondary	Hindi	65	42
UG	BA,Political Science,Hons Political Science	48	Higher Secondary	English,English + Hindi	87	78
UG	BA,Arts,Prog English Economics History Political Science Hindi Sanskrit	48	Higher Secondary	English,English + Hindi	431	367
UG	BSc,Physical Science,Physics Chemistry Maths EVS	48	Higher Secondary	English + Hindi	129	49
UG	BSc,Life Science,Botany Chemistry Zoology	48	Higher Secondary	English + Hindi	65	47
PG	MA,Hindi,Hindi	24	Higher Secondary	Hindi	23	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				160			
Recruited	0	0	0	0	0	0	0	0	49	75	0	124
Yet to Recruit	0				0				36			
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				115
Recruited	34	0	0	34
Yet to Recruit				81
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				35
Recruited	12	0	0	12
Yet to Recruit				23
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	14	0	8	10	0	17	23	0	80
M.Phil.	0	0	0	1	3	0	10	13	0	27
PG	0	0	0	0	1	0	5	11	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	12	14	0	26

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	752	1601	0	0	2353
	Female	615	901	0	0	1516
	Others	0	0	0	0	0
PG	Male	6	7	0	0	13
	Female	3	1	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	384	406	341	327
	Female	211	265	229	218
	Others	0	0	0	0
ST	Male	71	40	109	126
	Female	51	28	95	73
	Others	0	0	0	0
OBC	Male	632	663	582	541
	Female	304	386	321	262
	Others	0	0	0	0
General	Male	944	1029	1080	1079
	Female	907	1116	995	874
	Others	0	0	0	0
Others	Male	265	162	133	65
	Female	117	51	35	32
	Others	0	0	0	0
Total		3886	4146	3920	3597

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Following the guidelines outlined in the National Education Policy (NEP), Aurobindo College has meticulously crafted a curriculum structure aimed at fostering multidisciplinary education, cultivating an optimal learning environment, and adopting a learner-centric approach. Through extensive consultations via various workshops and conferences, we have diligently worked towards raising awareness and ensuring smooth implementation of NEP-2020. A comprehensive strategic plan has been devised, facilitating a phased approach to its execution, consequently fostering a multidisciplinary ecosystem within our institution. The undergraduate (UG) programs have undergone significant restructuring to incorporate multidisciplinary options, with revised curricula now featuring outcome-based Program Objectives (POs), Program Specific Objectives (PSOs), and Curriculum Objectives (COs). Furthermore, all UG programs have been revamped to include modified Learning Outcomes and internship opportunities. We have substantially augmented experiential learning across various disciplines, spanning education, physical education, professional studies, sciences, and social sciences & arts. In line with the NEP's emphasis on imparting 21st-century skills, open electives are now offered across all UG programs, providing students with a platform to enhance their proficiency. Additionally, extracurricular activities such as NSS, NCC, Yoga, sports, cultural pursuits, music, and performing arts have been seamlessly integrated into the curriculum. Recognizing the importance of extension activities, the institution awards credits for participation in such endeavors. To cater to the evolving demands of today's world, Special Elective Courses (SECs) and Value-Added Courses (VACs) have been introduced for UG programs, covering a diverse array of topics including Social Media Marketing, IT Skills and Data Analysis, Digital Empowerment, Vedic Mathematics, Constitutional Values and Fundamental Duties, Yoga, Philosophy and Practice, and The Art of Being Happy, among others. Moreover, acknowledging the contemporary focus on addressing multifaceted challenges, the institution promotes interdisciplinary and transdisciplinary approaches. This entails amalgamating knowledge and skills from various domains such as humanities, social sciences, natural and applied sciences, management science, computer

	science, education, and information technology. We also facilitate the entry of individuals from diverse backgrounds into our programs, provided they complete specified bridge courses or remedial classes to ensure their eligibility for the courses.
2. Academic bank of credits (ABC):	The Academic Bank of Credits stands as a groundbreaking concept perfectly aligned with the objectives of the National Education Policy (NEP), prioritizing a learner-centric and adaptable educational framework. This innovative system empowers students to take ownership of their learning journey, tailoring it to their individual interests and career aspirations. A notable advantage of this approach lies in its seamless credit transfer mechanism. With the Academic Bank of Credits, students can effortlessly transfer their earned credits to other institutions, safeguarding their academic progress even if they change educational paths or move to different universities. Introducing the Academic Bank of Credits also streamlines administrative processes by enabling students to access their scores and handle online payments via the university portal. This enhanced convenience not only saves time and effort for students but also for educational institutions. Students gain immediate insight into their academic advancement, facilitating easier tracking of achievements and goal-setting for the future. Furthermore, the online payment feature simplifies financial transactions, ensuring hassle-free fee payments and reducing administrative burdens for universities.
3. Skill development:	Aurobindo College, Delhi, underscores its commitment to inclusive and student-centered education by recognizing and accommodating the diverse backgrounds and varying proficiency levels of its students. Understanding that students hail from different socio-economic backgrounds and possess distinct levels of language proficiency, confidence, and learning abilities, the college endeavors to design approaches and activities tailored to individual needs. A notable initiative in this regard is the integration of ICT-enabled tools into the teaching and learning process. By leveraging digital platforms, online instructions, and recorded video classes, Aurobindo College ensures that educational content is accessible to students at their convenience, enabling them to learn at their own pace. This flexibility not only

	accommodates diverse learning styles but also promotes self-directed learning and independent thinking among students. Furthermore, Aurobindo College places a strong emphasis on experiential learning. This approach allows students to gain practical knowledge and hands-on experience, effectively bridging the gap between theoretical concepts and real-world applications. By engaging in experiential learning activities, students not only develop a deeper understanding of the subject matter but also cultivate the skills necessary to tackle real-world challenges with confidence. The college's central library serves as a valuable resource hub for both students and faculty members. With its extensive collection of books, journals, research papers, and other scholarly materials, the library provides essential support to academic pursuits. Access to such a wide range of resources empowers students and researchers to delve deeply into their chosen fields and undertake research with a solid foundation of knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Aurobindo College's initiative to adopt Indian languages and provide value-added certificate courses in various regional languages is commendable and reflects a commitment to preserving and promoting linguistic diversity. Language serves as a vital conduit for preserving culture, heritage, and knowledge, and by offering courses in regional Indian languages, the college is actively contributing to the preservation and propagation of linguistic diversity. This effort not only provides students with an opportunity to learn and appreciate different languages but also fosters a deeper understanding of the rich cultural tapestry of India. By encouraging the study of regional languages, Aurobindo College is not only nurturing linguistic proficiency but also facilitating cultural exchange and dialogue within the academic community.
5. Focus on Outcome based education (OBE):	The college's commitment to providing comprehensive and practical learning experiences is evident through its diverse range of teaching methods. Incorporating lectures, seminars, tutorials, workshops, practical sessions, project-based learning, fieldwork, technology-enabled learning, internships, apprenticeships, and research work, the college ensures students receive a well-rounded education

	surpassing traditional classroom learning. Lectures disseminate foundational knowledge, while seminars and tutorials foster active participation and critical thinking. Workshops and practical sessions offer hands-on learning opportunities, facilitating the application of theoretical knowledge. Project-based learning nurtures creativity, problem-solving, and teamwork, preparing students for real-world challenges. The adoption of outcome-based education (OBE) ensures educational programs are designed with specific goals in mind, focusing on Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and course outcomes.
6. Distance education/online education:	Sri Aurobindo College has adeptly adapted to current conditions, especially amidst the challenges posed by the COVID-19 pandemic. Utilizing platforms like Google Classroom, Google Meet, Zoom, and Internet Archive, both faculty and students actively engaged in interactive learning. This dedication to online resources continues through access to materials via the Delhi University Library System (DULS). Advanced technologies facilitate internal student assessments, accessible through the college website. Equipped classrooms enhance learning with multimedia presentations, while the library's online cataloguing system ensures seamless access to its extensive collection. Enhanced IT infrastructure supports hybrid teaching, promoting Open and Distance Learning (ODL) initiatives and delivering short-term courses. Collaborative agreements with esteemed institutions foster academic cooperation and enrich learning opportunities. This adaptation aligns with the principles of the National Education Policy 2020, aiming to revolutionize higher education by addressing barriers to equity, inclusion, and diversity through online and ODL programs.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Having an Electoral Literacy Club (ELC) at our college would have been a fantastic idea, but unfortunately, we don't have one. However, we do have a Students Union and a Students Advisory Committee that works in tandem to facilitate the process of student elections. We also have Salvation:

	"The General Awareness Society," which is like our passionate advocate for important issues like LGBTQ rights, climate change, women's empowerment, unemployment, and more. It's not just a society; it's a place where the students come together for open chats, learning sessions, and standing up for what they believe in. The society organises talks, debates and group discussions to really connect and make a difference in the community.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Presently, our college lacks operational Electoral Literacy Clubs (ELCs), but the responsibility of spreading awareness is effectively shouldered by "Salvation: The General Awareness Society." The Students Union elections (which are overseen by the Students Advisory Committee) also replicate all the protocols followed for the state elections, thereby preparing the students and educating them about the electoral process. A special meeting of the Staff Council is held to appoint faculty members for the Students Advisory Committee and the Cultural Committee (which then designates different faculty coordinators for societies like Salvation). Student coordinators are chosen based on their active involvement and experience within the society, a process overseen by faculty members and other students. In essence, Salvation, much like the ELCs, serves as a beacon of awareness within our college community, striving to engage and inform students about crucial societal issues.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	a)The most significant initiative taken by the college in terms of disseminating electoral literacy is conducting the Students Union elections and having a duly elected student body. The entire process parallels real elections in every stage from nomination, campaigning, voting, results and representation. It empowers students to become informed and active participants in the democratic process, both within the college community and in the broader society. The Students Advisory Committee and The Students Union also organize an oath taking ceremony where the newly elected student leaders are officially inaugurated into their positions. Investiture ceremonies are great initiatives to formalize roles and responsibilities of the student union members, outlining their duties to represent and advocate for their fellow students; promote civic engagement and democratic principles by allowing

students to participate in the democratic process of electing their representatives and holding them accountable; and foster a sense of community among students by bringing them together to witness the transition of leadership and to support their peers in their new roles. b)Salvation, our college's General Awareness Society, shares a parallel mission with Electoral Literacy Clubs (ELCs) by championing awareness and engagement across a spectrum of societal concerns, including electoral matters. Here's an in-depth look at Salvation's contributions within our college community: 1. Voter Registration Drives: Salvation plans to organise voter registration drives to encourage students to vote in the upcoming Lok Sabha elections. 2.Educational Campaigns: The society conducts educational campaigns to raise awareness about various societal issues, including the importance of civic engagement, informed voting, and the impact of elections on our communities. 3. Collaboration with Authorities:Salvation collaborates with college authorities and external organisations to leverage resources and expertise in promoting civic awareness and engagement among students. 4. Advocacy for Ethical Voting:The society advocates for ethical voting practices, emphasising the significance of fair and transparent electoral processes and discouraging malpractices such as voter fraud or coercion. 5. Volunteering Campaigns: Salvation organises volunteering campaigns aimed at encouraging students to actively participate in community service activities related to societal issues, fostering a sense of responsibility and civic duty among members of the college community.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Salvation, our college's General Awareness Society, much like the Electoral Literacy Clubs (ELCs), actively engages in socially impactful projects and initiatives concerning electoral issues. Here's a detailed breakdown of Salvation's contributions in this regard: 1. Awareness Drives: Salvation organises and executes awareness campaigns focused on electoral issues, aiming to inform and educate students about the significance of participating in elections and making informed voting decisions. These drives often involve workshops, seminars, and interactive sessions to disseminate crucial information effectively. 2. Content Creation: The society is involved in creating various forms of

	content, such as posters, videos, and social media campaigns, to raise awareness about electoral issues among the college community. Through engaging and informative content, Salvation seeks to capture the attention of students and encourage active involvement in electoral processes. 3. Community Engagement: Salvation fosters community engagement by encouraging open discussions and dialogue sessions on electoral topics. By creating a platform for students to share their perspectives and concerns regarding elections, the society promotes a culture of active citizenship and civic participation within the college community. 4. Oath Taking/Pledge Ceremonies: Salvation organises pledge taking ceremonies on significant days to lead the attendees in reciting pledges related to general awareness, such as commitments to stay informed, educate others, and actively participate in community initiatives. Such initiatives serve as a formal commitment to promoting general awareness and underscore the importance of collective action in addressing societal issues.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Despite our best endeavours, the college still has a substantial percentage of students above 18 years of age who are not yet enrolled as voters. The extent of students above 18 years who are yet to be enrolled as voters in the electoral roll can vary depending on factors such as awareness levels, accessibility to voter registration facilities, and individual circumstances. The college has been trying to bridge this gap by: 1.Organising Voter Registration Drives: The college is planning to organise voter registration drives on campus, similar to ELCs, to facilitate the enrollment of eligible students as voters in near future. 2. Conducting Awareness Campaigns: Salvation conducts awareness campaigns to educate students about the importance of voter registration and participation in the electoral process. It also encourages its own members to get enrolled as eligible voters. 3. Integration with College Events: Salvation integrates voter registration efforts with college events and activities to maximise outreach and participation.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3886	4146	3920	3597	3420

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 134

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	126	127	130	117

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	252.73	29.67	52.89	64.55

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Sri Aurobindo College, a constituent college of the University of Delhi, prides itself on its commitment to academic excellence and holistic development of its students. Firmly rooted in the prescribed syllabus set by the University, the college goes above and beyond to ensure a conducive learning environment through innovative practices and transparent processes.

At the heart of its academic endeavors lies a meticulous approach to curriculum development and delivery. Through a series of meetings held in each department, faculty members judiciously select electives and options, taking into account their areas of expertise and the needs of the students. This process ensures equitable distribution of workloads among faculty members, maximizing their skills and interests. Year-wise timetables are meticulously designed and uploaded to the college website, promoting transparency and accessibility to all stakeholders.

The commitment to academic excellence extends beyond the classroom. Faculty members actively engage in research and faculty development programs to stay abreast of the latest trends and assessment models in higher education. Their scholarly contributions are not only recognized within the college but also impact universities across the country, with some publications being incorporated into curricula. Furthermore, faculty members play a crucial role in the governance of the college, contributing to curriculum reviews, assessment, and evaluation processes. Our college meticulously follows the curriculum provided by the University of Delhi, ensuring thorough planning for its effective implementation:

1. At the outset, a semester-long timetable is carefully crafted in alignment with the University's academic calendar.

2. Adhering to the Choice Based Credit System (CBCS), students' subject preferences are recorded well in advance, following comprehensive orientation sessions for elective courses.

3. Faculty members diligently devise the teaching plan prior to the commencement of the semester, guaranteeing seamless conduct of classes.

4. The Internal Quality Assurance Cell (IQAC) of the college, alongside the principal, conducts reviews to ensure the curriculum is delivered effectively across all departments.

Throughout the academic session, departments organize various academic activities to foster critical thinking and broaden the scope of learning. These activities are documented in departmental reports,

providing a comprehensive account of academic and extracurricular endeavors. The annual report further showcases the achievements of departments, societies, and faculty members, reflecting the college's commitment to excellence and continuous improvement.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 112

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 39.27

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1612	1605	1524	1415	1294

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Sri Aurobindo College stands as a beacon of values and principles essential for the holistic development of individuals and society. Through its diverse academic offerings and student-led initiatives, the institution is committed to imparting human values, environmental awareness, and professional ethics integral for nurturing well-rounded individuals capable of contributing positively to the world around them.

The college's academic curriculum is designed to facilitate a deep understanding of the relationship between the individual and society through literary works, class discussions, and various forms of assessments. Courses such as BA (H) English and BA (H) Hindi provide a space for students to explore themes related to gender, human rights, diversity, and empowerment through literature and critical analysis. Additionally, the introduction of papers like Gender and Human Rights, Reading in Indian Diversities, and Contemporary India: Women and Empowerment under the Generic Elective scheme further enriches the curriculum, aligning it with contemporary societal issues and values.

Moreover, the college places a strong emphasis on the development of linguistic and interpersonal skills essential for both personal and professional domains. Prior to the implementation of the National Education Policy (NEP) 2020, the AECC (English) paper focused on communication skills, while post-NEP implementation, SEC papers such as Communication in Everyday Life, Communication in Professional Life, Emotional Intelligence, and Creative Writing have been introduced to equip students with practical skills and ethical values necessary for navigating the complexities of the modern world.

In addition to academic endeavors, Sri Aurobindo College organizes various events, programs, and webinars aimed at instilling values of empathy, ethics, and sensibility among students. For instance, the Department of Environmental Science organized a special event on "Sustainable Development Goals in Indian Context - Vision 2030," which not only contributed to the college's Golden Jubilee Celebration but also demonstrated its commitment to fostering sustainability and ethical stewardship of the environment.

The college's NSS unit has been particularly commendable in its efforts to promote ethical values and social responsibility among students. Initiatives such as blood donation camps, visits to old age homes, basic education programs for underprivileged children, plantation drives, and clothes collection and distribution drives exemplify the NSS's dedication to community service and ethical engagement.

Furthermore, collaborative efforts between student-led organizations like Paakhi: The Women Empowerment Cell and Samvedna: The Gender Sensitization Forum with external partners like the Indian Society of Colposcopy and Cervical Pathology showcase the college's commitment to promoting awareness and understanding of important societal issues. Webinars such as "A Guide to Women's Health" featuring renowned experts discussing topics ranging from menstruation to cancer screening reflect the college's dedication to addressing gender disparities and promoting holistic well-being.

Sri Aurobindo College's commitment to fostering the holistic development of its students goes beyond academic excellence to encompass values of empathy, ethics, and social responsibility. Through a combination of academic curriculum, extracurricular activities, and community engagement initiatives, the college endeavors to cultivate individuals who are not only intellectually adept but also morally upright and socially conscious, poised to make meaningful contributions to a more equitable and sustainable society.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 41.3

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

Response: 1605

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
1069	1372	1445	1329	1146

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

2022-23	2021-22	2020-21	2019-20	2018-19
1069	1372	1445	1329	1146

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
1069	1372	1445	1329	1146

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

2022-23	2021-22	2020-21	2019-20	2018-19
1069	1372	1445	1329	1146

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 31.34

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Sri Aurobindo College is dedicated to empowering its students by providing them with a plethora of resources, support systems, and opportunities to unlock and realize their full potential. With a focus on nurturing leadership qualities and instilling a strong sense of social responsibility, the institution aims to shape individuals who not only excel academically but also emerge as transformative agents capable of positively influencing society.

The college has organized several impactful educational initiatives aimed at enriching students' learning experiences. For instance, an industrial visit to the Parle-G manufacturing unit in Bahadurgarh provided students with a firsthand understanding of organizational aspects and managerial concepts crucial to manufacturing operations. Similarly, a visit to the Mother Dairy headquarters in Patparganj offered students practical insights into the operations of a prominent dairy establishment, augmenting their theoretical knowledge with hands-on experience.

The English Literary Society, Phoenix Pro, organized a meet and greet session with acclaimed author Chitra Banerjee Divakaruni, providing students with a unique opportunity to engage with a literary luminary and fostering their appreciation for literature and creativity.

Furthermore, the college prioritizes the cultivation of entrepreneurial skills through its Entrepreneurship Cell and encourages intellectual growth among finance enthusiasts through Nivesh, the Finance and Investment Cell. These initiatives provide students with a nurturing environment to refine and actualize their innovative ideas into impactful ventures and enhance their practical knowledge in finance.

In addition to these initiatives, Sri Aurobindo College actively promotes the use of ICT and e-resources to facilitate learning. A campus-wide WiFi network enables internet access, while an e-learning system incorporating online assignments, MCQs, and MIS software enhances the educational experience. A 360-degree feedback system empowers students to provide constructive evaluations of their educators, fostering an environment of continuous improvement and learning.

Moreover, the college organizes newsletters, magazines, special lectures, seminars, and conferences to nurture creativity, motivation, and active participation among students. These activities further enhance the educational experience at Sri Aurobindo College, providing students with opportunities to engage with experts, explore new ideas, and broaden their horizons.

In summary, Sri Aurobindo College is committed to empowering its students by providing them with a comprehensive range of resources, support systems, and opportunities for growth. Through a combination of educational initiatives, practical experiences, and technological advancements, the college equips students with the skills, knowledge, and confidence to excel in their chosen fields and make meaningful contributions to society.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 84.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
160	160	160	131	131

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 100

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
124	126	127	130	117

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The internal assessment process at Sri Aurobindo College is designed to prioritize transparency, robustness, and student-centricity. Unlike traditional approaches, where assessment occurs solely at the end of a learning period, the college integrates assessment seamlessly into the teaching-learning process, ensuring that students are continually evaluated and provided with feedback to aid their progress.

One of the key features of the internal assessment system is its comprehensive nature, encompassing both the frequency and mode of evaluation. Each department and teacher are granted relative autonomy in assessing students, allowing for a tailored approach that aligns with the specific requirements and objectives of each course. Moreover, regular feedback from students ensures that the assessment process remains responsive and reflective of their learning needs.

Throughout the semester, teachers closely monitor student progress using a variety of parameters, including class activities, projects, assignments, regularity, punctuality, class participation, and responsiveness. Recently, the incorporation of online assignments and multiple-choice questions (MCQs) has further streamlined and expedited the internal evaluation process, making it more efficient and less burdensome for students.

Continuous evaluation fosters a supportive learning environment where students receive corrected assignments, projects, or tests with personalized feedback for self-assessment and improvement. Students are encouraged to revise their work and are provided with suggestions for enhancement. Additionally, opportunities for retests are offered to students seeking to improve their performance in specific internal exams, promoting a growth mindset and a focus on continuous improvement.

A diverse range of assessment methods is employed over the semester to ensure comprehensive subject mastery and a holistic understanding of the course material. Furthermore, attendance plays a crucial role in internal evaluation, aligning with university regulations mandating a minimum attendance of 66.66%. This requirement promotes discipline among students and contributes to their overall academic progress and success.

The breakup of Internal Assessment as prescribed by the University provides a structured framework for evaluating students' performance. Marks are allocated for class tests, assignments/presentations, and attendance, with each component contributing to the overall assessment. The distribution of marks for attendance incentivizes regular attendance and punctuality, rewarding students for their commitment to their studies.

In conclusion, Sri Aurobindo College's internal assessment process is characterized by its transparency, robustness, and student-centric approach. By integrating assessment seamlessly into the teaching-learning process and providing regular feedback and opportunities for improvement, the college ensures that students are equipped with the skills and knowledge necessary for academic success and personal growth.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

At Sri Aurobindo College, adherence to the Program Outcomes (PO) and Course Outcomes (CO) outlined by the University of Delhi forms the cornerstone of the institution's academic framework. These outcomes serve as guiding principles for all programs offered by the college, encapsulating the knowledge, skills, and attitudes that students are expected to acquire upon completion of their courses.

Program Outcomes (POs) provide a broad overview of the knowledge, skills, and attitudes that students should possess upon completing their respective programs. These outcomes delineate the overarching goals of the programs and guide instructors in designing courses that align with these objectives. On the other hand, Course Outcomes (COs) are tailored to individual courses and subjects, representing the specific knowledge and skills that students are expected to acquire within each course. While POs focus on students' overall professional expertise, COs aim to cultivate discipline-specific, in-depth knowledge.

The assessment of CO attainment levels is a meticulously structured process that involves both internal assessments and external examinations administered by the university. Assessment tasks such as assignments, tests, and multiple-choice questions are aligned with the respective POs/COs, ensuring that students achieve the desired outcomes. This focus on CO-PO attainment underscores the college's commitment to nurturing students' professional skills and bridging learning gaps.

Efforts to communicate learning outcomes to stakeholders, including students and parents, are integral to the college's vision and mission. These outcomes are prominently displayed on college notice boards, in the college magazine, and other publications distributed during conferences and seminars. Additionally, they are communicated through various channels such as the college prospectus, addresses by the Principal to students and parents, alumni gatherings, and dissemination in classrooms by faculty members.

Orientation programs, classroom discussions, expert lectures, and practical sessions play a vital role in acquainting students with course-specific outcomes. These initiatives ensure that students have a clear understanding of what is expected of them and how their learning will contribute to their overall academic and professional development.

Furthermore, faculty members are actively engaged in enhancing their capacity to achieve desired outcomes during teaching and learning sessions. The college organizes workshops, seminars, conferences, and Faculty Development Programs (FDPs) to provide teachers with the necessary training and support. Faculty members also participate in syllabus revision workshops organized by the university

and serve on syllabus sub-committees, ensuring that the curriculum remains aligned with the desired outcomes and standards of quality education.

In summary, Sri Aurobindo College places a strong emphasis on adhering to Program Outcomes (PO) and Course Outcomes (CO) outlined by the University of Delhi. These outcomes guide the design of courses, assessment practices, and faculty development initiatives, ensuring that students acquire the necessary knowledge, skills, and attitudes to succeed academically and professionally.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Sri Aurobindo College maintains a robust and comprehensive assessment framework to evaluate students' performance and gauge the achievement of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Through a variety of assessment methods, the institution ensures that students are thoroughly evaluated across different dimensions of learning, contributing to the continuous improvement of the teaching-learning process.

1. End Semester Examination: The college conducts end-semester examinations administered by the affiliating university. These examinations, held both semester-wise and annually, serve as a crucial assessment tool to measure students' achievement of program outcomes based on predefined course attainment levels. By aligning examination questions with course outcomes, the institution ensures that students' understanding of key concepts and skills is adequately assessed.

2. Internal and External Assessment: Internal assignments are meticulously designed to align with program outcomes, allowing faculty members to assess students' progress throughout the academic year. Additionally, external assessment for practical examinations is conducted by external experts appointed by the university. Through viva voce sessions and evaluation of practical files, students' practical skills and application of theoretical knowledge are evaluated, contributing to the assessment of program-specific outcomes.

3. Feedback Evaluation: The institution actively collects feedback from various stakeholders, including students, alumni, employers, and parents, to assess students' attainment levels in terms of program, subject, course, and syllabus outcomes. This feedback provides valuable insights into the effectiveness of the teaching-learning process, allowing for timely adjustments and improvements to enhance student learning outcomes.

4. Placements: Employability upon completion of the undergraduate degree is a significant program

outcome. Sri Aurobindo College's Placement Cell plays a pivotal role in facilitating placements across various sectors. By tracking students' placement success and feedback from employers, the institution assesses the extent to which students have achieved program outcomes related to employability and professional readiness.

5. Higher Studies: Progression towards higher education, both within India (e.g., IITs, IIMs) and abroad, serves as another indicator of students' attainment of POs, PSOs, and COs. By tracking students' admissions to prestigious institutions for further studies, the institution evaluates the effectiveness of its academic programs in preparing students for advanced academic pursuits.

Through these diverse methods of assessment, Sri Aurobindo College ensures a comprehensive evaluation of students' attainment of program outcomes, program-specific outcomes, and course outcomes. By aligning assessment practices with predefined learning objectives and regularly soliciting feedback from stakeholders, the institution fosters continuous improvement in the teaching-learning process, ultimately enhancing the quality of education and student learning outcomes.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 92.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
1217	1130	1029	952	945

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

2022-23	2021-22	2020-21	2019-20	2018-19
1334	1199	1056	1023	1062

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Sri Aurobindo College is dedicated to fostering a culture of continuous learning and innovation among both faculty and students, creating a conducive ecosystem that supports research, entrepreneurship, and the acquisition of knowledge. Through various initiatives and programs, the college endeavors to provide opportunities for growth, development, and collaboration, ultimately contributing to the overall academic and professional advancement of its community members.

1. Training and Placement Cell (TPC): The college's TPC plays a crucial role in facilitating career opportunities for students. One such initiative is the NEEV- Job and Internship Fair, where students have the chance to interact with recruiters from diverse industries and secure placements in reputable companies. This initiative not only provides students with valuable exposure to the corporate world but also helps in bridging the gap between academia and industry, thereby enhancing their employability.

2. Entrepreneurship Cell (E-Cell): Sri Aurobindo College recognizes the importance of nurturing entrepreneurial spirit among students. The E-Cell organizes the annual business summit, ENTRECON, which serves as a platform for student entrepreneurs to showcase their innovative ideas, network with industry experts, and gain insights into the world of entrepreneurship. Through workshops, mentorship programs, and networking opportunities, the E-Cell empowers students to turn their entrepreneurial dreams into reality.

3.NIVESH - Finance and Investment Cell: As part of its commitment to promoting knowledge sharing in finance, economics, and geopolitical matters, NIVESH conducts webinars, seminars, and workshops on relevant topics. By engaging students in discussions and activities related to finance and investment, NIVESH fosters a deeper understanding of economic principles and equips students with practical skills necessary for success in the financial sector.

4. Faculty Development Programs (FDPs): The college recognizes the importance of empowering faculty members with the necessary skills and knowledge to excel in their roles. To this end, FDPs on electronic e-pedagogy, e-resources, and other relevant topics are organized regularly. These programs enable faculty members to stay abreast of the latest advancements in pedagogy and technology, thereby enhancing their teaching effectiveness and fostering a culture of innovation in education.

5. Skill Development for Non-Teaching Employees: Sri Aurobindo College believes in the holistic development of its staff members, including non-teaching employees. Workshops and training sessions are conducted to enhance their technical and analytical abilities, empowering them to contribute effectively to the overall functioning of the college.

6. National and Worldwide Meetings and Seminars: The college regularly organizes meetings and seminars on national and global issues, providing students with opportunities to engage with experts from various institutions. These events not only raise awareness about current issues but also inspire students to think critically and contribute meaningfully to societal discourse.

Sri Aurobindo College has actively fostered innovation and promoted the Indian Knowledge System through various seminars and conferences, such as the "G20 Conclave 2023 Under India's Leadership," "Sustainable Development Goals in the Indian Context - Vision 2030," "Partition, Memory, and Post-memory," and "Digitalization: Transforming the Indian Business Landscape." Faculty publications, notably by Dr. Amit Jha, have played a significant role in disseminating Indian Knowledge System principles. Dr. Jha's books, including "Traditional Knowledge Systems in India," have received recognition and are utilized as textbooks in Indian technical institutions, recommended reading at the Central University of Rajasthan, and are housed in prestigious international university libraries.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 42

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	8	20	8	3

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	45	53	25	35

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.17

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	4	2	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

At Sri Aurobindo College, the commitment to holistic student development is deeply ingrained in its ethos. Through a myriad of activities facilitated by various societies, the college ensures that students not only excel academically but also develop into well-rounded individuals equipped to contribute meaningfully to society. These activities, aligned with the National Education Policy (NEP), foster a culture of engagement, social responsibility, and personal growth among students.

One of the cornerstones of student involvement is through societies like the National Service Scheme (NSS) and National Cadet Corps (NCC), which offer a plethora of opportunities for students to engage in activities such as seminars, debates, competitions, expert talks, visits, and awareness drives. These activities serve not only to sensitize students to social issues but also to unearth and nurture their hidden talents, providing a platform for them to showcase their abilities.

Under the umbrella of these societies, initiatives like "We for She" (sanitary pads distribution drive), plantation drives, winter clothes collection and distribution drives, blood donation camps, health checkups, and cleanliness drives have been organized. These activities not only address immediate social needs but also instill values of compassion, empathy, and community service among students.

Additionally, projects such as "Action on Addiction," "Sahyog ek Pehal," "Vasundara," "Project Saviour," "We Heal," and "Project Kilkari" exemplify the college's commitment to driving social change and addressing pressing issues in society.

The efforts of the NCC are particularly noteworthy, with initiatives like the "Puneet Sagar Abhiyan" focusing on environmental conservation and the "Nasha Mukt Bharat Abhiyan" aimed at raising awareness about the harmful effects of drug addiction.

The "Paakhi" Women Empowerment Cell of the college works tirelessly to promote gender equality and empower women. Through events commemorating international observances such as International Daughter's Day, World Contraceptive Day, Girl Child Day, Breast Cancer Awareness Month, and International Day for the Elimination of Violence Against Women, Paakhi raises awareness about issues affecting women and celebrates their contributions to society.

Similarly, the Environmental Society "Prithvi" organizes initiatives like seminars, cleanliness drives, wildlife conservation campaigns, and plantation drives to raise awareness about environmental issues and promote sustainable living practices.

The "Salvation" society focuses on spreading awareness about cleanliness, environmental conservation, and blood donation through rallies, street plays, and other creative initiatives.

The impact of these student-led extension activities extends beyond the college campus, garnering recognition and accolades at various platforms. Whether it's securing top honors in competitions like Vikiran, World Poetry Day, or the MENSTRUATION SPATAH Monoact competition, or achieving commendations in NCC competitions across the country, students consistently demonstrate excellence and dedication.

Moreover, the college itself has been honored with numerous awards, underscoring its commitment to academic excellence, research, innovation, and community engagement. These accolades serve as a testament to Sri Aurobindo College's unwavering dedication to holistic student development and its contributions to society at large.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The student-led extension activities at Sri Aurobindo College have not only made a significant impact on the surrounding communities but have also garnered numerous accolades and awards, showcasing the dedication and talent of the students. These achievements span across various domains, including theater, poetry, sports, and academic research, highlighting the diverse interests and capabilities of the student body.

In the realm of theater, the Salvation society secured the 1st position in Vikiran - The Annual Fest of Delhi Technical College for their stage play titled "SAINIK - EK HERO," demonstrating their prowess in dramatic arts. Additionally, students achieved first position in a slam poetry competition organized by the Pehli Asha Foundation on World Poetry Day, showcasing their creative expression and literary talents.

Furthermore, students excelled in competitions organized by other colleges and societies, securing the third position in the MENSTRUATION SPATAH Monoact competition organized by RITVA SOCIETY of Dr. Bhim Rao Ambedkar College, showcasing their ability to address important social issues through performing arts.

The NCC students have also brought honor to the college with over 50 achievements in various competitions across the country, including securing prestigious positions such as CDT in RDC (PM RALLY) and RDC (CULTURE), CPL in RDC (GOH), SUO in YEP (KYRGYZ REPUBLIC), and JUO in RDC (PMR).

Similarly, NSS students have made significant contributions, earning recognition for their outstanding efforts. The college itself has received several distinguished achievements and awards, including the Best Oral Presentation Award in Physical Science at the National Conference on Advancement in Interdisciplinary Research (NCAIR-2021), Best Young Researcher Award, Star Academician, and Dr. Sarvepalli Radhakrishnan Distinguished Professor Award, among others.

In the realm of sports, the Department of Physical Education has excelled, with students achieving gold medals, first positions, and second positions in various categories such as shot put, discus throw, javelin

throw, table tennis, and yogasan championships at district and national levels.

These achievements underscore the holistic development and excellence fostered at Sri Aurobindo College, where students are encouraged to explore their interests, showcase their talents, and make meaningful contributions to society and academia. Through their dedication, hard work, and passion, students continue to uphold the college's reputation for excellence across diverse fields.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 66

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	18	8	14	10

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 22

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Sri Aurobindo College is deeply committed to providing a conducive physical infrastructure that supports its vision of fostering integral innovation, team spirit, originality, and competence among its students. Recognizing the importance of a well-equipped environment for academic excellence, the institution has invested in a comprehensive range of facilities to ensure optimal utilization and accessibility for all.

Sri Aurobindo College prioritizes interactive learning with 44 smart classrooms equipped with Wi-Fi and 20 rooms furnished with LCD facilities for classroom and laboratory needs. The college boasts a modern seminar hall seating over 250 individuals with state-of-the-art ICT amenities. Additionally, there are four computer labs housing 100 computers each, totaling 1534 computers available for student use. The institution actively promotes student engagement in sports, providing the latest practice equipment and covering expenses for larger practice grounds across various disciplines such as cricket, volleyball, badminton, discus throw, and shot put.

Moreover, the institution has taken proactive measures to ensure inclusivity and accessibility, with the installation of ramps for disabled individuals and the provision of well-maintained and hygienic sanitation facilities, fostering an environment that prioritizes the needs of all members of the college community.

To effectively manage and utilize these resources, the college has implemented a range of strategies and initiatives. Workshops, awareness programs, and training sessions are conducted regularly to familiarize faculty and staff with the optimal use of infrastructure and encourage innovative teaching-learning practices. The college also emphasizes the appointment of well-qualified staff to oversee the efficient operation of these facilities and ensure their effective utilization.

Regular monitoring and feedback mechanisms are in place to assess the condition and functionality of existing infrastructure, enabling timely maintenance and upgrades as necessary. Additionally, the college actively seeks collaboration and partnerships with external organizations, industry experts, and research institutions to leverage resources and expertise for the benefit of its students and faculty. Sri Aurobindo College is dedicated to providing ample opportunities for students to engage in cultural activities, sports, and games. Overseen by the Cultural Committee and supported by faculty members and a full-time sports officer, the college ensures a vibrant extracurricular environment.

Outdoor and indoor facilities cater to a variety of interests, including football, volleyball, basketball, badminton, table tennis, chess, and carrom. These facilities enable students to showcase their talents and participate in organized sports activities throughout the year.

The college's seminar hall, equipped with modern amenities and a seating capacity of approximately 150, serves as a venue for conferences and seminars, facilitating academic and cultural exchange within the college community.

Annual events such as MEHAK, the college's cultural function, provide students with a platform to showcase their talents in various cultural activities. Additionally, inter and intra-level annual sports competitions are organized to promote healthy competition and physical fitness among students.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.03	0.34	1.18	069	1.86

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Sri Aurobindo College library stands as a cornerstone of academic enrichment within the institution, reflecting its profound significance in supporting the pursuit of knowledge and research endeavors. Housed in a dedicated space, the fully automated library harnesses modern technology to streamline its operations and enhance accessibility for its users. The library at Sri Aurobindo College boasts a collection of approximately 60,000 books, offering students a wealth of resources for academic pursuits. Additionally, the library operates book bank schemes, ensuring students have access to required course materials and textbooks, further enhancing their learning experience.

Utilizing NET LIB software, the library meticulously manages its vast collection of resources, including books, reports, and papers. This sophisticated software not only catalogues the library's holdings but also facilitates digital record-keeping, simplifying tasks such as book issuance and inventory management. Through the library's online portal and search engine, users can effortlessly locate and access the materials they require, ensuring a seamless and efficient borrowing process.

With a collection exceeding sixty thousand books, the library offers a diverse array of resources spanning various disciplines, including Environmental Science, Electronic Science, Mathematics, Physics, Chemistry, Hindi, and English. To ensure the relevance and currency of its holdings, the college allocates separate funds for the acquisition of new books each year, thereby enriching its book bank and catering to the evolving academic needs of its students and faculty.

The library's spacious reading room provides an inviting and conducive environment for study and research, accommodating over a hundred students and fifteen faculty members simultaneously. Here, individuals can immerse themselves in scholarly pursuits, engage with printed materials, and access e-books sourced from the Delhi University central arts and science library, thereby augmenting their learning experience and expanding their intellectual horizons.

The Sri Aurobindo College library stands as a beacon of learning excellence, offering a wealth of resources and facilities to support academic inquiry, intellectual exploration, and scholarly achievement. By leveraging technology, maintaining a diverse collection, and fostering a conducive study environment, the library epitomizes the institution's unwavering commitment to nurturing a culture of academic excellence and lifelong learning.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Sri Aurobindo College recognizes the pivotal role of Information Technology (IT) facilities and Wi-Fi connectivity in facilitating both academic and administrative operations. With a comprehensive inventory of 1200 laptops and 334 desktops, including designated machines for student use, administration, accounts, and various departments, the college ensures widespread access to technological resources.

To maintain optimal performance and security, the college prioritizes the use of up-to-date software and antivirus solutions across all computers. Routine updates and professional maintenance services are employed to ensure that students have access to the latest technological advancements and a secure computing environment.

The deployment of 24 wireless access points, providing a bandwidth of 250 Mbps throughout the campus, enhances connectivity and enables reliable internet access for students and faculty. This extensive Wi-Fi infrastructure, supported by a 250 Mbps LAN and a 3000-user capacity Wi-Fi system provided by the University of Delhi, ensures seamless connectivity across the campus.

The college's IT ecosystem is powered by a Windows-based Active Directory, Quick Heal antivirus software, and Library Net lib software, facilitating efficient management of resources and ensuring cybersecurity measures are in place. Additionally, the use of Windows 10 operating systems for desktops and Ubuntu for laptops offers flexibility and compatibility with a range of software applications.

In response to the COVID-19 pandemic, the college has adapted to virtual communication and events, leveraging platforms such as Google Meet and Zoom to facilitate online gatherings and activities. The college's investment in a 500-person-capable Zoom connection underscores its commitment to supporting larger virtual gatherings and accommodating the evolving needs of its academic community.

Overall, Sri Aurobindo College's robust IT infrastructure and proactive approach to technology integration underscore its commitment to providing students and faculty with the tools and resources necessary for success in the digital age. By prioritizing accessibility, security, and innovation, the college continues to foster a dynamic learning environment that empowers individuals to thrive in an increasingly interconnected world.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 2.84

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

Response: 1367

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 45.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
52.52	31.73	26.47	47.73	59.45

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 1.73

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
60	92	70	48	59

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

> *1. Soft skills*
> *2. Language and communication skills*
> *3. Life skills (Yoga, physical fitness, health and hygiene)*
> *4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 40.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
1161	2475	1100	2103	773

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 6.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	208	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
1445	1329	1146	1122	1152

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0.43

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	2	4	6

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 337

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	65	50	70	84

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 38.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	25	15	39	21

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni associations serve as vital pillars in the development and growth of educational institutions, nurturing a sense of community, fostering financial support, and offering valuable services to current students and fellow alumni alike. At Sri Aurobindo College, the annual alumni meet stands as a testament to the enduring bond between graduates and their alma mater, providing a platform for rekindling old friendships, reminiscing about cherished memories, and forging new connections.

These gatherings are not merely social events but occasions for alumni to acknowledge their gratitude to the institution that shaped their academic and personal journeys. They offer a chance to share experiences, insights, and wisdom with recent graduates, guiding them towards fulfilling and impactful pursuits in society.

The alumni roster of Sri Aurobindo College boasts distinguished figures across various fields, each contributing to society in significant ways. Neeraj Pandey, an acclaimed director, producer, and screenwriter, credits his formative years at the college for laying the foundation of his successful career. Similarly, Siddharth Sangwan's initiative in preventive healthcare and Rohan Johar's stellar career in finance exemplify the transformative impact of education received at Sri Aurobindo College.

Aditya Mehrotra's accolades in brand strategy and growth marketing, coupled with Arvind Henglem's remarkable achievement as the CSE-2022 topper, further underscore the college's commitment to nurturing talent and excellence across diverse domains.

Beyond individual achievements, alumni associations play a pivotal role in supporting the institution's growth and development. Financial contributions from alumni, in the form of donations, endowments, and scholarships, bolster infrastructure development, academic programs, and research endeavors. By investing in their alma mater, alumni create a conducive environment for learning and innovation, enriching the educational experience for current and future students.

Moreover, alumni offer invaluable support services that enhance the overall student experience. Through career counseling, networking opportunities, internships, and job placements, they empower students to navigate the complexities of the professional world with confidence and clarity. By sharing their expertise and insights, alumni bridge the gap between academia and industry, facilitating a seamless transition for students into their chosen careers.

Alumni engagement goes beyond financial contributions and support services; it fosters a sense of belonging and pride among current students. By showcasing the achievements of successful alumni, the association inspires students to aspire for greatness and strive for excellence in their endeavors. Through guest lectures, workshops, and networking events, alumni actively participate in campus life, creating a vibrant and dynamic community that thrives on shared experiences and collective achievements.

In essence, alumni associations serve as custodians of the institution's legacy, preserving its heritage while propelling it towards a brighter future. Through their unwavering support, guidance, and engagement, alumni embody the spirit of Sri Aurobindo College, transforming lives and shaping destinies for generations to come.

File Description	Document
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Sri Aurobindo College, since its establishment in 1972, has been committed to becoming a leading institution of higher education by nurturing academic excellence and fundamental human values. With a focus on holistic development, the college strives to create a dynamic atmosphere that enlightens, enriches, and empowers young minds. The governance structures of the college are aligned with its institutional vision and mission, emphasizing academic excellence, inclusivity, quality assurance, and participative decision-making.

Mission and Vision:

The college's mission is deeply rooted in embodying the ideals of Sri Aurobindo, providing exemplary educational service to enrich lives in an evolving global society. Grounded in sensitivity to individual dignity and professional integrity, the college delivers quality education within a positive and nurturing environment. It fosters a commitment to diversity, social justice, and democratic citizenship among faculty, staff, and students, preparing graduates distinguished for their scholarship, service, outreach, and leadership. The overarching vision is to excel in academics while prioritizing the cultivation of core human values, catalyzing personal development, societal transformation, and overall betterment.

Core Values:

At the core of Sri Aurobindo College are values that guide its actions and define its identity. These include upholding academic excellence and integrity, striving for outstanding teaching and service, embracing diversity, equity, and social justice, and fostering a culture of mutual respect and cooperation through collegiality and collaboration.

Commitment to Inclusivity and Societal Transformation:

The college is dedicated to providing higher education opportunities to students from socially and economically disadvantaged backgrounds, promoting growth, maintaining quality standards, and ensuring a holistic college experience. It believes in the crucial role of literacy and education in a democratic society, advocating for dynamic educational systems to enhance economic productivity and harnessing technology for improved teaching, learning, research, and outreach.

Governance Structures and Initiatives:

The college practices participative management, engaging stakeholders in decision-making processes to

create a nurturing environment and foster diversity. Governance adheres to the statutes and regulations of the University of Delhi, with active teacher participation in decision-making processes through the Staff Council and various committees. Transparency and faculty involvement in academic matters are ensured through regular meetings and engagements with committees. The college empowers departments with autonomy within the framework of DU's Rules and Regulations, practicing participative management and decentralization.

Recent initiatives, such as the formation of committees for diverse activities and the organization of webinars on relevant topics like Mind-Body Medicine during the Covid pandemic, demonstrate a proactive approach to realizing the institution's vision and mission. These initiatives involve multiple stakeholders and align with the values of empowerment and societal betterment.

In conclusion, Sri Aurobindo College's governance structures are designed to support its mission and vision, emphasizing academic excellence, human values, inclusivity, and societal transformation. Through participative management, transparency, and adherence to regulatory standards, the college ensures accountability while empowering departments with autonomy to innovate and excel within the framework of its core values and objectives.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Sri Aurobindo College exemplifies effective and efficient leadership through its commitment to decentralization and participative management, fostering collaboration, innovation, and inclusivity. These institutional practices are integral to the college's mission of academic excellence and holistic student development, as they ensure that multiple perspectives are considered in decision-making processes and responsibilities are equally distributed among various groups.

One prominent aspect of the college's decentralized management style is the formation of numerous committees to oversee different aspects of operations. With over twenty such committees covering areas like anti-ragging, admissions, canteen management, infrastructure maintenance, and student engagement, the college ensures that various stakeholders are involved in decision-making processes. This approach promotes inclusivity and diversity of thought, enhancing the overall effectiveness of governance.

An illustrative example of this decentralized approach is the Timetable Committee, which coordinates departmental schedules. By involving relevant stakeholders in scheduling decisions, such as faculty

members and administrative staff, the college optimizes the use of facilities and faculty time, thereby enhancing overall productivity and effectiveness. This collaborative approach to resource allocation reflects the college's commitment to efficient management practices.

Moreover, the college's approach to NAAC assessment preparation highlights collaborative leadership. A Core Committee, comprising senior faculty members, collaborates with a support group of junior faculty members for comprehensive preparation. This strategy leverages the experience of senior staff while empowering junior members to contribute their insights, ensuring high-quality preparation for accreditation. By involving faculty members at different career stages in the preparation process, the college promotes collaboration and knowledge sharing, ultimately enhancing its institutional effectiveness.

Furthermore, the registration of numerous student societies, each with dedicated faculty coordinators, underscores the college's commitment to student participation and engagement. These societies provide platforms for students to explore extracurricular interests and develop leadership skills. Led by dedicated faculty coordinators, these societies facilitate student participation in intra-college events and competitions, contributing to a vibrant campus culture. The decentralization of control with one convener overseeing multiple coordinators has resulted in enhanced student performance and engagement, reflecting the effectiveness of the college's leadership approach.

In summary, Sri Aurobindo College's emphasis on participative management and decentralization through committee formations underscores effective leadership practices. By involving stakeholders at different levels in decision-making processes and distributing responsibilities among various groups, the college promotes collaboration, innovation, and inclusivity. These institutional practices contribute to the college's mission of academic excellence and holistic student development, ensuring that it remains a dynamic and vibrant educational institution.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Sri Aurobindo College has implemented a robust performance appraisal system complemented by effective welfare measures and avenues for career development and progression for both teaching and non-teaching staff. The assessment and performance appraisal procedures are tailored to the specific roles and responsibilities of each category of staff, ensuring that their contributions are recognized and rewarded appropriately.

For lab staff, the assessment primarily focuses on their proficiency in conducting practical sessions regularly and maintaining state-of-the-art instruments across various laboratories. Their analytical skills are evaluated based on the accuracy of preparing solutions and reagents. On the other hand, non-teaching staff members are evaluated on their interactions with students and peers, adherence to discipline and sincerity, achievement of set targets, and overall performance throughout the year. Various criteria such as attitude towards work, sense of responsibility, communication skills, adherence to schedules, interpersonal relations, strategic planning, decision-making, and initiative-taking are considered during their evaluation.

The annual performance appraisal for permanent teaching staff involves filling out Annual Performance Appraisal Report (APAR) forms, detailing their duties, targets, achievements, and feedback received through a 360-degree feedback mechanism involving faculty and students. The evaluation criteria encompass leave management, record maintenance, and integrity in handling official documents. Furthermore, the college organizes capability-building training sessions periodically by the University of Delhi, encouraging staff members to attend workshops relevant to their job profiles. Laboratory staff attend workshops focusing on instrument maintenance, while library staff undergo training on e-library access and software handling for e-learning. These initiatives not only align with university regulations but also offer benefits such as coverage under various government schemes, generous leave policies including study and sabbatical leave, and access to Thrift & Credit Society for financial assistance.

The college's generous leave policies, including provisions for study leave, sabbatical leave, and child care leave, enable staff to balance personal responsibilities and pursue academic and research interests without compromising their employment status, fostering a supportive work environment. Moreover, voluntary associations for both teaching and non-teaching staff foster social engagement and camaraderie beyond formal work relationships, further enhancing the sense of community among employees.

During the Covid-19 pandemic, the college extended support to its staff and students by providing financial assistance for Covid treatment and offering refunds or waivers of fees to students who lost single earning parents. Additionally, the college appointed a counselor to address mental and emotional trauma among the college community. On-campus medical facilities, access to doctors, provision of free medical advice and medicine for common ailments, bank facilities, and canteen facilities within the campus premises ensure convenience for the college community, further contributing to their well-being.

In a remarkable display of solidarity, the institute initiated a voluntary contribution fund during the height of the second wave of the pandemic, resulting in a substantial pool of funds used to provide financial assistance to staff members affected by the pandemic. Furthermore, the institute contributed a significant sum to the PM Care fund and organized vaccination drives for both students and faculty to support broader pandemic relief efforts.

The establishment of a Thrift & Credit Society provides additional financial support to staff members during emergencies, promoting their well-being and financial stability. Overall, these faculty empowerment strategies underscore Sri Aurobindo College's commitment to supporting staff members' well-being, professional development, and social integration, fostering a culture of excellence and growth within the institution.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 4.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	6	6	7

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 71.13

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
93	139	124	100	128

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	33	38	40	41

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Sri Aurobindo College maintains stringent financial management practices through a combination of internal and external audits, ensuring transparency, accountability, and adherence to financial best practices. The institution's internal audit process involves a panel of three Chartered Accountants, endorsed by the College and ratified by the Governing Body, with final approval by the University. Annually, one Chartered Accountant from this approved panel conducts a comprehensive audit, providing assurance of financial transparency and accountability.

External audits are conducted by the Delhi Government and the Accountant General Central Revenue (AGCR). Any objections raised during these audits are promptly communicated to the relevant employee or department, and responses and/or recoveries supported by evidence are submitted to the audit team. Importantly, over the past five years, audits have not identified significant issues or qualifications, highlighting the college's commitment to financial best practices.

In terms of fund mobilization and resource utilization, the institution meticulously plans and allocates its budget, submitting detailed proposals to key stakeholders such as the University Grants Commission, Delhi Government, and Delhi University. These funds are earmarked for various student activities, including cultural events, departmental workshops and seminars, lab maintenance, student union expenses, and engagement with organizations like the National Cadet Corps (NCC) and National Service Scheme (NSS).

Diverse student activities are integral to the college's ethos, with annual events such as the Talent Hunt competition and the two-day Cultural Festival, MEHAK, drawing participation from institutions nationwide. Regular workshops, seminars, lectures, and the upkeep of computer and science labs are also prioritized. Financial support extends to student union expenses and activities associated with NCC and NSS, enriching students' academic and extracurricular experiences.

The college actively pursues fund mobilization efforts to support its initiatives. Grants for Innovation Projects are secured from Delhi University, while support from the Indian Council for Social Science Research further enhances resources. Additionally, funds from the University Grants Commission are earmarked for organizing seminars and conferences, reflecting the institution's commitment to academic excellence and innovation.

These comprehensive strategies showcase Sri Aurobindo College's dedication to efficient financial management, accountability through regular audits, and proactive efforts in fund mobilization to sustain and enhance various student activities and institutional endeavors. By ensuring transparency, accountability, and strategic allocation of resources, the college continues to uphold its commitment to academic excellence and holistic student development.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of Sri Aurobindo College has played a pivotal role in institutionalizing quality assurance strategies and processes, leading to significant improvements across various domains within the institution. The contributions of the IQAC have been multifaceted, focusing on infrastructural enhancements, preparation for international competitions, academic and non-academic initiatives, e-waste management, and health and well-being provisions.

Infrastructural Enhancements:

The college has undertaken significant infrastructural improvements to enhance the campus environment, including repairs in the girls' washroom, maintenance of the boundary wall, and repairs in the canteen area to ensure hygiene and functionality. Classroom blackboards have been replaced, and hand sanitizer dispensers installed in student toilets to uphold hygiene standards. Water alarms have been installed in water tanks to prevent overflow, demonstrating the institution's commitment to resource management. Additionally, CCTV cameras have been installed for security purposes, and a Sanitary Napkin Vending Machine has been installed for the benefit of girl students.

Smart Learning Initiatives:

Sri Aurobindo College promotes smart learning through the implementation of smart classrooms equipped with wifi facilities and LCD screens. The institution constantly updates its facilities to ensure access to modern teaching aids. There is also a state-of-the-art seminar hall equipped with the latest ICT facilities, further enhancing the learning environment. Computer labs with internet facilities and modern equipment are available for students, contributing to their academic growth.

Preparation for International Competitions:

The college has diligently prepared for international competitions, exemplified by the selection of an exceptional student team to represent the institution at the Enactus Global Competition in the USA. Despite technical challenges hindering travel, the team showcased their project remotely, garnering recognition for their innovative solutions.

Academic and Non-Academic Initiatives:

A myriad of academic and non-academic initiatives has been implemented to enrich the college experience. Noteworthy events include the G20 Summit Awareness Event, designed to engage students with global themes. The formation of an Admission Committee streamlined enrollment procedures, while departments published semester-wise academic calendars to promote transparency. The Mentor-Mentee Program underwent enhancements to ensure effective guidance for students, while revised procedures allowed for increased flexibility in course selection.

E-Waste Disposal Management System:

Sri Aurobindo College has committed to establishing an E-waste disposal cell overseen by the Chemistry Department, demonstrating its dedication to environmental sustainability. The college has implemented an effective waste management system compliant with Solid Waste Management Rules 2016, including color-coded waste segregation bins across the campus. Additionally, a bio-gas plant utilizes biodegradable waste from the college canteen and garden to produce biogas, contributing to a zero-emission zone.

Health and Well-being Provisions:

The college prioritizes the health and well-being of its community by offering medical consultation services on campus and conducting annual medical check-ups for students. The college has been declared a no-smoking zone, with anti-smoking nodal officers appointed. Health check-up camps and blood donation drives are regularly organized to promote community engagement and develop a sense of social responsibility among students.

In conclusion, Sri Aurobindo College's IQAC has made significant contributions to institutional development across various domains, including infrastructure, academic and non-academic initiatives, waste management, and health and well-being provisions. These efforts reflect the institution's commitment to excellence and holistic development.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Sri Aurobindo College has taken proactive steps to promote gender equality and empower women through the establishment of two dedicated initiatives: Samvedna: The Gender Sensitization Forum and Paakhi: The Women Empowerment Cell. These entities collaborate to advance gender justice and equality within the college community and beyond.

Paakhi, the Women Empowerment Cell, has been instrumental in organizing numerous impactful events throughout the academic year 2021–2022. These events have focused on various aspects of women's health, empowerment, and well-being. Live speaker sessions on topics such as women entrepreneurs, menstrual hygiene, and mental wellness have provided students with valuable insights and information. Furthermore, Paakhi has organized webinars in collaboration with reputable organizations like the Art of Living and Pratisandhi to address critical issues such as menstruation pain relief and comprehensive sexual education. The initiative has also leveraged social media platforms to raise awareness about government-sponsored schemes for the girl child and celebrate inspirational women through initiatives like the #paanchkapaanch campaign.

Additionally, Paakhi has fostered a supportive environment for women through the establishment of a Book Reading Club called "Novel Bunch" and the organization of a doodle making competition with a powerful theme centered around challenging gender stereotypes. Furthermore, a self-defense workshop aimed at equipping girls with essential skills and knowledge for self-protection was organized, highlighting the commitment to women's safety and empowerment.

The college's commitment to gender justice is further demonstrated through the active presence of the Internal Complaints Committee (ICC), which addresses complaints and grievances related to sexual harassment. Regular discussions on gender sensitization and justice hosted by the ICC contribute to fostering a safe and inclusive campus environment. The college prioritizes security concerns for female students by employing female guards and attendants, providing a dedicated girls' common room, and offering on-call gynecological services for women students and faculty members. The entire institute is monitored under CCTV surveillance to ensure safety and security for all.

Furthermore, the college organizes a range of programs and initiatives aimed at celebrating women's achievements and promoting gender equality. Events such as the celebration of the International Day of the Girl Child, webinars for new members, and promotion of initiatives like the Himmat Plus app of the Delhi Police highlight the institution's commitment to gender equity and safety. Sensitization programs, distribution of sanitary napkins, wipes, and sanitizers further underscore the college's dedication to

promoting the well-being of its female students and staff.

In essence, Sri Aurobindo College has demonstrated a comprehensive approach to promoting gender equity and empowering women through initiatives such as Samvedna and Paakhi. By addressing critical issues, fostering a supportive environment, and prioritizing safety and inclusion, the college serves as a beacon of gender justice within the academic community.

File Description	Document
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Sri Aurobindo College is not only dedicated to academic excellence but also to fostering diversity, equity, and inclusion as fundamental pillars shaping its educational landscape. The college has initiated transformative programs designed to embrace inclusivity and uphold constitutional obligations, fostering an environment where every individual's voice is heard, valued, and respected. These initiatives demonstrate the college's commitment to recognizing diversity as enriching the fabric of the community and strengthening the collective pursuit of knowledge. Some of the key programs spearheaded by the college are outlined below:

1. National Service Scheme (NSS):

- The NSS aims to develop students' personalities through community service, fostering a sense of responsibility and civic engagement.
- Various activities such as Cleanliness Drives under Swachh Bharat Abhiyan, essay writing competitions, and participation in national initiatives like Rally for Rivers and Rashtriya Ekta Diwas highlight the NSS's commitment to social causes.

2. National Cadet Corps (NCC):

- The NCC provides students with basic military training and leadership skills, nurturing discipline and patriotism.
- Participation in All India Trekking expeditions and Advanced Leadership Camps demonstrates students' dedication to service and excellence.

3. Enactus:

- Enactus promotes entrepreneurial action to address social challenges, empowering students to create positive change in their communities.

- Projects like "Project Mishtaan" and "Project Hydra" demonstrate students' innovative solutions to societal issues, focusing on women's empowerment and water sanitation.

4. Project Inclusion:

- Project Inclusion aims to identify and support children with learning difficulties, empowering teachers and parents to create inclusive learning environments.
- Through online courses, screenings, and specialized interventions, the program ensures equal access to quality education for all students.

5. Women Empowerment and Gender Sensitization:

- Initiatives like "SAVIOR," "Paakhi: Women Empowerment Cell," and "Samvedna: Gender Sensitization Cell" promote awareness and dialogue on women's issues and gender equality.
- Events such as International Daughter's Day celebrations, National Girl Child Day observations, and talks by dynamic speakers highlight the college's commitment to women's empowerment and gender inclusivity.

These initiatives reflect Sri Aurobindo College's dedication to fostering a culture of inclusivity, equity, and social responsibility. By engaging students in community service, leadership development, social entrepreneurship, and initiatives promoting gender equality, the college ensures that its educational mission extends beyond academic excellence to holistic personal and societal development. Through these transformative programs, Sri Aurobindo College continues to be a beacon of progress, shaping future leaders who are not only academically competent but also socially conscious and empathetic members of society.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Title: BIO-GAS PLANT

Objectives: The main goal of this practice is to progressively enhance the use of non-conventional energy resources on college property. Under the capable guidance of professors, a group of college students built a biogas plant to support this.

Context: Extended research and use of several approaches such as factor analysis, cluster analysis,

stratified random sampling methods, and regression made it easier to build the framework for employing Bio-CNG. Among the difficulties encountered in putting it into practice are: encouraging the disposal of biodegradable and non-biodegradable waste in different dustbins. separating garbage from gardens, canteens, and other sources to produce biodegradable waste that can be the starting point for the production of biogas.

The procedure: As the first step toward becoming a zero emission zone, the college constructed a 0.2 cubic meter biogas plant and erected a one cubic meter biogas plant. The resulting slurry is applied to campus gardens and lawns as organic manure.

Proof of Achievement: Pollution levels are lowered since the biogas produced in a month saves at least one LPG cylinder. It was challenging at first to persuade the students that biogas plants were viable. However, student engagement increased following the initial success.

Challenges Faced and Materials Needed: establishing a profitable and sustainable practice. In the foreseeable future, increasing plant yield and consumption on college grounds. In addition to its current use in the staff kitchenette, BioCNG fuel will also be used for the canteen. This would call for resource management that is both creative and efficient.

Title:HEALTH CHECKUP PROGRAMME AND BLOOD DONATION CAMP

Objectives: Through blood donation drives, this program seeks to enhance community involvement, foster a feeling of social responsibility in students, and improve health and cleanliness among students and staff.

Context: Through blood donation camps, this program encourages kids to participate in community service by raising their awareness of the value of leading healthy lives.

The Practice: Every year, the institution holds these kinds of events. Most recently, in February 2017, a two-day free health examination and blood donation camp was held. Over seven hundred people attended, comprising non-teaching staff, instructors, and students. The institution hired a practicing dietician whose services it wanted to supply the students with lab equipment and weight control advice.

Evidence of success: The weight management team provided food advice as well as information on the advantages of incorporating regular exercise and yoga into daily routines. The college also hosted a dental checkup camp where students were tested and given advice on how to maintain the best possible oral hygiene. The college has a well-stocked medical room to handle staff and student medical needs on a daily basis.

Problems Encountered and Resources Required: Difficulties Faced and Resources Needed establishing a hygienic setting for appropriate blood transfusion. Persuading pupils that giving blood does not cause anemia addressing staff and student resistance to routine medical examinations. supplying a steady stream of funding and committed labor to enable the frequent organization of such camps. A reliable system to guarantee that blood gets to those in need when they need it.

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[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:

Sri Aurobindo College is one of the top 150 colleges of India. Named after the patriot poet Sri Aurobindo, the college emphasizes mental, physical and spiritual development of its students. Commitment to holistic development is deeply ingrained in our ethos. Through a myriad of activities facilitated by various societies and clubs, the college ensures that students not only excel academically but also develop into well-rounded individuals equipped to contribute meaningfully to society. Students' involvement in sports; activities like music, dance, drama, photography, painting, quiz; social engagement through organizations such as NCC and NSS contribute significantly to their holistic development, fostering not only physical fitness but also creative expression, teamwork, leadership skills, and a sense of social responsibility. These activities not only provide avenues for students to explore and hone their diverse talents and interests but also foster crucial life skills such as teamwork, leadership, time management, and resilience.

Here are some of the areas that the institution focuses on as part of its stress on holistic education.

1. Academic Excellence: Sri Aurobindo College prioritizes rigorous academic standards and quality teaching to ensure students receive a well-rounded education. Our commitment to academic excellence is reflected in our faculty's dedication to delivering engaging and comprehensive lessons, coupled with our emphasis on fostering critical thinking, analytical skills, and a passion for lifelong learning. As a result, our students consistently excel academically, with many achieving top ranks and accolades in prestigious university examinations. By providing a nurturing and intellectually stimulating environment, Sri Aurobindo College empowers students to reach their full potential and succeed in their academic pursuits, laying a solid foundation for their future endeavors and professional aspirations. The faculty at Sri Aurobindo College is a distinguished group of educators, comprising 22 professors, 21 associate professors, and 101 assistant professors, all of whom bring a wealth of knowledge, expertise, and dedication to their roles. Their collective achievements are a testament to their commitment to scholarly excellence and academic leadership. Many of our faculty members have published research papers in esteemed journals, contributing valuable insights to their respective fields of study. Additionally, several faculty members have had the honor of chairing national and international conferences, further enhancing their academic standing and fostering intellectual exchange on a global scale. Moreover, our faculty members have actively engaged in knowledge dissemination through lectures delivered for the Consortium of Educational Communication, enriching academic

discourse and fostering a culture of lifelong learning.

2. Extra-curricular activities: The college boasts of a vibrant array of student societies that cater to a diverse range of interests and passions, fostering a dynamic campus culture that thrives on creativity, talent, and social engagement. From the exhilarating performances of MOKSH - The Dramatics Society to the melodious tunes of ALLEGRO - The Western Music Society and the rhythmic energy of Crunk - the Western Dance Society, students have ample opportunities to explore their artistic talents and express themselves through various mediums. Additionally, societies like Bandwagon provide a platform for fashion enthusiasts to showcase their style and creativity, while Sage fosters intellectual discourse and critical thinking through debating competitions. For those inclined towards the fine arts, 3Ps offers a space for creative expression and artistic exploration, while Taleem celebrates the rich heritage of Indian music. Meanwhile, societies like Salvation focus on raising awareness on important social issues, and Mimansa promotes moral consciousness among students. Spic Macay is dedicated to the promotion of Indian classical music and culture, enriching the campus with traditional melodies and rhythms. Trivia satisfies the intellectual curiosity of students through stimulating quiz competitions, while Pakhi and Samvedna work towards gender sensitization and empowerment, ensuring a safe and inclusive environment for all members of the college community. Together, these vibrant societies contribute to the holistic development of students, fostering leadership skills, teamwork, and a sense of belonging while nurturing their passions and interests beyond the academic realm.

3. Sports: The department of physical education marks itself as one of the most efficacious departments of Sri Aurobindo College, University Of Delhi. Our athletes continue to excel in almost all forms of sports. They have remained on the winning spree in all formats of sports tournaments in different sporting activities such as kabaddi, taekwondo, table tennis, judo, basketball, chess, boxing, and athletics. Their dedication, determination, and relentless pursuit of excellence have propelled them to success, earning the college a reputation for sporting excellence. Moreover, the department has secured every award in every competition, underscoring our dominance and unparalleled achievements in the realm of sports. Whether on the field, in the ring, or on the court, our athletes continue to uphold the college's legacy of sporting greatness, inspiring future generations to strive for excellence and reach their full potential in athletics. They have brought laurels to the college at district, state and national level.

4. Wellness Programs: Wellness programmes at our institution have played a pivotal role in ensuring the holistic well-being of both students and faculty, particularly during the challenging times of the COVID-19 pandemic. Recognizing the importance of mental health amidst the crisis, numerous initiatives were undertaken to support the emotional and psychological welfare of our community members. A mental health festival was organised in the month of Feburary 2020 with the theme of "Connect With Yourself", Yoga sessions such as the enlightening "Yoga and Happiness" event held on June 21, 2020, provided participants with invaluable tools to manage stress and cultivate inner peace. Additionally, awareness sessions like "Role of Exercise, Yogic Asanas, and Pranayam in Immunity Boosting Against COVID-19," held from June 15th to 21st, 2021, emphasized the significance of physical fitness in bolstering immunity and overall health during the pandemic. Moreover, Zumba classes were offered to both faculty members and students, promoting physical activity and fostering a sense of camaraderie and well-being within the community. Through these holistic wellness initiatives, our institution remains committed to nurturing the health and resilience of our campus community, ensuring that everyone has the resources and support they need to thrive, even in challenging times.

File Description	Document
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Additional information

Concluding Remarks :

In conclusion, Sri Aurobindo College stands as a testament to the transformative power of education. Guided by Sri Aurobindo's ideals, we are dedicated to providing a nurturing and inclusive environment where students can excel academically, morally, and socially. Our mission to impart exemplary education is driven by a vision of excellence, integrity, and compassion. As we continue to evolve and grow, we remain steadfast in our commitment to empowering individuals to lead lives of purpose and significance. With a focus on diversity, social justice, and holistic development, Sri Aurobindo College endeavors to shape the leaders of tomorrow and make a positive impact on society at large.