



शहीद भगत सिंह (सांध्य) महाविद्यालय

SHAHEED BHAGAT SINGH (EVENING) COLLEGE

दिल्ली विश्वविद्यालय (University of Delhi)

NAAC द्वारा 'A' श्रेणी प्राप्त NAAC Accredited 'A' Grade

शेख सराय फेस-2 (त्रिवेणी), नई दिल्ली-110017

Sheikh Sarai Phase - II, (Triveni) New Delhi-110017

Phone : 29253430, Tele/Fax : 011-29257826, Website : www.sbsec.org, E-mail: principal.sbsec@gmail.com

Criterion 1 – Curricular Aspects

Key Indicator – 1.1 Curricular Planning and Implementation

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

SBSEC, as a constituent college, follows the Learning Outcomes-based Curriculum Framework (LOCF) - CBCS implemented by University of Delhi. The college plans the academic curriculum, prepares the sections based on students' preferences for skill enhancement and generic elective papers, makes and uploads time-table before the commencement of the semester. To ensure the effective delivery of curriculum, departmental meetings are held regularly to deliberate on issues pertaining to syllabus, lesson plans, assignments and projects. Completion of the syllabus is ensured by a review meeting at the departmental level. Various lectures, workshops, seminars, conferences are organized to complement the curriculum. Various teaching methods are implemented by the faculty for the effective delivery of curriculum including debates, presentations, group discussions, project-based learning, group activities etc. Along with it, educational field visits, industrial visits, tours are organized to supplement the curriculum wherever necessary. The college has a well-planned tutorial system in place to facilitate effective teaching-learning process and to establish classroom interaction in smaller groups.

The Principal ensures the effective and timely delivery of the curriculum and complete adherence to the academic calendar given by the university through regular meetings with the teacher-in-charges along with the informal discussions with the faculty members. Syllabus, time-table and previous year question papers are made available to students through the notice-board and by uploading on the website.

File Description: https://sbsec.org/NAAC/AQAR_2020-21/CRITERIA%201/1.1.1.pdf

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

SBSEC follows the academic calendar of the University of Delhi. Admissions, commencement of classes, internal assessments, and examinations are scheduled as per the university calendar. Along with it the college also prepares its own calendar which accounts for all important college



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events such as Orientation Day, Martyr Day, departmental activities, freshers party, Annual fest, guest lectures, workshops and field trips. The academic activities, Continuous Internal Evaluation (CIE), and all activities are conducted in adherence to these calendars.

In order to facilitate and regulate online classes all the faculty members use google classroom through their official ids which is monitored by the principal's office. The google calendar was used to schedule classes and links were generated through google meet. Home assignments, projects and students' presentations and quizzes were used for continuous internal evaluation. Google classroom and WhatsApp group were used during pandemic to fix the deadline of the assignments. Adequate time and support and encouragement was given to all the students by each faculty member to ensure well-written and properly researched assignments. Group presentations and activities were designed to inculcate group bonding and team spirit and to encourage peer learning during the online classes. Students were timely apprised of their Internal assessment process to facilitate learning.

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

Academic council/BoS of Affiliating University

Setting of question papers for UG/PG programs

Design and Development of Curriculum for Add on/ certificate/ Diploma Courses

Assessment /evaluation process of the affiliating University

Data Template: https://sbsec.org/NAAC/AQAR_2020-21/CRITERIA%201/1.1.3.xlsx

Supporting Document: https://sbsec.org/NAAC/AQAR_2020-21/CRITERIA%201/1.1.3.pdf



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Key Indicator- 1.2 Academic Flexibility

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

Year 2020-21

Number 5

Data Requirement: https://sbsec.org/NAAC/AQAR_2020-21/CRITERIA%201/1.2.1.xlsx

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

1.2.2.1: How many Add on /Certificate programs are added during the year.

NA

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

NA



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Key Indicator- 1.3 Curriculum Enrichment

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

The College uses innovative pedagogical practices to integrate crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability with the curriculum. Greening of classrooms has been aggressively followed, and classrooms are sensitive to aspects of professional ethics, gender, human values, environment and sustainability. Students are engaged in classroom activities aimed at identifying ethics and deciding recourse to a situation via best practices. Through this model, participants organically imbibe proclivity for professional ethics. These are also built into assignment modules designed to encourage students to inculcate ethical practices. Prescribed texts are also approached through ethical criticism.

Teachers are well-versed with the nuances of language and are able to efficiently use gender-neutral language and avoid stereotyping. This is incorporated into the daily lectures and texts are discussed from gender perspectives. During the events, all students are asked to participate in a variety of chores and responsibilities, regardless of gender. Class discussions are frequently focused on various aspects of gender. Students are encouraged to voice their views, develop clarity and correct misconceptions. Teachers use audio-visual tools and methods of dramatization of situations that highlight human values. These are also integrated with the texts and elements for a seamless and holistic curriculum. Eco-critical approaches are used to discuss texts with students. Such approaches open doors to discussing various issues related to sustainability and environment. Sustainable and eco-friendly practices are followed in all department events.

File Description: https://sbsec.org/NAAC/AOAR_2020-21/CRITERIA%201/1.3.1.pdf

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

Year 2020-21

Number 3

Data requirement: https://sbsec.org/NAAC/AOAR_2020-21/CRITERIA%201/1.3.2.xlsx



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

Year 2020-21

Number 202

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Key Indicator- 1.4 Feedback System

- 1.4.1. Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

The College is meticulous in following students' centric approach and regular feedback is an important criterion for this. The college has a system by which the regular feedback is collected, analyzed and appropriate actions are taken to continuously improve the teaching learning process. Along with this, the faculty members encourage all their students to share regular feedback regarding the teaching-learning process, the fulfilment of desired learning outcomes, the use of innovative teaching methods, optimum usage of different assessment techniques throughout the course of study. Apart from oral feedback received after each class, the students are also able to share their feedback with their respective teachers during one-to-one interactions in tutorial classes. While the Institution has its own dedicated mechanism of collecting feedback, students have the facility of submitting online feedback via google forms.

Data Requirement: https://sbsec.org/NAAC/AQAR_2020-21/CRITERIA%201/Student%20Feedback%20Form%20%28Responses%29.xlsx

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

Feedback collected and analyzed

File Description: https://sbsec.org/NAAC/AQAR_2020-21/CRITERIA%202/STUDENT%20SATISFACTORY%20SURVEY%202020-21.pdf