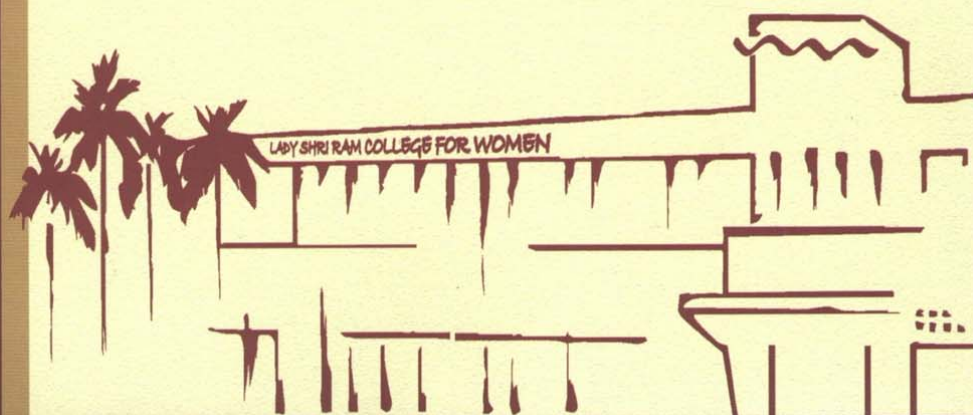




Lady Shri Ram College for Women

THE ANNUAL QUALITY ASSURANCE REPORT
2016-17

Six Decades of Leadership and Excellence in Women's Education



LADY SHRI RAM COLLEGE FOR WOMEN
The Annual Quality Assurance Report (AQAR) of the IQAC
2016-17

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year.*

Part – A

1. Details of the Institution

1.1	Name of the Institution	Lady Shri Ram College for Women
1.2	Address Line 1	Lajpat Nagar-IV
	City/Town	Delhi
	State	New Delhi
	Pin Code	110024
	Institution e-mail address	lsrc@lsr.edu.in
	Contact Nos.	91-11-26434459, 45494949
	Name of the Head of the Institution:	Dr. Suman Sharma
	Tel. No. with STD Code:	91-11-26434459, 45494949
	Mobile:	98106 67695
	Name of the IQAC Co-ordinator:	Dr. Sanjoy Roy Chowdhury
	Mobile:	98733 00560
	IQAC e-mail address:	principal@lsrcollege.org

1.3 **NAAC Track ID**

1.4 **NAAC Executive Committee No. & Date:**

1.5 **Website address:**

Web-link of the AQAR:

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.61	2016	24/5/2021
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 **Date of Establishment of IQAC:**

1.8 **AQAR for the year**

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- i. AQAR _____ (DD/MM/YYYY)4
- ii. AQAR _____ (DD/MM/YYYY)
- iii. AQAR _____ (DD/MM/YYYY)
- iv. AQAR _____ (DD/MM/YYYY)

1.10 Institutional Status

University: State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

Type of Institution Co-education Men Women
 Urban Rural Tribal
 Financial Status Grant-in-aid UGC 2(f) UGC 12B
 Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)
 TEI (Edu) Engineering Health Science Management
 Others (Specify)

1.12 Name of the Affiliating University
(for the Colleges)

1.13 Special status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR etc. N.A.

Autonomy by State/Central Govt. / University
 University with Potential for Excellence UGC-CPE
 DST Star Scheme UGC-CE
 UGC-Special Assistance Programme DST-FIST
 UGC-Innovative PG programmes Any other
 UGC-COP Programmes

2. IQAC Composition and Activities

- 2.1 No. of Teachers
- 2.2 No. of Administrative/Technical staff
- 2.3 No. of students
- 2.4 No. of Management representatives
- 2.5 No. of Alumni
- 2.6 No. of any other stakeholder and Community representatives
- 2.7 No. of Employers/ Industrialists
- 2.8 No. of other External Experts
- 2.9 Total No. of members
- 2.10 No. of IQAC meetings held
- 2.11 No. of meetings with various stakeholders: No Faculty

Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year?

Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State

Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

Conferences/ Workshops

Annual Meets by Departments

National Seminars

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
<ul style="list-style-type: none">• Faculty Development Programs for teachers• Skill Development for Non-Teaching staff• Life skill training programs for students• Short term courses for students• Facilitating research and publications• Enhancing ICT facilities• Enhancing the availability of online journals	All these activities were successfully accomplished

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Regular meetings were held to execute the plan of action.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	Nil	Nil	Nil	Nil
PG	-	-	-	-
UG	16	Nil	Nil	2
PG Diploma	1	Nil	Nil	Nil
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	-	-	-	-
Others	-	-	-	-
Total	17	-	-	2

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

1.2 (i) **Flexibility of the Curriculum:** CBCS/Core/Elective option / Open options

(ii) **Pattern of programmes:**

Pattern	Number of programmes
Semester	15
Trimester	-
Annual	1

1.3 **Feedback from stakeholders*** Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

* *Annexure (ii)*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

No

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

Criterion- II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty:

Total	Asst. Professors	Associate Professors	Professors	Others
90	19 (Sr. Scale)+ 32=51	39	01	-

2.2 No. of permanent faculty with Ph.D.: 75

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year:

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
51	50	39	-	01	-	-	-		50

2.4 No. of Guest and Visiting faculty and Temporary faculty:

Temporary Faculty: 09; Ad-hoc Faculty: 53

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	3	11	-
Presented papers	24	28	-
Resource Persons	13	47	-

2.6 Innovative processes adopted by the institution in Teaching and Learning.

- **Student-centric approach: Reaching diverse groups of students:** Teaching-learning at LSR is understood to be a dialogic process that encourages students to question, to think, to reflect and to analyse. Hence, students are an integral part of the teaching-learning programme in LSR. The entire approach is **student centric**, keeping in mind the **diverse** nature of the student body. Feedback is provided during the tutorials. Students are encouraged to make presentations, write reports and undertake projects and surveys. **Internships** and **field visits** are encouraged and a well-organised **student mentoring** programme is in place. While the lecture format is followed as prescribed by the University, the College encourages innovative pedagogy through group activities, group research, extensive use of documentary films and web-based resources, interaction with scholars, experts and peers. **Extension activities** are numerous and both faculty and students are involved in them.
- **Research-oriented approach:** LSR believes that the purpose of higher education is to research, reflect and interpret critically the world that we live in. New ideas and ways of understanding are constantly encouraged. LSR is committed to a research oriented approach within academics. The College has a **learning, resource and research centre** that was **set up with funding by the UGC** to encourage inter-disciplinary academic activities. There is room for a range of teaching and learning activities in the classroom: a story well-told by the teacher, a museum display (actual or digital), model-

making, the construction of timelines, comprehension and source analysis activities, oral interviews, site studies, problem-solving exercises, AV communication, role plays and debates.

- **Use of resources:** A variety of resources are used in the classroom, including documents, photographs, art effects and people (as guest speakers or interview subjects), field visits such as to the Parliament, museums, hospitals, schools, factories, monuments and heritage sites, particularly in the local area. On such trips accompanying teachers provide students the requisite information and discuss critical issues pertaining to the visit.
- **Research Projects and Surveys:** Students are encouraged to conduct short research projects, surveys and reports. Some of the programmes have built into them the writing of a short dissertation, preceded by research methodology workshops. Students' reports and surveys are published by the College and often find their way into the media. Even the courts and civic bodies have taken notice of student findings. Students and faculty members work on joint research activities as well.
- **Equity and access:** Excellence pursued within a framework of equity ensures that access is always provided and never denied to any member of the College community. Students with financial constraints are offered a wide variety of support in terms of freeships and scholarships. The College provides reinforcement classes, special language and computer literacy skills through its designated unit REACH. LSR offers specialised counselling services to students and special facilities for the students in the residence hall as well. Students with special needs make extensive use of the well equipped resource centre called Swavalamban that offers support services ranging from advanced reading softwares and notices in Braille to specially designated washrooms, ramps and elevators.
- **Use of ICT-** Technology, as understood at LSR is a socially generated product riddled with complexities and possibilities, as with any forms that human societies create and engage with. The first step in our engagement with ICT is thus to demystify it and make it accessible to the largest numbers possible. With this in mind, LSR conducts periodic workshops to train faculty, non-teaching staff and students in the use of ICT. Most faculty members encourage students to use e-resources for research and reading. The faculty is well versed in the use of ICT, and makes very effective use of the resources available on the internet. Plagiarism is arrested by the use of search tools on the net and creates a culture of intellectual honesty and diligence amongst students. The College is also extremely mindful of the deleterious consequences of reckless use of the internet, and has conducted workshops on this aspect to protect students from possible abuse and exploitation. Power point presentations have become the norm in many student and faculty presentations. Students have used web based sites to participate in projects that have an international reach such as journalist P. Sainath's PARI (People's Archives of Rural India). The College offers Computer Applications as an elective in its B.A. Programme and many students make use of the excellent faculty and lab support that the discipline is backed by.

- **Meeting global demands in higher education:** LSR has responded very meaningfully to the opportunities provided by the increasing trend towards internationalisation of higher education. The College has enough confidence in its strong foundations and heritage to be able to engage with the many international programmes and collaborations that have come its way. The College has expanded its linkages with intellectuals, universities, activists, scholars and journalists from across the world through a series of international initiatives taken by the **Office of International Programmes**. Various exchange and collaborative programmes with universities from across the world bear testimony to the success of this initiative.

2.7 Total No. of actual teaching days during this academic year: 165 days

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

LSR has made efforts to find spaces in the University mandated evaluation system to innovatively and accurately assess student learning. The College policy on assessment is to have flexibility and diversity so that different capabilities and needs of the students are assessed. The assessment system is geared towards mapping individual differences in performance (written/oral expression, comprehensiveness and accuracy of information, analysis and coherence of presentation). It takes into account the individual student's progression/improvement over time on certain performance parameters and gives quantitative and qualitative credit for the same.

Multiple written assignments (class/home) are arranged for the students to help them enhance their writing skills, prepare for examinations and improve their performance. Other kinds of creative evaluative strategies, like oral tests, quizzes, objective tests are also used. For both assignments and projects, students are encouraged to explore and research on topics beyond the curricula. They are also encouraged to make presentations on their topics to help them hone their presentation skills and confidence.

A formative and summative assessment approach has been adopted to measure student achievement. The purpose of the formative assessment approach is to make an on-going assessment of student performance. The University of Delhi makes a provision of Internal Assessment (IA) of 25% for each theory paper in every course, out of which 5% weightage is for attendance, 10% for assignments, and 10% for class test/projects. The marks in each of these three components are aggregated through the semester. The final examination at the end of each semester and the internal assessment marks constitute the summative assessment for students.

To ensure rigour in Internal Assessment, teachers upload the attendance records and assignment marks of students. Attendance is uploaded each month while marks for assignments are uploaded towards the completion of a given semester. The IA records are available online for the students to see and point out any discrepancy to the concerned teacher. The IA committee moderates IA marks across departments, in case needed. Students are encouraged to ask teachers about any doubts with regard to their assessment in the classes.

At LSR Evaluation goes beyond assigning numerical assessment to students' performance. It involves discussion with regard to expected standards of performance and reasons for the obtained evaluation. Regular feedback is given to students individually in the class on their performance. Faculty members also give additional assignments to the students so that they can improve their writing skills and marks.

Further the College has initiated several examination reforms in this academic year.

- Measures have been introduced for visually challenged students who are now able to type their exams on laptops as opposed to having writers write their examination. This process makes it easier for visually challenged students to take their exams.
- Students are encouraged verbally as well as through e-mails to take strong precautions against missing their examinations. Given that this is a stressful and tiring time for students, there have been cases in the past of students missing their examination due to fatigue and over-sleeping. The examination committee thus goes to great lengths to make sure that students are able to appear for their examination on the designated time and date.
- It has been ensured that a well-stocked medical room is open at all times when an examination is in progress. Further, a nurse is always available, so that the medical needs of students can be immediately attended to.
- Duty lists of teachers are now accessible on-line to ensure transparency and avoid confusions about the availability of teachers on the day of the examination.

All communication regarding evaluation reforms are displayed on notice boards and shared with students and faculty. The initiatives taken by the College are generated at meetings of the committee in charge of examinations.

2.9 No. of faculty members involved in curriculum restructuring/ revision/ syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

Dr Shernaz Cama: Since Summer 2017, has been appointed a member of the University Department Research Council for the Department of English.

Dr. Pankaja Ghai Kaushik:-

- Member, Committee for CBCS syllabus for undergraduate course, Dept. of Sanskrit, University of Delhi, 2016.
- Member, Committee for Revision of syllabi of M.A. Sanskrit Course as per UGC templates for CBCS, 2017.
- Member, Newly constituted Committee for Delhi Sanskrit Academy, Delhi 2017.
- Nominated as member of Executive committee of Delhi Sanskrit Academy, Delhi, 2018.

2.10 Average percentage of attendance of students: 77.08%

2.11 Course/Programme wise distribution of pass percentage:

IIIrd Year

Title of the Programme	Total No. of students appeared	Division				
		Distinction %	I%	II%	III%	Pass %
B.Com (H)	66		100%	-	-	100%
Economics	103		92%	6%	1%	99%
English	103		76%	17%	4%	97%
Hindi	35		91%	3%	-	94%
History	85		67%	25%	7%	99%
Mathematics	50		94%	4%	-	98%
Statistics	45		93%	5%	-	98%
Philosophy	49		76%	18%	6%	100%
Political Science	82		90%	7%	1%	98%
Psychology	57		89%	5%	2%	96%
Sanskrit	26		46%	15%	12%	73%
Sociology	44		80%	16%	2%	98%
Journalism	33		91%	6%	-	97%
B.A. Prog.	54		85%	11%	2%	98%
B. El. Ed (IIIrd)	27		77%	15%	-	92%
B. El. Ed (IVth)	30		90%	3%	-	93%

IInd year

Title of the Programme	Total No. of students appeared	Division				
		Distinction %	I%	II%	III%	Pass %
B.Com (H)	61		90%	5%	5%	100%
Economics	99		80%	7%	8%	95%
English	99		65%	24%	7%	96%
Hindi	31		71%	13%	13%	97%
History	94		87%	8%	4%	99%
Mathematics	42		76%	14%	10%	100%
Statistics	29		73%	10%	14%	97%
Philosophy	33		85%	15%	-	100%
Political Science	105		86%	9%	5%	100%
Psychology	54		72%	17%	11%	100%
Sanskrit	17		82%	18%	-	100%
Sociology	28		71%	11%	14%	96%
Journalism	55		85%	13%	2%	100%
B.A. Prog.	70		79%	7%	9%	95%
B. El. Ed	44		70%	7%	-	77%

Ist Year

Title of the Programme	Total No. of students appeared	Division				
		Distinction %	I%	II%	III%	Pass %
B.Com (H)	73		93%	6%	3%	100%
Economics	110		90%	4%	2%	96%
English	102		83%	10%	4%	97%
Hindi	33		82%	18%	-	100%
History	91		64%	14%	9%	87%
Mathematics	47		94%	2%	2%	98%
Statistics	29		83%	14%	-	97%
Philosophy	40		50%	23%	15%	88%
Political Science	104		85%	9%	3%	97%
Psychology	58		93%	2%	3%	2%
Sanskrit	22		77%	9%	9%	95%
Sociology	46		83%	9%	2%	94%
Journalism	28		72%	14%	14%	100%
B.A. Prog.	78		58%	17%	14%	89%
B. El. Ed	50		62%	14%	-	76%

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- Arranges orientation and development programmes for teachers and students
- Organises beyond-the-classroom learning opportunities for students
- Regular feedback is collected from students on the teaching-learning process. This is used to enhance the quality of education being imparted.
- Collects feedback from students regarding facilities made available to them and identifies the changes that are needed.
- Coordinates mentoring activities of the College aimed at student-teacher interaction.
- Monitors activities organized by different departments and societies.
- Encourages ICT based learning—virtual labs, blended learning.
- Ensures regular updating of College website for timely dissemination of information.
- An annual report is published to highlight college activities and staff and student accomplishments.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	7
HRD Programmes	-
Orientation Programmes	3
Faculty exchange Programme	-
Staff training conducted by the university	-

Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	3
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of Permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	73	13	09	02
Technical Staff	07	2	01	01
Total	80	15	10	03

Criterion III

3. Research, Consultancy & Extension

3.1 Initiatives of IQAC in sensitizing or promoting research climate in the Institution.

The IQAC organised a seminar on 'Integrating Digital Technology in the Pedagogical Practices of Higher Education' on March 25th, 2017. The seminar highlighted the role of technological innovations in higher education and research. During the seminar, two faculty members of LSR, Dr. Sushila Madan, Associate Prof. (Computer Applications) and Ms. Jyoti Darbari, Assistant Prof. (Mathematics) spoke on 'Using Technological Tools for Teaching and Research'. Based on the queries raised by participants while filling the form for the seminar, they formulated various ways in which technology could be helpful. They mentioned various ways such as LMS (Learning Management System), Mind Mapping and Go Conqr which could be effectively used in teaching-learning process and also in research. They also gave demonstrations on how to effectively use Google document. The issue of safe and careful use of the internet was also discussed.

Dr. Margam Madhusudan, Associate Prof., Department of Library and Informatics, University of Delhi gave a lecture-demonstration on 'Plagiarism and Impact Factor'. He demonstrated the plagiarism tool 'URKUND' which can be effectively used to check percentage of plagiarism in a text. He discussed various forms of plagiarism in research, for example inaccurate citations, using invalid sources, duplication, paraphrasing, repetitive research, misleading attributions, unethical collaborations, verbatim plagiarism and complete plagiarism. He also mentioned the method to calculate Impact Factor and H Index.

The seminar was therefore beneficial in furthering knowledge about the research process among faculty members.

Research efforts among students are constantly encouraged. Practicums of certain courses are designed in ways to teach students the nuances of research methodology. Students are also encouraged to take up projects that involve research work. Certain departments offer students opportunities to write dissertations which involve intensive research. This year, the department of History also organised a research paper writing workshop for students.

3.2 Details regarding major projects:

	Completed	Ongoing	Sanctioned	submitted
Number	-	1	-	-
Outlay in Rs. Lakhs	-	8 lakhs	-	

3.3 Details regarding minor projects:

	Completed	Ongoing	Sanctioned	submitted
Number	-	-	-	1
Outlay in Rs. Lakhs	-	-	-	125,000/-

3.4 Details on research publications:

	International	National	Others
Peer Review Journals	7	16	-
Non peer review journals	-	4	6
e journals	-	10	-
Conference proceedings	1	-	-

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

No. of publication 185 in 2016-17 (Annexure-iii).

3.6 Research funds sanctioned and received from various funding agencies, industry and other organizations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant Sanctioned (Rs.)	Received (Rs.)
Major projects	2016-21	UGC	8 lakhs	3.5 lakhs
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify): Innovation Project			----	
Total				

3.7 No. of books published

i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

* Annexure (iv)

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
 DPE DBT Scheme/funds

3.9 For colleges

Autonomy CPE DBT Star scheme
 INSPIRE CE Any other UGC

3.10. Revenue generated through consultancy-

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	3	2	3	-	3
Sponsoring agency	-	-	<ul style="list-style-type: none"> Indian oil cooperation National Board of Higher Mathematics, Dept. of Atomic energy, GoI 	-	<ul style="list-style-type: none"> Punjab National Bank

3.12 No. of faculty served as experts, chairpersons or resource persons: 24

3.13 No. of collaborations: International National Any other

3.14 No. of linkages created during this year:

3.15 Total budget for research for the current year in lakhs: NOT APPLICABLE

From Funding agency - From Management of University/College -
 Total -

3.16 No. of patents received this year: NOT APPLICABLE

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialized	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows of the Institute in the year-

Total	International	National	State	University	District	College
-	-	6	-	-	-	-

3.18 No. of faculty from the Institute who are Ph.D. guides-1
and students under them - 5

3.19 No. of Ph.D. awarded by faculty from the Institution: Ph.D. programs are not offered by the Institution.

3.20. No. of research scholars receiving Fellowships (newly enrolled + existing ones): 1
JRF SRF Project Fellows Any other

3.21 No. of students participated in NSS events: 800
University level State level
National level International level

3.22 No. of students participated in NCC events-

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of awards won in NCC-

University level State level

National level International level

3.25 No. of Extension activities organised-

University forum College forum

NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Promising Day Parade - 12Aug 2017
- Veerangana (NCC LSR fest) :-22 March 2017
- Himachal Pradesh trekking Camp
- Combined Annual Training Camp
- Combined Annual Training Camp
- Youth Exchange Programme, Vietnam
- Youth Exchange Programme, Singapore
- Swach Bharat Abhiyan
- Rock Climbing Training Camp
- Thal Sainik Camp
- Closing Ceremony of NCC National games 2016
- Amar Jawan Jyoti 2016
- National Integration Camp Guntur 2017
- Republic Day Camp 2017
- International Yoga Day
- Swacchta Pakhwara
- Tiranga March
- Going Cashless: An Interactive Session (VISAKA)
- Voter's Day
- Water Day
- Gender Sensitization Workshop
- Goonj Initiative
- Disaster Management Workshop
- Creative Reformation and Rehabilitation Programme at Tihar Jail
- Autism Awareness week

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	14.5acres	-	Grant	
Class rooms			Fee	
Laboratories	05	01	Grant	
Seminar Halls	08	04		
No. of important equipments purchased (\geq 1-0 lakh) during the current year.				
Value of the equipment purchased during the year (Rs. in Lakhs)		Rs. 1,91,048/-		
Others				

4.2 Computerization of administration and library

The following computerised services are extended in the library including the in-house operations:

- Cataloguing
- Bar-coding
- Circulation of books
- Article indexing
- Bibliographic ___on demand
- Stock verification
- Budgeting
- Acquisition
- Current awareness service –(i) list of additions (ii) article alert

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books and Reference Books	111755	-	600	Rs. 2,50,000	111755	-
e-Books	3 lakhs aprox. access through Sodhaganga (NLIST) and DU network					
Journals	98	Rs. 827672	8	Rs. 46,000	106	Rs. 900000
e-Journals	45000 approx. access through Sodhaganga (NLIST) and DU network					
Digital Database	-	-	-	-	-	-
CD & Video	50	-	-	-	50	-
Others (specify)	-	-	-	-	-	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	86	60	1	40	100	16	20	-
Added	40	40	-	-	-	-	-	-
Total	126	100	-	-	-	-	-	-

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Regular training programme as per course for the students in various Department/courses.

4.6 Amount spent on maintenance in lakhs :

i) ICT

Rs. 1.66 lakhs

ii) Campus Infrastructure and facilities

Rs.176.99 lakhs

iii) Equipments

Rs.1.98 lakhs

iv) Others

Rs.14.36 lakhs

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Orientation programs are conducted for new students at the start of the academic year.
- Information is provided about scholarships and freeships through timely notices and messages.
- Information on support services such as regarding the college counsellor are made through notices, announcements in assembly and through on-line mediums.
- Important information is also put on the college website.
- The Student Welfare Office is easily accessible to all students in case of any grievance.
- There is also an on-line grievance system through the college website.

5.2 Efforts made by the institution for tracking the progression

A student body, Alumna Cell, was founded in 1956 in order to foster interaction between the institution and its alumni scattered in different spheres including politics, literature, entertainment, sports etc. These networks are maintained through a range of activities organised throughout the year including the Annual Reunion NOSTALGIA, interactive sessions and interviews with distinguished alumni, Alumna Bazaars, organising events like Global Mentoring Walk, celebrating Alumna of the month and so on.

Recent events of the Alumna Cell have included:

- Alumna Bazaars
- Interactive session with Ms. Tina Dabi (UPSC topper)
- Interactive session with IPS Officer Ms. Tejaswini Gautam;
- Lady Kishwar Desai's talk on 'The Legacy of Partition'
- Talk on ethics of journalism by acclaimed Indian journalist and television personality Ms. Nidhi Razdan.

Students are encouraged to become a part of the Alumna Cell throughout and also on their Graduation Dinner Day.

Since the college faculty gives recommendation letters for the students to different universities worldwide and has informal networks on social media, they are able to stay connected to the ELSAs.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
2720	262	-	37

(b) No. of students outside the state: 1526

(c) No. of international students: 47

Man		Women	
No	%	No	%
0	0	47	100

Demand ratio

Dropout %

2015-16						2016-17					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1833	371	178	664	54	3046	1772	367	179	647	54	3019

Since now the university is coordinating the admission process, it is difficult to establish the demand ratio and dropout percentage with certainty

5.4 Details of student support mechanism for coaching for competitive examinations (If any).

Not Applicable

No. of students beneficiaries

Not at present

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT

IAS/IPS etc State PSC UPSC Others

Not at present

5.6 Details of student counselling and career guidance

The college runs various **short term courses** including Mathematical Modeling Workshops, English Coaching classes. At an informal level, extra classes are taken by faculty to give **individual attention** to students who are interested in going beyond classroom learning or are facing difficulties in their course curriculum. **Tutorials** also aim to fulfil the above role.

Career counselling seminars and eminent speakers are invited to guide students under the

Office of International Programs Cell:

- Signing of OIN (Ontario in India Program)-LSR MOU: 10 Canadian universities offer LSR students a 1 year non degree program in exchange for one of their students doing a semester at LSR.
- Large contingent from Macquarie University, Australia signed an MOU with LSR, offering to exchange 2 students from LSR for one year with scholarship OR 50% fee reduction on on their masters programme in International Relations
- Collaboration of King’s College, London with for summer school in courses on International Relations & Marketing Management
- Students nominated for SUSI program on Leadership in USA, La Trobe University in Australia, Sciences Po France, Fukuoka in Japan, Ontario in India, Macquarie University in Australia, National University in Singapore, King’s College London

Placement Cell- The Placement Cell, LSR serves as an interface between the students and the recruiters. In addition to bringing a varied list of recruiters to campus, the Placement Cell also organizes study abroad seminars and internship opportunities for the collective student body. Moreover, soft-skills workshops such as workshops for Personal/Case Interviews and Group Discussions as well as sessions aimed at assisting students with CV-building have been introduced to help make the Placement Cell more like a ‘Career Services Unit’ rather than just for Final Placements.

College counsellor visits the institute 3 times a week for catering to the adjustment issues of the students of the college. **Peer Support Program**, an initiative by the Department of Psychology, also provides a platform for the students to discuss their issues with their peers to facilitate better personal, academic and non academic functioning.

Students benefitted from Placement cell- 420

Students benefitted by counselling- 83

No. of students benefitted

503

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
40	487	120	--

5.8 Details of gender sensitization programmes

- Lets Talk sessions for self expression
- Awareness session on Breast & Cervical cancer in association with ‘Womenite’
- Lecture on Women’s movements & their historical overviews by Dr. Rukmani Basu, former head of the gender studies cell at Jamia Millia Islamia
- Hands –on movie making course by Katie Nelson, film maker from Texas
- Gender sensitivity Workshops with 15 NGOs.

5.9 Students Activities (2016-17)

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

Data not available

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International

Cultural: State/ University level National level International

5.10 Scholarships and Financial Support

	Number of Students		Amount	
	2015-16	2016-17	2015-16	2016-17
Financial support from institution	219	236	Approx. Rs 24 Lakhs	Approx. Rs 28 Lakhs
Financial support from government	263	172		
Financial support from other sources	56	--		
Number of students who received International/ National recognitions	--	--		

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

HIVE (Fine Arts Society of LSR) 3+2

2016-17

- Painting exhibition 'Eccentricities' on Teachers' Day
- Freshers' art & Craft competition themed 'Light & Shadow' & 'Best out of Waste'
- 3 day art event 'Dharohar' organised with an Indian Art Exhibition on various art forms like warli, patthachitra, pichhvai, Mughal & Rajput miniatures; workshops on madhubaniartform&papermache
- 'Down the Rabbit Hole' based on the theme of Alice in Wonderland, showcased life size characters of the book sculpted by society members

- Craft workshops, talk on miniature painting, competitions organised during Tarang

PROJEKT (film & photography society) 2+3
2016-17

- Photo series 'Musafir' showcasing travel photographs
- Film screenings, photography workshops with Mr. Nimit Nigam
- Teachers day themed exhibition 'O Captain, My Captain'
- Exhibition centred around theme of nature

5.12 No. of social initiatives undertaken by the students: 20

5.13 Major grievances of students (if any) redressed:

- Police Helpline for PG accommodation related grievances
- Increased patrolling near college when students brought forth the lack of safety at the backgates of the college with discussion with SHO of Amar Colony
- Café Contractor changed and appointed based on students' suggestion

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision:-

Lady Shri Ram College for Women is committed to nurturing and creating women who are equipped to be world citizens who celebrate diversity in all its joyous vibrancy. It sensitises students to become creative citizens who understand the power of knowledge and the responsibility that comes with this power. LSR sees its students as women who would recognize challenges as opportunities and not limitations. The hope is that students would enter the world of work brimful of professional competence, assuming positions of leadership with ease, shattering inhibitory glass ceilings and resisting pressures to conform unquestioningly. At LSR the focus is on optimizing intellectual potential, providing democratic spaces, inculcating professionalism with social responsibility, and encouraging the aesthetic and creative expression of an inclusive Humanism. The emphasis is, always, on a liberating and not domesticating pedagogy.

The stated mission of LSR is to:

- Empower Women to Assume Leadership
- Develop Critical Thinkers and Concerned Citizens
- Provide a context of Learning that Enhances Professionalism, Humanism and Social Responsibility
- Contribute New Perspectives to the World of Knowledge
- Enhance Access and Inclusivity in Quality Education
- Sustain Democratic Spaces for Creative Explorations

At LSR, higher education for young women is envisioned as a comprehensive programme enabling the students to begin a process of self-aware and self-developing life-long learning that embraces the ideals of social justice, equity and inclusivity.

6.2 Does the Institution has a management Information System

YES

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Faculty members of LSR represent the college on several Curriculum Revision Committees when these are created by the University of Delhi. The skill, understanding and expertise of the faculty is highly regarded, and many of its members are often invited to be on similar committees in other leading educational institutions of the country.

6.3.2 Teaching and Learning

- The teaching processes at learning are evolving into being more participative, inclusive and dialogic in nature. The move towards more interactive styles of teaching has emerged from the demands of a young generation that seeks for its voice to be heard and understood. It also stems from the understanding that dialogues and discussion are the most effective tools of learning within classrooms that are getting increasingly diverse.
- Classroom teaching is being supplemented by field trips, seminars, paper presentations and lectures by experts. Learning about others cultures is being encouraged through interactions with delegations of foreign students that visit LSR
- Faculty members encourage students to engage in research and publish their research work.
- Students are being encouraged to present their work in class and in forums beyond LSR.
- As is the need of the hour, the teaching-learning process has increasingly incorporated the use of ICT. Students are encouraged to use reliable internet-based resources including on-line journals and e-books. Plagiarism is however strongly discouraged.
- Teachers also frequently use information technology in the preparation and delivery of lectures.

6.3.3 Examination and Evaluation

- Uploading of attendance records of students (on a monthly basis)
- Uploading of assignment marks of students (at the end of a given semester)
- Opportunities for students to check internal assessments records and get discrepancies, if any, corrected.
- Regular feedback provided to students on their performance in class and in assignments.
- Visually challenged students are now able to type their exams on laptops as opposed to having writers write their examination.
- Students are encouraged verbally as well as through e-mails to take strong precautions against missing their examinations.
- The medical room is open at all times when an examination is in progress. Further, a nurse is always available.
- Duty lists of teachers are accessible on-line to ensure transparency and avoid confusions about the availability of teachers on the day of the examination.
- Security measures have been enhanced to ensure that students' possessions remain secure while they are writing the examination. For this purpose various personnel are stationed at different venues and they remain vigilant throughout the examination. This has resulted in a decrease in the cases of reported theft.
- Photocopying facilities have been made available, in case question papers, statistical tables etc. need to be photocopied, just prior to or during an exam.

6.3.4 Research and Development

- Faculty members are encouraged to take up research projects funded by ICSSR, UGC, University of Delhi and so on.
- Paper presentations and participation in conferences are also encouraged.
- Students are actively trained by the faculty to undertake research.
- Students and faculty have on-line access to a large number of research journals through the University of Delhi
- The Department of History has organised a well-received workshop on research methodology.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- All classrooms and laboratories in the college are equipped with projectors.
- 24x7 Wi-Fi Facility
- Computerization of administration and library is discussed under point 4.2

6.3.6 Human Resource Management

Each individual of the LSR community including the members of the student body, faculty, administration and support staff are valued by the institution. As opposed to being seen as mere tools for furthering targets or goals, individuals are seen as distinctive and multi-dimensional with unique strengths and weaknesses. This understanding is the spirit behind the organization of the various workshops for the members of the teaching staff, administration, accounts and support staff.

6.3.7 Faculty and Staff recruitment: These take place as per UGC and University of Delhi guidelines.

6.3.8 Industry Interaction / Collaboration

Although deeply focussed on academic enrichment, LSR remains mindful of the need to facilitate gainful employment opportunities for its students. The Placement Cell does commendable work in this regard. It has been regularly organizing recruitment and placement drives which see tremendous student participation. The Cell has had an unprecedented year in placements with the highest domestic package in the University of Delhi of INR 37.8 lacs per annum being offered to a student. Moreover, the Cell has facilitated placements of 120 students this year by hosting a plethora of first-time recruiters; Bira, AIG as well as previous associates such as McKinsey, Citi, Bloomberg and the Big 4 Audit firms among many others with the average compensation package rising to 6.3 lacs p.a. as compared to the previous years. The Placement Cell also continues to collaborate with Swavalamban in its endeavour to seek employment for the differently-abled and the underprivileged. The internships segment of the Placement Cell hosts a variety of reputed firms as well as growing start-ups to conduct recruitment process to select interns. Internships too witnessed an unprecedented year with almost 300 offers of internships and social engagement opportunities across all years and departments from the college.

Periodic career counselling and career fairs are also held in the college. Each department also invites professionals and experts working in the field. Several departments like Commerce, Economics, Statistics and Mathematics have regular interactions with leaders of industry and organizations and create opportunities for students to work with industry.

6.3.9 Admission of Students

The Admission process at LSR is planned very carefully. As a Constituent College of the University of Delhi, LSR is governed by the norms and guidelines set down by the University, but it implements these in a transparent manner. In 2016-17, pre-admission counselling was organised during which faculty members from all departments were present to assist students in making their choices with respect to colleges and courses. Further the college set up a Help Desk to respond to any queries immediately and had a Grievance Committee to look into any complaints. The contact details of the Grievance Committee were widely publicized.

To ensure transparency in admissions under the Extra Curricular Activities Category, the ECA Committee was set up according to the norms of the University. This committee followed the stipulated guidelines in completing the admissions. Similarly, the University guidelines for the composition of the Sports Committee were also followed. The entire admission process was closely monitored by the college authorities including the Principal, Vice-Principal and conveners of the admission committee. Information was sent to the University regularly.

6.4 Welfare schemes for:

Teaching	Yes
Non-teaching	Yes
Students	Yes

6.5 Total corpus fund generated

Rs. 2.21 Cr.

6.6 Whether annual financial audit has been done: Yes

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	YES	University	YES	
Administrative	YES	University	YES	

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes: N.A.
For PG Programmes: N.A.

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Not Applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Not applicable

6.11 Activities and support from the Alumni Association

The registered alumna association of LSR College, ELSA, is a structured entity to help the alumnae stay connected to college and to each other. Its vision is to 'Drive Social Change through Empowerment of Women'. The Association aims to create a multi-generational community and environment that nurtures the LSR spirit of "liberation through knowledge", and to transform lives through sustainable support and action.

ELSA Scholarships were set up with the mission to support the education of talented, self-driven and deserving young women who have merit and yearn to continue their education at Lady Shri Ram College, but are constrained for resources. A fund created through contributions from ex-students of LSR College has been active. The amount raised is given to LSR and maintained in a separate bank account by the college.

ELSA is engaged in a number of ways to ensure that alumna of the college remain connected with one other. Its activities include an Annual Dinner, a Book Club and networking events. Also, the ELSA Hub is a platform where the alumni fraternity can advertise their products and services. It is an online catalogue for alumnae-owned businesses.

6.12 Activities and support from the Parent – Teacher Association: The College does not have a Parent – Teacher Association.

6.13.1 Development programmes for support staff

- Faculty Development Programs for teachers
- Skill Development for Non-Teaching staff
- Life skill training programs for students
- Short term courses for students
- Facilitating research and publications
- Enhancing ICT facilities
- Enhancing the availability of online journals

6.13.2 Initiatives taken by the institution to make the campus eco-friendly.

The Garden Society of LSR, *Prakriti* is the institutionalised mechanism for students and faculty to work together for the environment. The environment is not just the natural environment, but also the built environment. The LSR community takes great pride in keeping its campus clean, maintaining its buildings and

enhancing the aesthetic appeal of the built environment. Some initiatives taken for the environment are discussed below:

- Sapling Plantation ceremony for the first year students of the college aiming to instil in them higher environment consciousness.
- In the course of the year Prakriti society aimed to generate awareness about environmental problems through student assemblies and competitions.
- Waste paper was collected in large amounts and sent to the NGO Dakshina to be recycled into notebooks. These notebooks were distributed among the underprivileged children under the National Service Scheme of LSR.
- Around Diwali, a 'No to firecrackers campaign' was organised to educate young children about the hazards of burning crackers.
- The annual tree census was carried out to identify the different species of trees present in on the LSR campus.
- A nest-making workshop was conducted for the students of LSR in which they learnt how to build homes for birds.
- Relevant talks on the environment were also organised. Ms. Bharati Chaturvedi, the Founder and Director of Chintan Environmental Research and Action group was invited to LSR. She spoke on 'The counterproductive act of consumption'.
- A National Research Paper Competition was organised on the topic ' Environmental Politics'.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

At LSR, all departments ensure rigour of the academic program, and the faculty, strive ceaselessly to mesh imagination and learning with creativity and innovation. Following are some steps taken towards this.

1. Harmonizing excellence and humanism

A humanist, constructivistic and developmental view of the context of learning is adopted across programs. A lot of emphasis is given on the students' point of view and how students think and learn about content. Their perspectives are given due space in all classrooms. Equally, their understanding is challenged through open discussions, debates, working on authentic tasks in real settings where both teaching and learning are rooted in experiences, experiments and reflections. All spaces inside and outside of the classrooms, be it the library or the assembly or the common room, are used as spaces of cross fertilisation of ideas and best practices.

2. Sustaining intellectual enquiry

LSR believes in striving to expand boundaries of learning by adopting a truly multi-disciplinary and student-centered approach and providing a unique combination of liberal and professional education. In pursuit of intellectual enquiry, students are encouraged to recognise the possibility of multiple interpretations of the same phenomenon and acknowledge the value of personal meaning construction instead of received prescribed knowledge. Eventually they are able to evaluate different interpretations and also understand that interpretations can be theory-laden. Promoting a culture of inquiry requires a good conversation between teachers and students, demanding safety, care and trust. Teachers at LSR endeavour to create open dialogue and critique in an environment geared towards questioning one's own actions and examining the underlying belief system.

3. Nurturing agents of change

A constant attempt is made to infuse a social justice perspective into all learning. The students engage with questions such as how education needs to be re-directed, re-oriented and re-structured to solve problems of people living in the social and economic margins of society.

4. Developing Critical Thinking

At LSR, the emphasis is on a liberating rather than a domesticating pedagogy. The thrust is to make students open to the not always harmonious reverberations of learning, in challenging young people to explore alternative ways of being and seeing, to always unite the language of critique with the language of possibility, and to imbue in the students a thirst for learning and a desire to teach themselves continuously. Through research and reflective processes, students develop competence for critical articulation. The whole process is geared towards learning by questioning. Dialogic reflections lead to tensions and debates that can only be resolved by flexibly adopting multiple perspectives and examining, justifying and negating existing ideas. Sensitive and contentious issues such as child labour, gender & sexuality, oral history of monuments and historical events like the partition are taken up in projects and discussions to bolster divergent and critical thinking.

5. Engaging with possibilities rather than limits

The frontiers of learning are pushed, and students are constantly encouraged to explore talents, ambitions and creativity, experimenting with capabilities and experiencing the joy of realizing one's potential. Further, recognising that for a learning system which is empowering, evaluation should be participatory, class participation in terms of asking questions, reasoning, analysing, putting forth arguments and engaging in a sustained manner with the curriculum is actively sought and assessed on a continuous basis.

LSR has taken up a series of innovative, interdisciplinary academic engagements, special lecture series, enrichment courses, seminars, symposia and creatively designed field trips, to enable holistic teaching-learning experiences. Some examples of the same are presented here. In terms of **collaborative academic engagements**, a dialogue with students and faculty members from Fairfield University, Connecticut titled being 'Being Young and Woman': was held. The themes discussed included the role of the family in development, identity formation within complex and heterogeneous societies, relationships/ intimacy and negotiating the multiple worlds that young people find themselves belonging to simultaneously. In the same vein, students from the Macquarie University engaged with the students of LSR and discussed issues ranging from family structures and functions to social media issues, as seen from the perspective of their respective cultures.

During the course of the year, different departments continued to engage their students in new ways through organising **National and International seminars** and **Academic Meets**. For instance Econvista 2016, the second International Economics Students' Symposium, on the theme 'Global Economic Crises since 1970s: Issues, Implications and Resolutions' sought to deliberate upon the probable causes, socio-political implications and the possible future corrective actions to a series of economic crises since the 1970s, which still continue to plague the lives of large numbers of people in this interconnected globalized world of today. POLPOURRI the annual Academic Meet of the Department of Political Science focussed on 'Understanding War in the 20th Century' which was explored through a variety of engrossing events, including a panel discussion with experts, movie screenings, quizzes and cultural performances. Several others departments also organised similarly stimulating events across the academic year.

In terms of **community outreach** a half day workshop in collaboration with the Disaster Research Program, JNU, titled 'Disaster Risk Reduction and Community Resilience Building' was organised. This was an initiative of sensitizing the youth by involving them in a participatory neighbourhood mapping programme. Students and faculty of colleges like Miranda House, Gargi College, Kamala Nehru College, Motilal Nehru College, teachers from Government neighbourhood schools of LSR and RWA representatives from Garhi village were among the participants.

The **use of ICT** in teaching has also grown. LSR appreciates the intense impact modern technology can have, when combined with a socially responsible value system. Faculty members are increasingly and innovatively using modern technology in pedagogical practices, including power point presentations, documentaries and films within the classroom. To facilitate this process the college has maintained a practise which allows for laptops to be issued for use in the classroom and then returned thereafter.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

Details are provided in Annexure (v)

7.4 Contribution to environmental awareness / protection

- Maintaining greenery in the campus
- No tolerance for littering
- Segregation of waste
- Drives for collection of waste paper (for re-cycling)
- Awareness campaigns on environment related issues
- Pledge campaigns ('No to firecrackers' campaign)
- Use of solar energy ???

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

STRENGTHS

1. **Inclusive and socially responsive education:** The college believes that an equitable access to social opportunities of education is probably one of the most effective routes to build an engaged and informed community and this belief percolates into all its practices.
2. **Excellence In Education:** Learning, both inside and outside the classrooms, is given the highest priority. Highly qualified and experienced faculty engage the students in interactive and vibrant exchanges that promote sound learning that goes beyond textbooks.
3. **Eco conscious campus:** The campus is not seen as a physical structure but as a microcosm of the world outside. Students are encouraged to live in harmony with all living beings, plants and animals within the campus and societies such as Prakriti, Animal Welfare Committee and Friendicoes NSS project constantly endeavour towards keeping the college ecology clean and harmonious.
4. **Infrastructure:** The college has sound infrastructure including well appointed and well-ventilated classrooms, provisioned with LCD projectors and sound systems. The campus has all facilities that students need during the course of the day including cafeteria, restrooms, medical room etc. The campus is wifi enabled at all times.
5. **Accessible learning spaces:** In keeping withour belief thatall learning spaces should be accessible to all learners, the campus has been provisioned with ramps, elevators, railings, braille notice boards and classroom labels etc. so as enable mobility. The college has set up a state-of-the-art Resource centre for visually challenged students to ensure accessible study material and provide special learning aids. The Resource centre, *Swavalamban*, is equipped with the latest assistive technology including a Braille Embosser, Screen Reading software, Lex-Cam Scanner, Book Scanner, Daisy Recorder and players and ten computer systems with OCR software both in English and Hindi.
6. **ICT inroads into classrooms:** The college has over two hundred computer terminals, and ICT is used for administrative, accounting and record keeping purposes. Faculty and students make extensive use of the Wi-Fi facility for reading and research. Most class rooms are equipped with ICT facilities. The college has extensive facilities for the use of computers and the internet to

enhance the classroom experience, and computer literacy programmes are offered from time to time.

7. **Commitment towards community outreach and capacity building:** Community oriented workshops and activities are offered through specially designated student bodies and societies. Through its many NSS projects and initiatives, the students are encouraged to contribute to communities that surround them. Students engage in teaching, skills training, hygiene and health programs with children and women in communities such as zamroodpurbasti and nizammuddinbasti on a regular basis.
8. **Strong industry links:** With a very active placement cell, LSR is not only approached by the best organizations for recruitment purposes, but also for excellent internship opportunities. Further, experts from various industries are frequently invited for talks and interactions to prepare students for the world of work and to maintain ties with the industry.
9. **Focus on physical and mental health:** The college provides medical room facilities with a consulting specialist and a RCI recognised clinical psychologist on board. The college endeavours to approach students' health holistically, ensuring that both physical and psycho-social issues are addressed in a timely manner.
10. **Library resources:** A strong library system enhances the academic life of the college. The library has a huge collection of books (1,11,155), bound journals (6000), periodicals (105), magazines and e-resources. A dedicated committee to oversee the functioning of the library is very active. It has an OPAC system, and it subscribes to NLIST. It has computer terminals with internet facility and reading cubicles. A regular update on new additions is provided by the library. The library is fully digitised and is open even after class hours.
11. **Focus on all round development:** Co-curricular activities such as performing and visual arts are considered to be as educational as learning of disciplinary areas. The students participate in diverse activities such as Indian and western dance, dramatics, sports, dramatics, Indian and western music, fine arts, and excellence in all these fields is pursued and recognised, leading to national and international laurels.
12. **Affirmative action:** Empowerment of students from economically weaker sections and disadvantaged groups by way of scholarships and freships is a core component of student welfare efforts at LSR. The college is committed towards providing equal opportunities and equal conditions of success for all learners, irrespective of their backgrounds.
13. **Encouraging student initiatives and leadership:** Critical thinking, self-direction and interdependent functioning is promoted in LSR students. Student initiatives are supported, and constant guidance is provided to students to lead initiatives meaningfully and responsibly. The students' union is the elected body and manages morning assemblies and college events, including the annual festival, Tarang, with guidance from staff advisors.
14. **Recognising diverse achievements:** Not just academic achievement, but achievement in all spheres of performance are recognised at LSR. Many awards and prizes are conferred upon students excelling in diverse fields of activities such as sports, performing arts and creative arts and socially useful productive work.
15. **Transparency:** The college has a culture of transparency which works at all levels. Records are diligently maintained in all areas of academic work, administration and student activities.
16. **Updated Website:** The college website provides an interface for all stakeholders and brings together the students, the parents, the college faculty, the non-teaching staff and the management. The website is updated frequently, creating a sound

platform for dissemination of information and sharing of achievements and opportunities.

17. **Residence hall:** The residence hall is home for outstation students. It is comfortable, safe and has a range of facilities to make the three years memorable for every undergraduate living in the hostel.

18. **Illustrious alumnae and active alumna cell:** Many alumnae of LSR are prominent and contributing members of the civil society in academia, civil services, law, media, performing arts, sports, politics, multinational organizations and so on. Many of them have won laurels in their fields and have been conferred illustrious awards. The alumna cell of the college actively keeps these relations alive, building bridges between the past and the future.

19. **Liaison with foreign universities:** The Office of International Programmes organizes various programs, both on and off-site for LSR students to collaborate and learn from their peer across the world.

WEAKNESSES

1. Limited capacity for student intake
2. Need to expand infrastructure with increased student strength
3. More specialisations can be offered within courses

OPPORTUNITIES

1. Collaborative research
2. Faculty exchange programs
3. Community outreach
4. Skill based professional courses
5. Documentation of dissemination of best practices and

THREATS

1. Need to maintain constant reflection to avoid self-satisfaction.
2. Need to keep innovating to avoid stagnation of ideas and practices.
3. Need to build more and more avenues for research and collaboration.
4. Need to locate all learning in real world application.

8. Plans of institution for next year

- Faculty Development Programs for teachers
- Skill Development for Non-Teaching staff
- Life skill training programs for students
- Short term courses for students
- Facilitating research and publications
- Enhancing ICT facilities
- Enhancing the availability of online journals

Name Dr. Sanjoy Roy Chowdhury

Vice-Principal

Name Dr. Suman Sharma

Principal

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

Feedback from Stakeholders (Students)

Department feedback

All the departments of LSR have conducted online surveys to collect feedback from the graduating students of the session 2016-17. Some aspects of the surveys are department or discipline specific, whereas some aspects like Infrastructure, Library facilities, Feedback on Examination and assessment etc were common. Each department has used its own methodology in terms of rating scale, qualitative feedback and checklist. This report presents department wise feedback of the students.

Department of Commerce

The present third year students were asked to fill a questionnaire regarding the feedback of the department of Commerce, the academic system of the College and learning experience they had at Lady Shriram College.

The students in general, were satisfied with classroom teaching. A majority of them were extremely satisfied with the tutorial system of the department. Seventy one percent students stated that they were always encouraged by teachers to freely and fearlessly discuss ideas, doubts and questions in and outside the classrooms about academic issues. About 60% of the class feels that the academic and co-curricular activities organised throughout the year by the department are very useful for their academic growth. They are satisfied with their involvement in organizing academic and co-curricular activities of the department. Most of them participate in these activities enthusiastically. Three-fourths of the class would recommend Lady Shri Ram College to the students leaving school.

The students are happy with the college library and they have a positive experience in the reading room. They are highly dissatisfied with the internet access in the college.

The students have expressed their opinion about the insufficient emphasis on internal assessment component.

They are duly satisfied with the lecture rooms and tutorial rooms but are dissatisfied with the computer laboratories of the College.

They are satisfied with the cafe and grievance redressal mechanism of the College.

Department of Economics

An online survey was done to obtain student feedback from the batch of 103 students of Economics Hons. (2014-17).

The following are the responses:

1. General experience of the lectures: More than 85% of the students found depth of knowledge imparted and teachers' ability to communicate the course content to be very good or good, more than 90% of the students found degree of preparedness of teachers and regularity & punctuality to be very good or good. Promptness of evaluation was found to be very good or good by around 75% of students.
2. Soft skills : Rapport with students was found to be very good or good by more than 75%. Academic Encouragement & support, spending time mentoring outside the classroom and empathy were considered to be very good or good by around 75%. Fairness as an attribute amongst teachers was given a rating of very good or good by more than 90%.
3. Tutorial system of the College was found to be very good or good by two thirds of the students.
4. Students' Evaluation : Around 90% found class assignments to be very good or good, around 75% found projects/ presentations and end Semester exams to be very good or good
5. Other teaching methodologies : Around 60% found projects to be very good or good, 30% rated paper readings, 20% rated field studies and around 50% rated seminars and panel discussions to be very good or good.
6. Two thirds found their performance in university examination to be consonant with assessments in College.
7. More than 60% felt that the classroom provided adequate context for debate and discussion.

8. Learning experience at LSR for attaining Capacity to learn, Communication & language skills and Ability to think independently, Self confidence - Almost everyone found it to be very good or good . For Working as part of a team, Developing new creative aspirations and Focus on future trajectory, more than 75% rated their experience as very good or good. The corresponding figure for Subject proficiency was around 75%.

Department of Elementary Education

The Department of Elementary Education, LSR, collected student feedback from the final year (4th year) students using an online survey that was created specifically for the purpose. There were 10 questions in all, 7 of which had multiple parts with scoring based on 5-point rating scales. These 7 questions were based on 7 areas that were considered important from the students' perspective. These included: **infrastructure, pedagogy, faculty, teaching learning resources, assessment and overall department climate**. The remaining 3 questions asked for subjective responses on skill building, professional development, particular courses the students found useful as part of their teacher preparation program and sought suggestions for improvement in areas such as infrastructure, teaching, assessment and overall department environment. 22 final year students responded to the survey over the months of June and July 2017. The following segment analyses the main trends in the responses obtained.

Infrastructure

20 out of 22 respondents responded to the questions on infrastructure. The results indicate that within infrastructure, the students were most satisfied with the safety (4.45) and classroom lighting (4.10)., whereas they were least satisfied with the availability of drinking water (1.80) and availability of clean washrooms (2.9). The satisfaction with availability of classroom space, availability of audio visual facilities, classroom ventilation and acoustics ranged between 3.70 to 3.50, indicating medium satisfaction with these aspects of infrastructure

Pedagogy

19 out of 22 students responded to the questions on pedagogy. The aspect of pedagogy liked most by the students was the effort made by the faculty to relate concepts to real life situations and problems (4.16) and use of comprehensible language in class (4.00). The students also liked field based learning opportunities (3.74) and the interactive and discussion based teaching (3.79). The least liked aspect of pedagogy were the tutorials (2.47), indicating a need for improvement in this area.

Faculty

19 out of 22 students responded to the questions seeking feedback about the faculty. Among the most liked aspects of faculty was the teaching style adopted by the faculty, including clarity, bilingualism, openness to questions (3.58) and the lecture preparedness of faculty (3.21). However, the weighted averages did not go above 4 points, as in the previous questions, indicating lower average. The aspects that need improvement include fairness (2.42) and regularity (2.68). Completion of course content in time was found to be largely satisfactory (3.16).

Teaching Learning Resources

19 out of 22 students responded to the questions on teaching learning resources at B.El.Ed, LSR. The areas of high satisfaction included availability of good quality reading material pertaining to coursework (3.63) and access to good reference material in the library (3.47). The students also expressed satisfaction with access to manipulatives and softwares for math courses (3.26) and interaction with resource persons from the field (3.16) However, the satisfaction with reading materials in Hindi and access to resource room facilities was low at 2.16 and 2.63 respectively, Availability of equipment for science courses had a weighted mean of 2.67, indicating scope for improvement.

Assessment

19 out of 22 students responded to the questions about assessment. What the students liked most is that different kinds of assignments such as projects, presentations, group work, paper writing etc. were given (4.05). The students also felt that the assignments helped them to develop their understanding of course areas (3.74). However, the students expressed low levels of satisfaction with the fairness of assessment (2.32) and how interesting the assignments were (3.00). The timing of how assignments are spread over the course duration may also be improved (3.05)

Department climate

18 out of 22 students responded to the questions on overall department climate. Most students reported high level of satisfaction with the fairness and regulated nature of student union election (4.22). The students reported satisfaction about how facilitative and conducive the department climate is to their learning (weighted average 3.78). The average for satisfaction with regard to opportunities to participate in departmental activities was 3.72. Students reported a sense of connection with their fellow students and teachers at 3.61. The feeling of having a voice in the department and having someone to approach at the time of a crisis averaged around 3 (approx). Areas of lower satisfaction were having a sense of connection with the larger college body (2.94). It is notable that out of 12 parameters, 11 parameters had an average above 3.00, indicating an overall conducive departmental climate.

Department of English

The English department has collected feedback from 46 students using a rating scale 1 to 4 (1-very good and 4 -poor)

Regarding the course content , 35% expressed it as very good and 60% expressed as good. Regarding regularity of classes, 54% expressed as very good and 37% expressed as good. About completion of syllabus on time, 26% rated as very good and 65% rated as good. Regarding availability of teachers outside class room, 28% rated as very good and 47% rated as good.. About the teacher effectiveness in transacting syllabus, 26 % rated as very good and 70% as good. 45% rated very good about provision of references and bibliography whereas 41% rated good.

Feedback about various aspects of infrastructure were also collected. 20% rated class room sizes as very good and 43% rated as good. 54% rated cleanliness as Good. 47% rated the availability of internet as Poor. 39% rated library facilities as very good whereas 48% rated as good. 48% rated photocopying facilities as very good and 47% rated as good.

Department of Hindi

A Feedback Form was given to the students of the Department of Hindi of Lady Shri Ram College for Women containing questions about their expectations, satisfaction level, teaching methodology, learning experience, contribution to departmental activities, other activities beyond the classroom etc. Some questions had a point scale of 1 to 5 where 5 is

most favourable and 1 is least favourable and some questions which need to be answered in 3-4 sentences. As far as satisfaction in terms of meeting the expectations is concerned, most of the students expressed their satisfaction. While responding to the delivery style and punctuality of the faculty and preparedness and timely coverage of curriculum, most of the students gave 4 – 5 points on an average.

About 80 per cent of the students expressed that they have gained a great level of knowledge during the college years which would definitely be useful and work like a launching pad for jumping in the world. Responding to the teaching style and methodology, some students suggested more interaction and involvement of modern IT techniques such as ppt presentations, smart boards etc. while delivering the lecture whereas some find it very comfortable.

Most of the students told that they have also participated in other activities beyond the classroom and it has helped them a lot and provide them a productive and fruitful exposure to help in developing their holistic personality.

Department of History

The department of History has collected feedback using a rating scale 1 to 5 on various parameters (1 being highly dissatisfied to 5 being highly satisfied). 63% of students are highly satisfied with the class room teaching whereas 5 % are satisfied. Regarding the tutorial system of the department, 58% are highly satisfied whereas 37% are satisfied. Regarding freedom to question and debate, 53% have expressed high degree of satisfaction whereas 32% have expressed satisfaction but more space for discussion.

50% of the students are satisfied with the usefulness of academic and co-curricular activities whereas 22% are highly satisfied with this aspect. 40% of the students are highly satisfied with the direct involvement in activities outside regular classroom whereas 33% are satisfied.

56% are highly satisfied with college library whereas 22% are satisfied. 44% and 39% are respectively highly satisfied and satisfied with the internet facilities in the college. 58% are highly satisfied and 26% are satisfied with the infrastructure of the college. 23% are highly satisfied and 29% are neither satisfied nor dissatisfied with the various components of the internal assessment.

13% are highly satisfied and 31% are satisfied whereas 50% are neither satisfied nor dissatisfied with the Grievance redressal mechanism of the college.

Regarding food, cleanliness and services in the college café, 26% are highly satisfied, 32% are dissatisfied.

76% students expressed that they would recommend History (Hons) of LSR to school leaving students.

Additional points:

- Certain students have appealed for more inclusiveness in class, especially for Hindi medium students
- Students also desire more reading material in Hindi in Library.
- Students have spoken wonderfully about the department and College. However, there are complaints about presence of dogs in Café.
- Complaints about the ventilation in classrooms and suggestion to explore possibility of installing Air Conditioners in classrooms.
- General complaint about lack of cleanliness and loud speaking in library.
- There are suggestions to have only one test/project in entire semester which leaves more time to read.
- Students have also complained about the marks given on attendance. According to them the attendance marks are not the best judge of a student's ability.
- There have been suggestions to improve the organization of departmental activities
- Students have spoken positively about the research paper writing workshop organized by the History department. More interactive workshops and activities over simple class room lectures is preferable.
- They speak highly about the Library and its research and reading room facilities
- Demands for more reading spaces in library.

Department of Journalism

Review was taken from various students of Department of Journalism of Lady Shri Ram College for Women. The review was taken to gather feedback regarding the functioning of the department. The students gave a very positive feedback regarding the course, faculties and the facilities at the department. Students find this course very enriching. They feel that production based assignments add a special touch to the learning

process. They find the media lab well equipped with necessary tools required for production but they feel that the absence of internet is problematic.

Students have also mentioned that the workshops and guest lectures conducted by the department have been very useful for them. Students feel more budget should be allocated to conduct more workshops and field visits to enhance basic skills of journalism.

Department of Mathematics

In total students were asked to give their nominal judgements on 11 questions. A scale of 1-5 was used with “1-no satisfaction”, “2-little satisfaction”, “3-moderate satisfaction”, “4-major satisfaction” to “5- Full satisfaction”. Out of the 11 questions, 7 questions pertained to teaching and department related activities and rest 4 questions () catered to facilities in college. In addition, students were asked to give in their suggestions/comments.

More than 90 % (values 4 +5) students are majorly/fully satisfied with the parameters: *syllabus covered in the class, discussion of topics in class, periodical assessment and student teacher relationship*, and almost 82% are majorly/fully satisfied with *–level of class participation*. However, the students are not satisfied (almost 43%) with the other *pedagogical tools (Modern teaching aids / gadgets, handouts, suggestion of reference, PPT, web sources)* used for classroom teaching. The analysis also shows that there is scope of improvement on the *co-curricular activities carried by the department*. Although, more than 50% were majorly/fully satisfied but there were about 41% who were moderately satisfied.

More than 90% students are quite satisfied (values 3+4+5) with the *infrastructure , administrative system and the college library*, however almost 40 % are not happy with the internet access facility.

In addition, the suggestions/comments given by students are summarized below:

- The library timings should be extended if possible to atleast 6 pm
- Counselling sessions on varied fields could be initiated for better decision making of students.
- Ventilation to be better in rooms.
- College hours to be reduced.

- Equal opportunities to be given to students in societies.
- Research work should be encouraged.

Department of Philosophy

A survey was conducted among the students of the department of Philosophy of Lady Shri Ram College for Women. The survey was carried out to gather feedback related to the individual experience of each student in the department. The feedback form was an inventory of different areas of assessment of the department's functioning, with a rating scale ranging from 1 to 5, where in 1 was the most unfavourable and 5 was the most favourable. There were a total of 29 students who participated in the survey.

According to the data gathered, the department performed very well in most areas of assessment. More than 75% of students rated the department a five in the category related to 'the equal treatment of students irrespective of their ethnicities'. The department was given a four and above in areas such as 'the encouragement of participation in class', 'the completion of the syllabus', 'helpful attitude' of teachers towards the students' and 'the tackling of inappropriate behaviour of students'. In areas related to the 'discussion of topics in detail', 'conduction of periodical assessments as per schedule' and the 'provision of academic and as well as non academic counsel' the department was given 3 and above by more than 80% of the participants.

While the department relatively underperformed in the area of 'the use of modern teaching aids/gadgets/presentations etc.' where more than 60% of participants rated the department 3 or less, the department was rated 4 and above by nearly 90% of the participants in the area corresponding to 'fair and unbiased process of evaluation'.

The majority of participants rated the department above the average rating of three in all except for one area of assessment.

Department of Political science

In the first category ie about the course content, students' responses ranged from good to average, with more positive responses being given for core papers rather than non-core papers. In general course content for both categories scored higher than either length of syllabus or relevance.

In the second category ie transaction of courses, the column for regularity of classes was overwhelmingly marked as “Very Good” with only very few exceptions. Completion of syllabus ranged between good and average. Availability of teacher outside class also ranged between good and average.

Teacher's effectiveness in transacting syllabus ranged from “Very Good” to “Average”. Bibliography and references provided for courses ranged from “Very Good” to in only one case, “Very Poor”. Most responses fell between good and average.

In the third category, ie infrastructure almost all students rated internet availability as “Poor”. Classroom size ranged between “Good” and “Poor”. Fans and coolers tended to be rated negatively, from “Average” to “Poor”. Cleanliness had a wide range from “Very Good” to “Poor” but most responses were positive. Library resources and online material accessibility were almost entirely marked as “Very Good” or “Good”. Photocopy and print outs ranged from “Average” to “Poor”.

Department of Psychology

The feedback was taken using a questionnaire designed by the faculty of department of psychology. It was designed to assess how satisfied the psychology students were with regard to meeting of their intellectual, emotional and social needs by the department. The questionnaire consisted primarily of open ended questions asking students to express their expectations at the time of joining the department, how well were the expectations met, the quality of the teaching-learning process (including the applicability of the content learnt, research skills developed in the process, learning beyond the class room), availability of support system in the department, strengths of the department and their suggestions for further strengthening the department. The number of students who responded to the questionnaires were 133.

In response to the question “To what extent the department satisfied your expectations?” majority of them that is 82 (62%) out of 133 reported being highly satisfied with the department (on a 5-point scale with 1 being highly dissatisfied and 5 being highly satisfied). This implies that students are satisfied to an above average extent with their learning experience in the department.

The primary **expectations** of the students from the department were use of faculty's expert knowledge, student-teacher interaction beyond the classroom, going beyond the confines of prescribed reading material and focus on developing research skills. The first three areas of expectations have been reported to be largely fulfilled. However, the students expect the faculty to train them more intensively in conducting research.

The students reported that the **strengths** of the department were its well qualified and expert faculty. The students recognised and appreciated the individual strengths of each teacher like disciplined, hardworking, motivating, non-judgmental, open to change and capable of providing conceptual clarity. The students found the environment of the department to be friendly, empathic, positive and united. The extracurricular activities like annual symposium, seminars, TED talks and departmental clubs like Books & Documentary Reading (BDR), Peer Support Program (PSP) were highly appreciated by them. They shared that different teaching styles of the faculty, reading material provided, methodological designs of the practicals, psychological tests learnt and class room discussions inspire them towards excelling academically. Most of the students feel that their learning experience in the department has also enabled them to be prepared for the next step in their careers as well as learn lessons of time management, ability to express freedom, empathy, hardiness, resilience, self-esteem and confidence. The contribution of non-teaching staff of the department was also appreciated by the students.

The major **limitations** reported by the students were with respect to the mentor-mentee and teacher-student interaction. Since the time table of the students is packed with back to back classes, the students reported difficulty in finding time to interact with the faculty and seniors outside the classroom to discuss the significant aspects of their life other than academics.

With respect to **planning** the course curriculum, the students suggested preparation of a schedule of submission of assignments and practical reports by the teachers in consultation with the students to avoid any clash. The above-mentioned suggestion has been looked into and is being followed since the last semester. Another suggestion included distribution of readings to the students for the entire syllabus in the beginning of the semester. Since this routine was being followed by some teachers earlier, the others were encouraged to follow suit.

With respect to teaching-learning pedagogy, the students have expressed a desire for increased usage of audio visual aids in teaching, using life experiences and Indian researches and undertaking exposure trips to further learning at ground roots' level. . This will also help them to develop a critical and analytic bend of mind.

The students were appreciative of the fact that the department came up with such an elaborate feedback form which allowed them to share their concerns rather than giving them limited response options.

Department of Sanskrit

Department of Sanskrit Students gave their feedback with in the frame containing four main areas, i.e.

- Expectations when they were enrolled in LSRC,
- Teaching-learning processes,
- learning beyond the classrooms &
- Infrastructure.

Under these areas students were asked many questions.

1. Students had expected to become well versed with Sanskrit and all over personality development. Majority of them felt satisfied as they could learnt broaden area of Sanskrit studies. They appreciated the way LSR has provided them with an environment where we can build and develop their personalities in all required fields. On questioning how satisfied they feel in terms of their expectation being met by the department, Students gave “Good” as score in this area.
2. In the area of Teaching learning processes five questions were asked:
Rate the faculty in the terms of lecture preparedness, delivery style, timely coverage of curriculum, punctuality and approachability. Most of the students are satisfied with teaching learning process and gave 4/5 score. Some of them felt improvement in the approachability of the teachers. They like Theoretical concepts being taught in practical manner.
3. It's been overwhelming response on Learning beyond the classroom. Students found 'teaching beyond classroom' a regular pedagogical feature of the department in the form of organising talks, workshops, fieldtrips very enriching and complimentary for their curriculum.
4. Majority of students found infrastructure of college excellent.

On the question asked:

Do they feel prepared for their next step (job/higher education) because of what they learnt in the department?

Almost all students gave answer in positive.

Suggestions: -

- Students want bigger rooms for the department of Sanskrit
- More participation from the college in events of Sanskrit department.
- More workshops and remedial classes
- Better internet connection
- More cleanliness in students' washrooms

Department of Sociology

The Department of Sociology Lady Shri Ram College for Women administered feedback forms to the third-year students (2014-17 batch). The feedback forms comprised of twelve questions that allowed a combination of qualitative and quantitative responses. It offered students utmost latitude to express themselves candidly.

Of a total of forty-four students, thirty-seven students returned the filled form, which is at 84% compliance rate. Nearly 95% of the students rated the time spent at the department as productive and useful as it gave them better analytical skills, broadened their knowledge and gave them a perspective. 70% of the students find it good, very good or extremely good.

Curriculum - Several students expressed concerns regarding the demands made by the content and extent of the various papers, and the architecture of the syllabus. While the syllabus of semester mode 2011 itself is now superseded by the CBCS syllabus, these observations hold significant pointers for pedagogical purposes. The students in general expressed preference for a leaner and better streamlined syllabuses. They found that some of the topics were forced and unnecessary. They want contemporary themes and cases particularly from Indian context to make the courses more effective and engaging. Students expressed that complexity of theory must be translated into relatable contemporary issues to keep them engaged in the class rooms. In particular several of them suggested that Research Methods papers may be moved to earlier semesters so that by the time they go for field work they are fully equipped. It is also suggested that the connections between different papers should be drawn out better so that they get a sense

of continuity and interconnectedness. Absence of female sociological thinkers is a concern flagged by several students. The general consensus is there must be a way to make the learning less exhausting and more exhilarating; the syllabus and teaching should make understanding holistic, context sensitive and responsive to emerging concerns.

The majority of the participants expressed their satisfaction in most of the areas. most common suggestion is to make teaching more interactive and discussion- based rather than unidirectional communication to make it more engaging. Students also wanted more activity-based learning and skill oriented sociological training. They feel that at the moment it is little too scholastic in its approach. They also want more options in terms of specializations. One of the significant suggestions is double lectures should be avoided as much as possible in the time tables, as the efficacy of the learning drops beyond a certain point. Tutorials are generally held to be very useful for the purposes of sorting out issues related to projects and clarifications. However, several students thought they can be more productive if they are used to push the boundaries of the prescribed syllabus.

Internal Assessment:

In general, the internal evaluation was held to be fair and just. One common sentiments expressed is that it has to be little more lenient as grading standards at LSR are much higher than other undergraduate departments in the university. However most of them thought internal evaluation made them challenge themselves.

There are also a range of suggestions about internal assessment. Several of them wanted the department to rethink the examination-centric evaluation and up the coefficient of creativity and skill needed for internal assessment tasks. Some of them have also wanted a more rigorous detailed feedback the internal assessment. And the feedback should be congenial and constructive rather than harsh or dismissive. Several of them indicated a need for more thorough training in social science writing that prepares them for academic careers

Departmental Activities:

Majority of the students are satisfied with the nature and quality of departmental activities such as talks, films screenings and panel discussions. They found these vibrant, informative and enlightening. Some of them asked for more activities. They also held that holding these extension activities during ECAs is a damper for attendance as several of

them are also involved in the college level society activities during this period. One of the key suggestions is that sociology board requires a strong team and more support from the department. They have also wanted the annual festival *Kula* to grow in ambition and scale. They want greater appreciation to be shown to those students who routinely work for the activities.

Community Life at the Department: Students in general noted that department is marked by a strong peer group solidarity which translates to a responsive support system. However, the bonds across the three years are not always strong or numerous. Mentor-mentee program does not seem to work optimally. The department should find ways of creating greater space for informal interactions that could create better cross-batch support networks.

Learning Outcomes

- All the students said that three years of Sociology gave a new outlook and made them critical and habituated them to look beyond the common sense. They found a range of ways to express this. They said that they have gained an understanding of the overall workings of the society; an ability to analyse through the layers of social reality; an instinct to look for the context in every situation; an aptitude to think critically; ability to looking beyond dichotomies and appreciate multiplicity of perspectives; acquire greater awareness and a taste for academic learning; to be observant, curious, broadminded and accepting etc.
- They have invariably said that the department shaped their personality and they feel like a new person all together. They see a palpable capacity building in terms of their intellectual abilities. According to them time with the department has made them more sensitive to difference and respectful of others sentiments and helped them to develop a sense of toleration. It made them autonomous in judgement, just in conduct and courageous in critique. They said the time at the department gave them clarity in terms of future goals.

Fieldwork

The two-week fieldwork carried out by the students during their final semester means a great deal to them academically as well as personally. It clearly leaves an indelible mark on the students. They take this first serious endeavour in empirical sociological research very seriously and remember it for its challenges, learning and interpersonal

experiences. They remember it for what they have learnt during this period as well as how it moved them out of their comfort zones.

Department of Statistics

The students of 2014, 2015 and 2016 batches were asked to give their feedback on the various aspects of the B.Sc (Hons) Statistics discipline. They were asked to rate the discipline in terms of course content, pedagogy, quality of teaching, faculty mentoring and facilities offered by the department on a 5-point Likert scaling ranging from “Below Average” to “Excellent”.

Majority of students gave “Very Good” response to questions pertaining to the course offering them good help in their future trajectory, sincerity/commitment of teachers, their communication skills, relating subject to real life situations, helping students irrespective of their ethnicity/background, approach towards developing professional skills, accessibility of faculty, depth of preparation and degree of knowledge, availability of computer, calculators etc and engaging students in exploring the theoretical concepts involved in experiments.

Availability of Teacher in Lab for whole duration of lab hours, helping students in conducting experiments, regular checking of practical file, availability of computers, calculators, statistical tables etc., were the questions which students rated as “Excellent”.

Students marked “Average” when asked about whether Seminars/Projects/Talks strengthen the application oriented nature of Statistics.

BA Program Department

More than 90% of the final year students were quite satisfied with the pedagogy and faculty that was provided to them throughout their college life. Only 10% of the students faced problem with mode of communication used in the class. Special lectures and tutorials were taken for these students as an extra effort made by the professors. Reading material available in the library, online and provided otherwise were sufficient most of the times and more than 85% students responded positively in this regard. The course structure provided the scholars with diverse subjects from various academic streams which will prove to be beneficial for them in a lot of fields they are aspiring to enter into in future. More than 95% students were satisfied with amount of fees that is being

charged by the college for various purposes. The hostel and computer laboratories were not accessed by everyone but 70% of those who were permitted to access them were content with the innumerable facilities available to them. The left out 30% have had problems with the accommodation or were unhappy with the less number of technologically advanced computers. The wifi in college was not available to everyone at every nook and corner at all times and therefore more than 45% were not in favor of the facility and talked about how pressing was the need of improvement in this regard. Academically more than 70% of the students are scoring in first division in the department and less than 10% failed in a particular subject in any of the semesters. More than 85% of the students responded that medical and counselling amenities in the college comply with their needs. As well as the vigilant security of the hostel and college was appreciated by these students. NSO and NSS in the college were seen as the most active and well praised places by more than 60% of the tutees. The placement cell in the college didn't really get a positive response from the students who took part in its various drives. The infrastructure of the college has seen a lot of improvements and therefore more than 70% of the students were seen content with it the other 30% were not satisfied with the cleanliness of specific areas and other miscellaneous facilities. The cafeterias in the college received 50% positive response in terms of hygiene and variety of items. The left out 50% were dissatisfied with the high cost of each food item.

LIST OF JOURNALS

	Name of Faculty Member	Name of the Research Paper	Year of Publication	Name of the Journal
1	Dr. Sushila Madan	Spectrum Sensing for 4G LTE OFDM Signals in Heterogeneous Network using Neural Network.	2017	International Journal of Image Mining (IJIM), Vol. 2, Nos. 34, Special Issue on: Innovative Mobile Technology Inderscience Publishers ISSN No. / ISBN No. 2055-6047.
2	Dr. Sushila Madan	Automatic Modulation Classification of Multicarrier signals using Neural Network	2017	Int. J. Advances in Intelligent Systems and Computing (AISC), Vol 638.
3	Dr. Sushila Madan	E-Voting System using Homomorphic Encryption in a Cloud Based Environment	2017	International Journal of Security and its Applications (pp.59-68) ISSN 1738-9976.
4	Dr. Sushila Madan	Homomorphic framework to ensure data security in cloud environment	2016	1st International Conference on Innovation and Challenges in Cyber Security, ICICCS 2016
5	Dr. Madhu Grover	Nissim Ezekiel	2016	Routledge Encyclopedia of Modernism
6	Arti Minocha	“Writing England through Indian Eyes: The Mode of Travel Writing”	2016	Journal of the School of Language, Literature and Culture Studies, No. 20, Spring/Autumn 2016, pp. 52-65, ISSN 0972-9682.
7	Arti Minocha	“Music as Politics”	2017	The Book Review, Vol. 41, No. 12, December 2017, pp. 51-52, ISSN no. 0970-4175.
8	Mrs. Sonam Singh	Generosity and Loving-kindness: Path to Compassion	2017	Edu Care: An International Journal of Education and Humanities
9	Mrs. Sonam Singh	Religious Diversity: A Buddhist Insight	2017	Education Plus: An International Journal of Education and Humanities
10	Dr. Shruti Kapur	Knowledge and Scepticism : An Analysis of the Debate Between G.E. Moore and Ludwig Wittgenstein	2016	Madhya Bharti : Manviki Evam Samajavijnana ki Dvibhashi Shodh Patrika
11	Dr. Shruti Kapur	Revisiting George Berkeley's Idealism	2016	Anuśīlana: Research Journal of Indian Cultural, Social & Philosophical Stream
12	Dr. Shruti Kapur	Vasubandhu's Theory of Trisvabhāva	2016 - 2017	Jadavpur Journal of Philosophy
13	Dr. Kanika K. Ahuja	Development of Attitudes Towards Homosexuality Scale for Indians	2017	Journal of Homosexuality
14	Dr. Kanika K. Ahuja	Breaking Barriers: An Education cum Contact Intervention to Reduce	2017	Psychosocial Intervention

		Mental Illness Stigma among Indian College Students.		
15	Dr. Kanika K. Ahuja	Do team building interventions work? Evaluation using Kirkpatrick's model in a college setting.	2017	International Journal of Education and Management Studies
16	Dr. Kanika K. Ahuja	Factors Influencing Self-esteem of Indian Female Adolescents.	2016	IOSR Journal of Humanities And Social Science
17	Dr. Kanika K. Ahuja	Identities in conflict: A comparison of drawings of Muslim adolescents in Kashmir and Delhi	2016	Sage Open
18	Dr. Parul Bansal	Researching the use of Psychoanalysis in narrative inquiries.	2017	Psychological studies
19	Dr. Parul Bansal	A Kaleidoscope of Youth Identities.	2006	Psychological studies
20	Dr. Parul Bansal	Understanding Maternity	2005	Applied and Community Psychology: Trends and Directions
21	Ms. Sentsungla Longchar	Attributional style, marital quality, and family interaction pattern of parents with of children with epilepsy.	2008	Indian Journal of Social Psychiatry
22	Dr. Megha Dhillon	Factors Influencing Self-esteem of Indian Female Adolescents.	2016	IOSR Journal Of Humanities And Social Science
23	Dr. Megha Dhillon	Identities in conflict: A comparison of drawings of Muslim adolescents in Kashmir and Delhi	2016	Sage Open
24	Dr. Megha Dhillon	A body-image based media literacy intervention for Indian adolescent females	2017	Journal of Indian Association for Child and Adolescent Mental Health
25	Ms. Anisha Juneja	Nail Biting: A body focused repetitive behaviour case report.	2016	Journal of behavioural health
26	Ms. Anisha Juneja	A. Parent-Child Resilience in Cleft Lip or/and Palate Condition: A Review	2016	World journal of medical education and research
27	Ms. Anisha Juneja	Breaking barriers: An education and contact intervention to reduce mental illness stigma among Indian college students	2017	Psychosocial intervention
28	Ms. Anisha Juneja	Influence of family environment and work values on vocational	2017	IOSR Journal of Humanities & Social Sciences

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29	Dr Garima Srivastava	Do Team Building Interventions Work? Evaluation using Kirkpatrick's Model in a college setting	2017	International Journal of Education and Management Studies
30	Dr. Garima Srivastava	Development and Evaluation of Career Assessment Scales: A Content Validity Study.	2018	Indian journal of psychology and education
31	Ms. Priyanka Padhy	Industry and Inferiority in School Children Enrolled through Quota for Weaker Sections and Disadvantaged Groups: An Eriksonian Perspective	2017	IRA International Journal of Education and Multidisciplinary
32	Ms. Priyanka Padhy	Understanding Resilience in Chronically Ill Children: Parental Perspectives on Strengths, Difficulties and Fostering Resilience in Children Children: Parental Perspectives on Strengths,with Thalassaemia Major'	2017	Indian Journal of Health and Well Being
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34	Dr. Kalyani Akalamkam	Factors Influencing Self-esteem of Indian Female Adolescents	2016	IOSR Journal of Humanities and Social science (IOSR-JHSS), 21 (7), 56-63 e-ISSN: 2279-0837, p-ISSN: 2279-0845
35	Dr. Kalyani Akalamkam	Identities in conflict: A Comparison of Drawings of Muslim Adolescents in Kashmir and Delhi	2016	SAGE Open 10.1177/21 1-11 2158-2440
36	Dr. Jonaki B Ghosh	Learning Mathematics in Secondary School through Technology Enabled Explorations: A Perspective from India	2017	The Electronic Journal of Mathematics and Technology, 11(1), 1 – 17, ISSN 1933-2823
37	Dr. Jonaki B Ghosh	Learning as an interplay between internal and external representations	2017	Far East Journal of Mathematical Education, 16(3), 271-97, ISSN 0973-5631
38	Dr. Jonaki B Ghosh	Algebraic Thinking through Koch Snowflake Constructions	2016	Mathematics Teacher National Council of Teachers of Mathematics (NCTM), 109 (9): 693-99

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43	Ms. Pooja Singal	Reclaiming Public Spaces in India: The trajectory of Our Public Libraries	2017	The New Leam ISSN: 2455-4936
44	Ms. Pooja Singal	Language, Multilingualism and Education: The Interplay	2017	Voices of teachers and teacher educators ISSN: 2455-1376
45	Ms. Pooja Singal	The transcendental Power of fiction: A Discussion of Azar Nafisi's Reading Lolita in Tehran: A Memoir in Books	2017	International Journal of English language, Literature and Translation Studies (IJELR). ISSN 2349-9451
46	Ms. Shruti Chopra	A Critical study of the Linkages between Theory and Physics Laboratory Work in Senior Secondary Classes.	2017	International Journal of Scientific Research and Education. Vol 5, pp. 6637-6642. ISSN 23217545.
47	Ms. Shama Norien Major	A Study of stigma and its correlation with the self-Esteem on Socially excluded group: People living in leprosy community of Delhi”	2017	IAHRW International Journal of Social Sciences,5(2) ,pp.310-313,ISSN NO:2343-3797
48	Ms. Shama Norien Major	Alternate Education: Some Experiences and reflections from the field.	2017	International Journal of Education and Management Studies, Vol: 7(2), PP.229-231, ISSSN: P2231-5632-2321-3671.
49	Ms. Shama Norien Major	A study of Psychological strengths and weaknesses of children and Adolescents from leprosy community: A case study of south Delhi	2017	Indian Journal of Health and Wellbeing, Volume-8(7), June 2017, pp.575-577,ISSN-P229-5356-232-3698.
50	Ms. Santosh Yadav	परंपरा एवं आधुनिकता के मध्य खड़ी स्त्री शिक्षासन्दर्भ विशेष के सदी उन्नीसवीं : में	2016	ANWESHKA: Journal of Teacher Education (Peer-Reviewed Research Journal in Hindi), N.C.T.E. ISSN-

				0974-7702
51	Ms. Santosh Yadav	‘बालाबोधिनी’ के सन्दर्भ में ‘शिक्षित स्त्री’: एक विश्लेषण	2017	PRINTING AREA (Peer-Reviewed International Research Journal) Maharashtra. (Included in UGC Journals list.) ISSN: 2394 5303, Issue-31, Vol. – 06
52	Ms. Santosh Yadav	कक्षायी वातावरण और संवैधानिक मूल्य	2017	VIDYAWARTA (Peer-Reviewed Research Journal) Maharashtra. ISSN No. - 2319 9318, Issue-19, Vol-01
53	Ms. Santosh Yadav	Unit named as - Contemporary Scenario: Constitutional Provisions, Reports of Various Commission and Committees, Schemes’ and Programmes on girls Education and Overall development of Women for addressing gender discrimination in society	2017	A Unit written for the B.Ed. Programme (Semester IV) at the Department of Teacher Education, School of Education, Uttarakhand Open University
54	Dr. Darshna dhawal	Maitreyi pushpa ki kahaniyon mein stree vimarsh	2016	Swatantryottar hindi kahani: rachnatmak sarokaron ki nayi padtal
55	Dr. Darshna dhawal	Rangmanch aur samajikta	2016	Badalta bhartiya paridrishya aur swatantrayottar hindi natak
56	Dr. darshna dhawal	Mohan rakesh ke natakon ke nari patra	2016	Adhunik hindi natak :chintan ke swar
57	Dr. Darshna Dhawal	Sathotari kavita vaicharik dharatal par	2017	Swatantryottar hindi kavita : naye rachnatmak dhratal
58	Dr. Darshna dhawal	Rangmanch aur samajikta	2017	Swatantrayottar hindi natak samay se samvad
59	Dr. Renu Gautam	Rangmanch ki samasyayein aur samadhan	2016	Natak aur rangmanch ke vividh aayam
60	Gautam			
61	Dr. Renu	Swatantrayottar hindi kahaniyon par paschatya prabhav	2016	Swatantryottar hindi kahani: rachnatmak sarokaron ki nayi padtal
62	Dr. Renu gautam	Girijakumar mathur ke kavya mein swatantrayottar boudhikta	2017	Swatantrayottar hindi kavita : naye rachnatmak sarokar
63	Dr.sarika kalra	Samay ke sath media, samay ke hath media	2016	Media aur samsamyik sameekarn
64	Dr.sarika kalra	Painting akeli hai	2016	Sahitya yatra, Patna
65	Dr.sarika kalra	Pata badal gaya hai(story)	2016	Navlekhan hindi kahaniyan and also published in literary magazine sahitya amrit (delhi),2015sahitya Sameer dastak(Bhopal)2017
66	Dr.sarika kalra	Mahatma Gandhi yugeen sandarbh mein ek vishleshan	2017	Vartman paridrishya aur Gandhi

67	Dr.sarika kalra	Hindi bhasha, asmitamulak prashn aur bhavishyonmukhi sandarbh	2017	Sahitya yatra, patna
68	Dr.sarika kalra	Rachnakar ka nij aur samsamyik sandarbh	2017	Mridula sinha ka sahitya ek vishleshan
69	Dr.sarika kalra	Jeevan ke dard ka utsav	2017	Bhasha,KHN (HRD)
70	Dr.sarika kalra	Nafrat(short story)	2017	Hamare samay ki shreshta bal kathayein
71	Dr.sarika kalra	Apna kaam(short story)	2017	Adhunik hindi sahitya ki chayanit laghu katheyein
72	Dr.sarika kalra	Kaisi preet lagai(story)	2017	Soch vichar, Varanasi
73	Dr.sarika kalra	Ankhon dekhe sapne(story)	2017	Indraprastha bharti, New delhi
74	Dr.sarika kalra	Wah auto wala,chuppi(short story)	2017	e-magzine pratilipi
75	Dr. sarika kalra	Celebrity,pyar,hasti,ye mousam,tumse seekha(poems)	2017	Shbdon ke indradhanush
76	Ms punam meena	Vrindavan lal verma ke 'Jhansi ki rani Laxmibai Upnyas mein Rashtriyata	2017	Vaak sudha
77	Dr. kanchanverma	Hasiye ki awaz, jeevan sanghrash,dasiyan sab janti hain(poems)	2017	Sahity kunj, Canada, e magazine
78	Dr. kanchan verma	Comedy ke nikash par Shakespeare	2017	Sahity kunj, Canada, e magazine
79	Dr. kanchan verma	Comedy ki Bhasha : hindi mein anudit shakespeareke sukhant natak ka adhyayan	2017	Sahity kunj, Canada, e magazine
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81	Dr. Kanchan Verma	Sweet Water (Trans.)	2016	JSL. ISSN-0972-9682
82	Bindu Menon	One More Dirham": Religion, Migration and modernity in the Islamic Home films of South India	Fall 2016	Migration, Mobility and Displacement, Vol 2. No. (2), Pg 4-23 University of Victoria Press E-ISSN 2369-288X
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84	Dr. Vartika Nanda	Jailon main Sahitya, Rashtravaad aur Tinka Tinka Ummeed	2016	Media Vimarsh, Volume 11, NUMBER 41
85	Dr. Vartika Nanda	Media kee Nazar se Achootee Jailein aur Unmain Barhtee Bheerh	2017	Communication Today, Volume 19 No 3,
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90	Dr. Vandana S Bhan	Nagaland ka Lokjeevan	2016	Madhai, published by Rawat NachMahotsava Samiti, Bilaspur ISSN – 2278-8352
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94	SUSHILA KUMARI	DIK-MIMANSA	2017	SANSKRIT RATNAKAR, ISSN 2395-3055
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97	Meenakshi pahuja	“Mechanics of resistance and propulsion in swimming”	2016	sports, ISBN-978-81-927686-5-6, Published by Physical education foundation of India. 17th Decmeber’2016
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126	Smita Sahgal	Article: Sahgal, S. Niyoga [Levirate]: Conflict Resolution to Bruised Masculinity in Early India, pp. 303-308. (ISSN: 2010-3646)	2016	International Journal of Social Science and Humanity, Vol. 6(4)
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131	Sonali Mishra	Article: The Dutch East India Company in Seventeenth Century Northern Coromandel, ISSN 0973-3353	2015	Journal of the Institute for Research in Social Sciences and Humanities (IRISH) (Vol. 10, No. 1
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178	Bhavneet Kaur	Perturbed Robe's restricted problem of 2+2 bodies when the primaries form a Roche ellipsoid-triaxial system	2016	Journal of Dynamical Systems and Geometric Theories
179	Bhavneet Kaur	Resonance in the perturbations of a synchronous satellite due to angular rate of the earth-moon system around the sun and the earth's rotation rate	2016	International Journal of Advanced Astronomy
180	Sucheta Nayak	Off-step Discretization for System of Nonlinear Singular Boundary Value Problems using	2017	Italian Journal of Pure and Applied Mathematics
181		Variable Mesh		
182	Sucheta Nayak	Non-polynomial Cubic Spline Discretization for System of Nonlinear Singular Boundary Value Problems using Variable	2017	Advances in Difference Equations(2017),2017:327

		Mesh,		
183	Mahesh Kumar	Asymptotic behaviour of the powers of composition operators on Banach spaces of holomorphic functions.	Accepted2017	Indian
184	Kuldeep	Deterministic EPQ model with time - varying production rate, demand rate, and holding cost under the condition of permissible delay in payment	2016	Asian Academic Research Journal of Social Sciences & Humanities
185	Priti Dhawan	Factors Influencing Self-esteem of Indian Female Adolescents.	2016	IOSR Journal of Humanities And Social Science

Annexure-IV

List of published books

S. N.	Name of Faculty Member	Name of the Book	ISBN No.	Name of the Publisher	Year of Publication
1	Smita Sahgal	Niyoga: Alternate Mechanism to Lineage Perpetuation in Early India, A Socio-Historical Enquiry	978-93-84082-85-7	Delhi: Primus Books	2017
2	Vartika Nanda	Media aur Bazar	978-93-80458-96-0	Samayik Books	2018
3	Vartika Nanda	Radio Journalism in India	978-81-8457-798-3	Kanishka Publishers	2017
4	Vartika Nanda	Tinka Tinka Dasna	978-93-5265-729-2	Tinka Tinka Foundation	2016
5	SARIKA KALRA	Muktibodh aur raghuveer sahay ke kavya ki antarvastu	978-81-7453-324-1	Sanjay prakashan, Delhi	2016
6	SARIKA KALRA	Tere shehar mein(novel)	978-93-84419-69-1	Hind yugm, Delhi	2017
7	Vandana Bhan	<i>Naitik Moolyon Ke Punaruthan Mein Sanskrit Patrikaon Ka Mahattva. Media: Ateet, Vartaman Evam Bhavishya.</i>	978-93-86113-13-9	Shri Nataraj Prakashan, Delhi	2016
8	Kanika Ahuja	Perceived status of women in India: "Women in Psychology and Psychology of Women"	978-81-89128-46-3	Selective & Scientific Books	2017
9	Dr. Kalyani Akalamkam	Grow with Science, Class VI	978-9-38-393275-7	Headword Publishing Company, NOIDA	2016
10	Dr. Kalyani Akalamkam	Grow with Science, Class VII	978-9-38-393276-1	Headword Publishing Company, NOIDA	2016
11	Dr. Kalyani Akalamkam	Grow with Science, Class VIII	978-9-38-393277-1	Headword Publishing Company, NOIDA	2016
12	Vaishali Verma	Economics of Development and Growth	ISBN 978-93-80310-77-0	New Generation Press Delhi, India	2016

13	Sushila Madan	Securing Transactions and Payment Systems for M-Commerce	ISBN: 9781522502364	IGI Global	<i>April 2016</i>
14	Sushila Madan	Computer Application in Business	978-93-82209-78-2	Scholar Tech	2017
15	Dipti Nath	<i>Re-Imaging Frames of Empowerment.</i>	ISBN 978-81-923813-4-3.	New Delhi: WISCOMP, Foundation for Universal Responsibility	2017
16 - 23	Vasudha Pande	Editor Revised Version BHIE -107 <i>Modern Europe</i> , Hindi i. Adhunik Rajniti ka Udbhav Vol I ii. Adhunik Rajniti ka Udbhav Vol II iii. Europe mein Audyogic Kranti iv. Adhunik Audyogik Samaj v. Rashtra Rajya Vyavastha vi. Upniveshavad aur Samrajyavad vii. Beesvi Shatabdi ka Sankat I viii. Beesvi Shatabdi ka Sankat II	1.ISBN 978-93-86100-18-4 2.ISBN 978-93-86100-19-1 3.ISBN 978-93-86100-20-7 4.ISBN 978-93-86100-21-4 5.ISBN 978-93-86100-22-1 6.ISBN 978-93-86100-23-8 7.ISBN 978-93-86100-25-2 8. ISBN 978-93-86100-24-5	Indira Gandhi Open University	November 2016
24	Dr. Priti Dhawan	Perceived status of women in India: “ <i>Women in Psychology and Psychology of Women</i> ”	978-81-89128-46-3	Selective & Scientific Books	2017
25	Dr. Shernaz Cama	Threads of Continuity: Zoroastrian Life and Culture	978-81-910957-2-2	Parzor IGNC A	2016
26	Ms. Anisha Juneja	Perceived status of women in India: “ <i>Women in Psychology and Psychology of Women</i> ”	978-81-89128-46-3	Selective & Scientific Books	2017
27	Taniya Sachdeva	Motivating Thoughts of Veer Savarkar	ASIN: B01HMO2MSY	Prabhat Prakashan	2017
28	Gopa Sabharwal	India since 1947: The Independent Years. New Delhi	9780143102748	Penguin India	2017 New Edition

29 - 30	Meenakshi Pahuja	Swimming Statistical bulletin- Author		Swimming Coaching Institute	2016 2017
31	Dr. Arvind Kumar	Cyber Laws	978-81-935957- 2-5	Book Age Publications	2017
32	Dr. Arvind Kumar	Advertising and Brand Management”	81-8218-089-9	Galgotia Publishing Company , New Delhi	2016
33	Dr. Sunaina Sardana	Advertising and Brand Management”	81-8218-089-9	Galgotia Publishing Company , New Delhi	2016
34	Dr. Sunaina Sardana	Advertising and Brand Management”	81-8218-089-9	Galgotia Publishing Company , New Delhi	2016

Best Practises

Title of the Practice: Education for All /inclusivity in Education

Goal

At LSR, education is envisioned as a pathway for human betterment on which no one is left behind. Responding to the imperative for social responsibility that is inherent in educational endeavours, the college believes that an equitable access to social opportunities of education is probably one of the most effective routes to build an engaged and informed community which resonates with the best of human values of caring, sharing and being respectful of differing individual identities. At LSR, what every student brings of her world into the classroom is valued, acknowledged and made into a source of learning. This inclusive teaching-learning paradigm makes teaching-learning at LSR a collective endeavour, at all times.

Context

An increasingly diverse student population on many parameters including socio-economic background, region, language and physical factors closely reflects the high value which is now being accorded to education that excludes no one. There is thus a critical imperative to engage with the idea of what rightfully may be considered as an inclusive teaching-learning space. There is a recognition of the fact that it is not sufficient to provide access, what is critical is that differences are not allowed to be inhibiting, intimidating or isolating. Instead, diversity is seen as a reservoir of collective strength and help foster inclusivity resting on interconnectedness, reciprocity and mutual support. The LSR REACH (Reaffirming Access, Equity, Capacity and Humanism) programme, with its motto of ‘included acts as a change agent in the lives of students with disadvantage by creating access and opportunities for them.

The Practice

Members of the LSR community with disabilities are an integral part of the life of the college. REACH recognises the need for a paradigm shift from looking at equity and access for the disabled as human rights and not acts of charity. The attempt is to provide an inclusive platform so as to make each member feel a part of the community that celebrates difference and diversity.

Swavalamban-Equal Opportunity Centre

A major initiative taken up in 2013 by REACH, LSR in collaboration with the KPMG Foundation has been the transformation of the then existing *Swavalamban* Centre, into a state-of-art Resource Centre for the differently-abled students, particularly for those with visual disadvantage. The Resource Centre provides students with the most appropriate assistive technology and equipment including the Everest-D Braille Embosser, Screen Reading Software, Lex-Talk Scanner, Book Scanners, DAISY Recorders and Players and OCR software for English and Hindi. The Resource Centre has also been equipped with ten computer systems that facilitate the work of both English and Hindi discipline students. In collaboration with the Equal Opportunity Cell of DU, REACH ensures that students have access to reading material, laptops and other recording devices provided by the University. Efforts have also been made to compile all e-learning resources for the various courses in LSR. To facilitate communication the college has put up notices in Braille as well. In addition, efforts are made to adopt appropriately designed and sensitively structured pedagogies within the classroom together with personalised attention outside the class when necessary. Infrastructural facilities help persons with disabilities become more self-reliant and these include ramps, elevators, tactile floored pathways and specially designed washrooms. Special scholarships and other financial support schemes facilitated by the college further support to students with disabilities. The U. J. Rana Prize for endeavour awarded every year on College Day is in keeping with the ethos of this institution which celebrates the determination of the human spirit in overcoming challenges with courage and dignity.

Evidence of Success

The LSR community has integrated within it, one of the largest number of students with disabilities among the colleges affiliated to DU. Members of the college community with disabilities take a keen interest in classroom deliberations and also participate in many co-curricular and extracurricular activities as well. This has resulted in many laurels, prizes and trophies being brought to the college.

REACH has been organising various events for the differently-abled every year ranging from skill development and career training workshops to language improvement courses and inter-college cultural competitions. Highlights of the last couple of years include the following.

Representatives from KPMG came to visit the visually impaired (VI) persons who use Swalambhan, Resource Centre on the 23rd of August 2016 to acquaint the newly admitted VIs with the state of art technology available at LSR for them. A Mobility Training Workshop was held on 27th August 2016 by Mr. Anil Kumar from National Association of

the Blind on the importance and use of the White Cane for the visually impaired. An Eye Check for students with visual disability at Shroff Hospital, old Delhi. A sensitization workshop was conducted on 29th September 2016 by Mr George Abraham, Founder—Score Foundation. An informal chocolate making session was conducted on 15th February 2017, by Ms. Neelam J. Malhotra, Staff Advisor, REACH for the visually impaired students. A one day trip to Pratapgarh Farms was organized for students who use the resource room on 18th February 2017. As a part of the pre-parwaaz festivities, on 2nd March 2017, a guest lecture by Mr P. K. Pincha, former Chief Commissioner for persons with disability under the social justice ministry, was organised on the newly passed Rights of Person with Disabilities Bill (RPDB). REACH organized a panel discussion on ‘Discrimination through the lens of Gender and Disability’ on 9th March 2017. Aimed at understanding and analyzing the process of dual oppression, the panelists included famous disability rights activists Ms. Abha Khetarpal Maurya and Ms. Japleen Pasricha. Ms. Khetarpal is the President at ‘Cross the Hurdles’. The opening guest lecture by Mr. Javed Abidi, director of the National Centre for Promotion of Employment for Disabled People (NCPEDP) took place on 23rd March, 2017. Parwaaz 2017 was held on 25th March 2017. It saw an unprecedented level of participation. It had four events- debate, creative writing, talent hunt and quiz. All the participants and the judges thoroughly enjoyed the atmosphere of love, care, compassion and life.

Title of the Practice: At Home in the World

Goal

In the evolving landscape of higher education, the goal of the college is to engage mindfully with newer frontiers of knowledge facilitated by the many global collaborative endeavours now possible. LSR aspires to nurture world citizens with a creative cosmopolitan outlook which reconciles their emerging global roles and responsibilities with their local sensibilities and hopes to help students gain opportunities for global leadership-training and exposure that is distinctive in being socially aware and responsible. The college is conscious of the many challenges that it now needs to address in partnership with other institutions of higher learning and research across the globe.

Context

LSR values the importance of people to people exchanges and deliberations in the pursuit of peace. With growing internationalisation of education, LSR hopes for an accelerated pace in the number of meaningful and significant global collaborations as part of a holistic teaching-learning process. The college hopes to strengthen intellectual and artistic partnerships with its South Asian neighbours. At LSR, the attempt is to create an empowering space of mutual sharing and learning where the imperatives of the global and the local can be imaginatively blended.

The Practice

Since the 1990s LSR has taken giant strides in internationalising education by developing many international linkages and undertaking innovative global collaborations. The college welcomes students under the Study Abroad Programme of many American Universities and the on-going exchange programmes with certain others. LSR students too have an opportunity to participate in exchange programmes with La Trobe, NUS and several other Universities. In addition LSR regularly hosts teaching faculty under the Fulbright and other programmes and in turn faculty from the college too are invited abroad for short term teaching assignments. The college has had fruitful exchange programmes with Pakistan's renowned women's college- Kinnaird College.

Evidence of Success

Office of International Programmes (OIP)

LSR perceives the real challenge to be that of infusing in students a sensibility that can differentiate between just making a career and being in leadership positions. To help students assume leadership of movements of social transformation, the college has initiated collaborations with universities across the globe. These include short and long term exchange programmes, both for students and faculty, setting up of an international e-journal with women's colleges worldwide, organizing summer courses with reputed colleges from abroad and lectures and talks by faculty around the globe. LSR has organized and hosted prestigious international seminars and short courses for faculty and students from varied countries.

In 2016-2017, two MOUs were signed. The OIN-LSR MOU, OIN – the Ontario in India Programme is a conglomerate of 10 Canadian Universities who offer our students a one year non-degree programme in exchange for one of their students doing a semester at LSR. A large contingent from Macquarie University, Australia visited LSR and a MOU between the two institutions was signed. Macquarie University in Australia has offered to engage with two undergraduate students for one year with a scholarship and have also offered them a 50% fee reduction on their Masters programme in International Relations.

On 3rd November, 2017, Vibha Sharma, an ELSA from 1985 working with Dr. Robert Monson of Columbia University organized a discussion in LSR by bringing his group of education policy fellows (EPFP) to India to help them learn more about the Indian education. The visiting faculty from various Universities in USA had an invigorating discussion on the training of teachers and pedagogic techniques coupled with Education policy and guidelines with the Principal, Dr. Sharma, OIP Advisors and some faculty from the B.El.Ed Department.

LSR has collaborated with Barnard College, Columbia University, NYC, USA, on a global symposium to be held in New Delhi in March 2018 to discuss “Innovative Approaches to Climate Change and Environmental Sustainability.”

King's College, London conducted two Summer Courses at LSR College in May 2017 for the 5th year in succession since 2013. It is a matter of great pride for us that LSR College is the only academic institution that King's College, London is collaborating with. The Summer School held from 29th May, 2017 to 9th June, 2017 were on the courses of International Relations and Marketing Management.

The Office of International Programmes has expanded its base in collaboration and this year we have the largest number of students being sent from LSR College to collaborative programmes in Universities abroad. Students have been nominated for the SUSI programme on Leadership in USA, La Trobe University in Australia, Sciences Po in France, Fukuoka in Japan, Ontario in India programme in Canada, Macquarie University in Australia, National University of Singapore, Singapore and King's College, London. The Middlebury College in USA hosted one of our Faculty members for an Annual Lecture in March 2017. A proposal was sent by Prof. Martina Mollering of Macquarie University of having about 20 students on a visit to 3 cities/campuses (LSR in Delhi, St. Xaviers', Kolkata and TISS, Mumbai) in India in September 2017. Since LSR has already hosted such activities (with Ohio Wesleyan University, Winston Salem University, University of Florida, University of Queensland and Western Sydney University) a week-long session was organized LSR College also has hosted in 2017, January to April semester, 5 exchange students from Middlebury, one from the OIN Programme and one student from La Trobe University. In addition to all these major activities, OIP has organized talks by distinguished faculty from universities abroad, lectures and presentations from collaborators and other universities.

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